

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## BOARD OF EDUCATION

Work Session Meeting - March 24, 2014 - 4:05 PM  
District Administration Building, 210 County Road 101 N, Plymouth MN

### AGENDA

- |   |     |
|---|-----|
| 1. CALL TO ORDER/ROLL CALL  | 3   |
| 2. ADMINISTRATIVE   |     |
| A. Community Education Realignment <i>B. Wittman 30 minutes</i>                                   | 4   |
| 3. TEACHING AND LEARNING  | 22  |
| A. Curriculum & Instruction Overview <i>J. Johnson &amp; S. Nelson 10 minutes</i>                 |     |
| B. Common Core Curriculum Overview <i>J. Johnson &amp; S. Nelson 15 minutes</i>                   | 23  |
| C. Curriculum Updates: Art, Media, Technology <i>J. Johnson &amp; S. Nelson 30 minutes</i>        | 46  |
| 4. HUMAN RESOURCES  |     |
| 5. FINANCIAL  |     |
| A. Federal School Lunch Program <i>J. Westrum, M. Anderson, J. Schwint, J. Scheuer 30 minutes</i> | 102 |
| 6. BOARD REPORTS  |     |
| 7. SCHOOL BOARD   |     |
| A. Tentative Board Agenda for April 14, 2014 - <i>5 minutes</i>                                   |     |
| 8. ADJOURN  | 105 |

**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 – March 24, 2014**

**AGENDA SECTION: Call To Order/Roll Call**

**ITEM: Roll Call Attendance**

**COMMENTS BY: Ms. Linda Cohen, Board Chair**

School Board Chair, Ms. Linda Cohen, will call the meeting to order.

	<u>Present</u>	<u>Absent</u>
Ms. Linda A. Cohen	_____	_____
Ms. Andrea Cuene	_____	_____
Ms. Sarah Johansen	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. Chris McCullough	_____	_____
Ms. Carter G. Peterson	_____	_____
Ms. Cheryl Polzin	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

# Wayzata Community Education

## A Future Focus Framework

### Executive Summary

Bob Wittman, Director of Community Education

#### Preface

This document is an executive summary of the work done over the past year to create an operational framework that positions Wayzata Community Education for maximum impact and future success. The ultimate goal of this framework is to position Wayzata Community Education to make an even greater positive impact on the District's Strategic Roadmap while continuing to deliver on its core mission and vision of serving the lifelong learning needs and wants of its over 60,000 District resident learners of every age.

#### Background

The Wayzata School District has undergone significant change over the past five years, including (but not limited to) accelerated growth, the addition of state-funded All-Day Kindergarten, the closing of open enrollment, a shortage of district instructional and administrative space, the passage of the \$109,645,000 bond referendum that will lead to the expansion of the high school and the addition of an eighth elementary school, the extension of the District's Technology Levy, and the adoption of the new District Strategic Roadmap.

#### Changing Landscape and On-Going Community Support

During the past two years and looking into the near future, Wayzata Community Education has and will continue to experience significant staff and program changes. In total, six key positions in Community Education have been or will be in transition since the middle of the 2013-2014 school year. Community trust in the District and its leaders, as evidenced through a variety of indicators including continued positive community engagement, survey responses and election results, reinforces the need to continue providing programs and services that positively impact all families.

#### Growing Statewide and National Momentum for Early Education

The addition of state-funded All-Day Kindergarten, along with accelerated District population growth, has had significant impact throughout the entire District, including Community Education. There is a heightened awareness of the importance of quality early education and care for our youngest learners, prenatal-age 5, and the critical impact it has on a child's ability to learn throughout his/her lifetime.

#### Strengthening and Expanding Out-of-School Time Programming for Youth

The positive potential impact of existing before and after school, weekend and summer programming, has left us wanting and advocating for more and better. Opportunities exist to strengthen and expand enrichment and intervention programs in support of the larger K-12 programming needs.

#### Untapped Potential in the Adult Learner Community

Participation in Community Education activities by our adult learners reinforces district-wide community trust and partnership. Providing a comprehensive menu of interesting programs for our adult learners, with an expanded focus on those without a direct connection to the K-12 system, particularly with our senior population and empty nesters, is a critical strategic need to ensure solid trust and partnership. Oftentimes, their only connection with the District comes through their involvement with Community Education. The direction provided by the School Board with the adoption of the Strategic Roadmap and the increased focus on

personalized learning and success for each and every student, translates in the world of Community Education to be anytime and anywhere personalized learning that is both formal and informal in its nature and meets the needs and wants of each and every lifelong learner.

### **The Community Education Response**

In response to these changes, challenges and opportunities, the Community Education Leadership Team has worked proactively to explore various staffing models that will best position the Wayzata Community Education program to embrace these exciting new challenges and flourish in response to the possibilities. This work has included exploring the LERN model to understand trends and current best practices relative to staffing models; reviewing Community Education staffing models from other metro school districts, and working with Superintendent Anderson and the Strategy Leadership Team to explore staffing models that might best support the Wayzata Public Schools Strategic Roadmap. The summary of this learning journey has resulted in the following recommendations:

#### **Response #1: Bring an Enhanced, Strategic Focus to Three Critical Areas**

Create a renewed and deepened focus and commitment to these three core focus areas:

- 1.) Early Education;
- 2.) Out of School Time Programming for Youth;
- 3.) Adult Learning.

#### **Response #2: Find our Niche that Positions Us for Maximum Success**

For each of these three areas of focus, identify which of these best positions each area of focus for success:

- 1.) Product Leadership;
- 2.) Operational Excellence;
- 3.) Customer Intimacy.

#### **Response #3: Retool Community Education Staffing to Support the Future Strategic Focus**

To support the delivery of total quality experiences for each of the three areas of focus, retool the Community Education staff by finding and hiring the best and the brightest, and implementing a staffing structure where they and the entire Community Education enterprise can be successful:

- 1.) Hire for the soon-to-be vacant Early Childhood Education Coordinator;
- 2.) Solidify the position of Out-of-School Time Coordinator;
- 3.) Solidify the position of Youth and Adult Enrichment Program Coordinator;
- 4.) Hire a new secretary for Youth and Adult Enrichment and Drivers Education Programs;
- 5.) Hire for the vacant Community Education Department Paraprofessional;
- 6.) Hire a new Coordinator of Home Base and Bright Start.

#### **Response #4: Relocate Community Education Programs and Operations as Needed**

Due to space constraints throughout the District for at least the next two years, Community Education, its programs and operations, will need to remain flexible, responsive and creative while maintaining its commitment to high quality programs and experiences. This will include for 2014-2015:

- 1.) Relocating Community Education office operations to the new 16<sup>th</sup> Avenue Office Complex;
- 2.) Relocating one Bright Start Program to the Family Learning Center;
- 3.) Finding and relocating 2-4 more Bright Start sections to community space;
- 4.) Redesigning Home Base space at Birchview, Greenwood, Plymouth Creek and Kimberly Lane.

Response #5: Realign Systems to Best Support the District’s Strategic Roadmap

In support of the District’s need to move forward with critical strategic directions outlined in the District Strategic Roadmap, three programs that have been part of the Community Education department in the past will either be realigned now or considered for realignment in the future:

- 1.) Communities in Collaboration Council to Communications and Community Engagement;
- 2.) Volunteers to Communications and Community Engagement;
- 3.) Community Use of Facilities to District Buildings and Grounds.

Response #6: Address Community Education’s Need for Increased and Enhanced Communications

Enhanced communications with district learners and families will be a critical component of this streamlined Community Education future focus. To accomplish this, the District’s Communication Team will provide resources and expertise in assisting Community Education with its communication and promotional needs in a manner that is consistent with all other departments in the school district.

**Summary**

This is an exciting time for the Wayzata Public Schools Community Education Program. Achieving greater focus on three key strategic areas; 1) Early Education, 2) Out of School Time Programming for Youth, and 3) Adult Learning, will position Wayzata Community Education to not only provide meaningful and enriching learning experiences for constituents of the school district but to also foster and support the larger Mission and Vision of the Wayzata Public Schools. These changes will reposition the Community Education enterprise as a streamlined internal strategic partner within the Wayzata Public Schools that will help ensure the achievement of “Excellence, for Each and Every Student,” regardless of unique learning needs and interests or age of the student.

# WAYZATA COMMUNITY EDUCATION FUTURE FOCUS FRAMEWORK

A Strategic Roadmap for  
Wayzata Community Education

# Wayzata Community Education Future Focus Framework

➤ An operational framework that positions Wayzata Community Education for maximum impact and future success.

∞

➤ The ultimate goal of this framework is to position Wayzata Community Education to make an even greater **positive impact on the District's Strategic Roadmap** while continuing to deliver on its core mission and vision of serving the lifelong learning needs and wants of its over **60,000 District resident learners of every age.**

# A Time of Significant Change For Wayzata Public Schools

- Accelerated growth
- The addition of state-funded All-Day Kindergarten
- The closing of open enrollment
- A shortage of district instructional and administrative space
- The passage of the \$109,645,000 bond referendum that will lead to the expansion of the high school and the addition of an eighth elementary school
- The extension of the District's technology levy
- The adoption of the new District Strategic Roadmap
- The adoption of My Way Personalized Learning

# Changing Landscape and On-Going Community Support

Wayzata Community Education experiencing strong support, and significant staff and program changes:

- **Community trust** in the District Comes from all our families – those with kids in school and those whose only connection with the District comes through Community Education
- The continued importance of Community Education's role in providing programs and services that positively impact **all families and learners of every age**
- The opportunity to retool Community Education with **6 key positions** in Community Education in transition since the middle of the 2013-2014 school year

# Growing Statewide and National Momentum for Early Education

- There is a heightened awareness of the importance of quality early education and care for our youngest learners, prenatal-age 5, and the critical impact it has on a child's ability to **learn throughout his/her lifetime**

## Strengthening and Expanding Out-of-School Time Programming for Youth

- The positive potential impact of existing before and after school, weekend and summer programming, has left us wanting and advocating for **more and better**.
- Opportunities exist to strengthen and expand **enrichment and intervention** programs in support of the larger K-12 programming needs.

# Untapped Potential in the Adult Learner Community

- Participation in Community Education activities by our adult learners reinforces **district-wide community trust and partnership**.
- Providing a **comprehensive menu of interesting programs** for our adult learners, with an expanded focus on those without a direct connection to the K-12 system, particularly with our senior population and empty nesters, is a critical strategic need to ensure solid trust and partnership.
- Oftentimes, their **only connection** with the District comes through their involvement with Community Education.
- The direction provided by the School Board with the adoption of the Strategic Roadmap and the increased focus on personalized learning and success for each and every student, translates in the world of Community Education to be anytime and anywhere personalized learning that is both formal and informal in its nature and **meets the needs and wants each and every lifelong learner**.

# The Community Education Response

- Explore various staffing models that will best position the Wayzata Community Education program to embrace these exciting new challenges and flourish in response to the possibilities
- Explore the LERN model to understand trends and current best practices relative to staffing models
- Review Community Education staffing models from other metro school districts
- Work with Superintendent Anderson and the Strategy Leadership Team to explore staffing models that might best support the Wayzata Public Schools Strategic Roadmap

# Response #1: Bring an Enhanced, Strategic Focus to Three Critical Areas

Create a renewed and deepened focus and commitment to these three core focus areas:

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For each of these three areas of focus, identify which of these best positions each area of focus for success:

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# An exciting time for the Wayzata Public Schools Community Education Program.

## Wayzata Community Education

- ❑ Early Learning
- ❑ Out of School Time Programs
- ❑ Adult Learning

Achieving greater focus on three key strategic areas will position Wayzata Community Education to not only provide meaningful and enriching learning experiences for constituents of the school district, but to also **foster and support the larger Mission and Vision** of the Wayzata Public Schools.

These changes will reposition the Community Education enterprise as a **streamlined strategic internal partner** within the Wayzata Public Schools that will help ensure the achievement of “Excellence, for Each and Every Student,” regardless of **unique learning needs and interests or age of the student.**



Teaching & Learning | Jill Johnson, Executive Director  
305 Vicksburg Lane North | Plymouth, MN 55447-3941  
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## **School Board Work Session**

March 24, 2014

Presentation Information

### **Dr. Jill Johnson, Executive Director of Teaching and Learning**

- Presentation Overview and Introductions

### **Shelly Nelson, Director of Curriculum and Instruction**

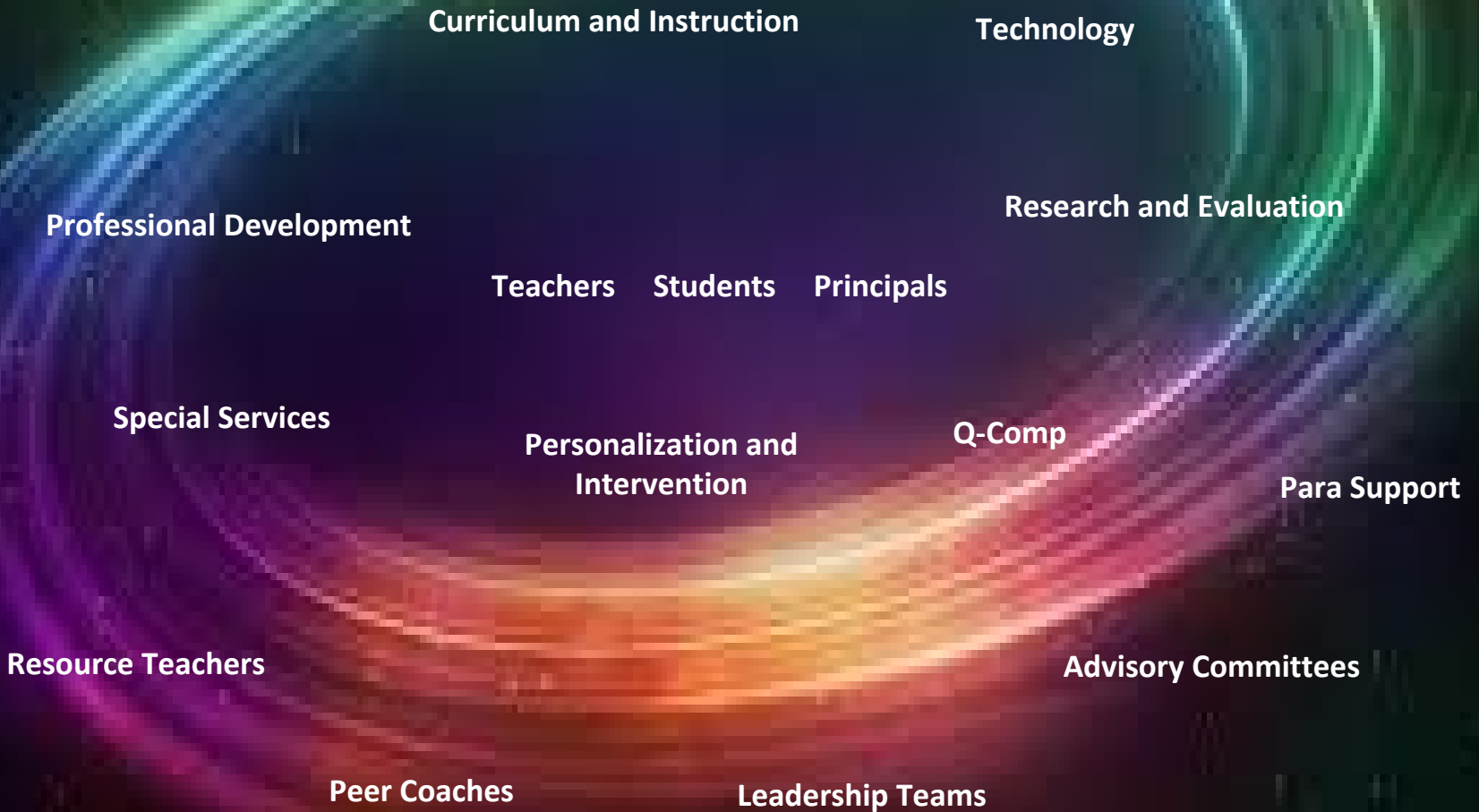
- Curriculum and Instruction Department Overview and Strategic Priorities
- Overview of Common Core
- Overview of Minnesota Common Course Catalog
- Curriculum Area Updates
  - Jen Samec – Media and Elementary Technology
  - Kaja Martinson, Art – K12
  - Tyler Shepherd - Business and Engineering, Design and Technology, 6 – 12  
Overview

# Teaching and Learning

School Board Work Session

March 24, 2014





# Curriculum and Instruction

Technology

Professional Development

Research and Evaluation

Teachers   Students   Principals

Special Services

Personalization and  
Intervention

Q-Comp

Para Support

Resource Teachers

Advisory Committees

Peer Coaches

Leadership Teams

# Presentation Overview

- Part I: Curriculum Department Overview
- Part II: Overview of the Common Core
- Part III: Curriculum Area Updates

# Curriculum and Instruction

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## Part I: Department Overview

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# Purpose

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The purpose of the Department of Curriculum and Instruction is to provide leadership and management in the areas of –

- Curriculum Content – Review, Development, Adoption
- Instructional Design, Delivery and Assessment
- General Classroom and Technology-Based Instruction
- Professional Development

# Department Staff

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Shelly Nelson  
Director

## Resource Teachers

- Nancy McCoy, Literacy
- Courtney LaRoche, Math
- Cathy Breyer, Generalist
- Sara Gammack, PD
- Sarah Parry, Data Integration
- Dave Schultz – PE/Health
- Megan Budke, W. Language
- Tyler Shepherd, Business/EDT

## Alternative Compensation

- Brad Anderson

## Others That Support C&I Work

### Technology Integration

- Tina Christopherson
- Dave Zukor
- Belinda Stutzman

### Special Services/Title I

- Ann Fehrenbach

### Career and Tech Education

- Jean Rakun

# Department Work

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Two Primary Areas of Focus

Curriculum Review  
Professional Development

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# Review Cycle

MDE Revision					Math	Arts	Science	Lang Arts	Social Studies		
Phase	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
<b>Year 1 Self Study</b>	Lang Arts Media & Elem Technology** Art	Bus. Ed. ETD*	Math World Lang. Health/PE	Music	Science FACS	Lang Arts Social Studies	Math Media & Elem Technology**	Art Music	Science	Lang Arts	Social Studies
<b>Year 2 Development</b>	Social Studies	Lang Arts Media & Elem Technology** Art	Bus. Ed. ETD*	Math World Lang. Health/PE	Music	Science FACS	Lang Arts Social Studies	Math Media & Elem Technology**	Art Music	Science	Lang Arts
<b>Year 3 Common Assessments/ Implementation &amp; Refinement</b>	Science	Social Studies	Lang Arts Media & Elem Technology** Art	Bus. Ed. ETD*	Math World Lang. Health/PE	Music	Science FACS	Lang Arts Social Studies	Math Media & Elem Technology**	Art Music	Science
<b>Year 4 Implementation</b>		Science	Social Studies	Lang Arts Media & Elem Technology** Art	Bus. Ed. ETD*	Math World Lang. Health/PE	Music	Science FACS	Lang Arts Social Studies	Math Media & Elem Technology**	Art Music
<b>Year 5 Implementation</b>			Science	Social Studies	Lang Arts Media & Elem Technology** Art	Bus. Ed. ETD*	World Lang. Health/PE		FACS	Social Studies	Math Media & Elem Technology**
<b>Year 6 Reflection</b>				Science	Social Studies	Media & Elem Technology** Art	Bus. Ed. ETD*	World Lang. Health/PE		FACS	

# Review

# Process

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- **Phase I - Envision and Assess:** Where do we want to go? What is the vision of teaching and learning for this curricular area? Where are we now? How does the program currently function? What gaps exist between where we would like to be and where we currently are? What areas need attention?
- **Phase II - Plan and Develop:** Using the information gathered in Phase I, begin planning, focusing on the curriculum. Develop plans to address areas identified for improvement. Gather input and refine plans.
- **Phase III – Implement:** Preparation, Action, On-going evaluation of implementation.
- **Phase IV: Review and Evaluate:** Was this an effective review process? How is the action plan working? What is our progress towards indicators of success?

## Student Centered Learning Enhanced Through Technology

Personalized – Prepare – Perform

Connected - Authentic - Amplified

# Professional Development

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- District Professional Development
- District Committee-Site Representation
- Q-Comp
- New Teacher Professional Development
- Embedded in the Curriculum Review Work

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# Priorities

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- Create Exceptional Learning Experience for Our Students – MyWay
- Operational Excellence – Strong Curriculum Review Process and Implementation
- Projects – World Language Expansion and Math Intervention
- Learn from Others

35

# Curriculum and Instruction

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## Questions

36

# Common Core

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## Part II: Common Core

37



# Common Core

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The Common Core State Standards Initiative is a state-led effort to establish a single set of clear educational standards for English languages arts and mathematics that states can share and voluntarily adopt.

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# Common Core Design

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## Three Main Sections

- K – 5: Cross-Disciplinary
  - 6 – 12: English Language Arts
  - 6 – 12: Literacy in Social Studies/History, Science and Technical Subjects
- \*Encourages a Shared Responsibility for Students' Literacy Development

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# Common Core Design

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## Four Strands

- Reading (Including Reading Foundational Skills)
  - Writing
  - Speaking and Listening
  - Language
- \*Encourages an Integrated Model of Literacy

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# Common Core

## Minnesota

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### 2010 - Minnesota Legislature

- K -12 English Language Arts Standards are to be fully implemented by 2012 – 2013

### Rules for Adoption

- Can Not Change the Common Core Standards
- Can Add an Additional 15%

### Legislative Statute – Minnesota Standards Must Also Include

- Contributions of American Indian Tribes
- Creative Writing
- Information Technology

# Common Core

## FAQ s

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### **If we adopt the Common Core are we required to adopt specific materials?**

- *The local school district retains all control over the selection and adoption of curriculum materials.*

### **The Standards tell teachers how to teach?**

- *The Standards do not dictate how teachers should teach. Schools and teachers will decide how best to help students reach the standards.*

### **The Standards will lead to more testing?**

- *There is no testing requirement associated with the Common Core.*

# Common Course Catalog

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## What is the MCCC?

The Minnesota Common Course Catalogue (MCCC) is a course classification and data collection system intended to provide uniform information about courses that are taught by Minnesota teachers and completed by Minnesota students.

## What information must districts report?

The four data collections associated with the MCCC for both grades 9-12 and K-8 include:

1. Local Course Index
2. Calendar Information
3. Staff Course Records
4. Student Course Records

The MCCC is being implemented to meet state and federal requirements, including: Minnesota Statutes, section 120B.35 - Student Academic Achievement and Growth; Minnesota Session Laws 2009, Chapter 96, Article 2, Section 60 - Implementing Rigorous coursework Measures Related to Student Performance; and HR 2272 America COMPETES Act of 2007 SEC. 6401. Required Elements of a Statewide Longitudinal Data System.

# Questions

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Excellence. For each and every student.

# Curriculum and Instruction

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## Part III: Curriculum Updates

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Excellence. For each and every student.

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**Instructional Partnership**

- Promotes collaboration among members of the learning community and encourages learners to be independent, lifelong users and producers of ideas and information
- Collaborates with other members of the Educational Media and Technology team to help students and teachers integrate technology
- Collaborates with building teachers to design, implement and evaluate lessons

**21st Century Fluencies Integration**

Empowers students to:

- Develop and use intuitive problem-solving skills
- Interpret information in all forms and formats to extract essential knowledge
- Explore creativity and seek innovative solutions
- Become effective consumers and producers of digital content
- Work cooperatively with both real and virtual groups to solve a problem

**Information Specialist**

- Advocates an inquiry-based approach to learning and the information search process
- Instructs and supports students in the ethical use of information
- Facilitates connections to resources beyond the district

**Wayzata Media Program**

The mission of the Wayzata Media Program is to help ensure a world-class education that prepares each and every child to thrive today and excel tomorrow in an ever-changing global society.

**Leadership**

- Provides input for curriculum development and implementation
- Promotes access to professional development opportunities for faculty and staff and shares knowledge gained from professional development
- Models leadership and effective practice for the school community

**Teaching**

- Promotes reading as a foundational skill for learning, personal growth and enjoyment
- Is guided by regular assessment of student learning to ensure that the program is meeting its goals
- Implements the Wayzata Educational Media and Technology curriculum as written

**Program Administration**

- Supports the curriculum and meets the diverse needs of all learners through flexible and equitable access to a well-developed collection of physical and digital resources
- Meets the needs of learners through equitable staffing and funding
- Supports equitable access to ideas and information throughout the school community through policies, procedures and guidelines
- Creates an inviting, service-oriented space
- Advocates for the Media Program and builds support from stakeholders

# Curriculum Review Updates

**March 24, 2014**

**School Board Regular Meeting/  
Work Session**



**Excellence. For each and every student.**

# Educational Media & Technology

Curriculum Review

&

Program Review

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Excellence. For each and every student.

# Two-Part Review

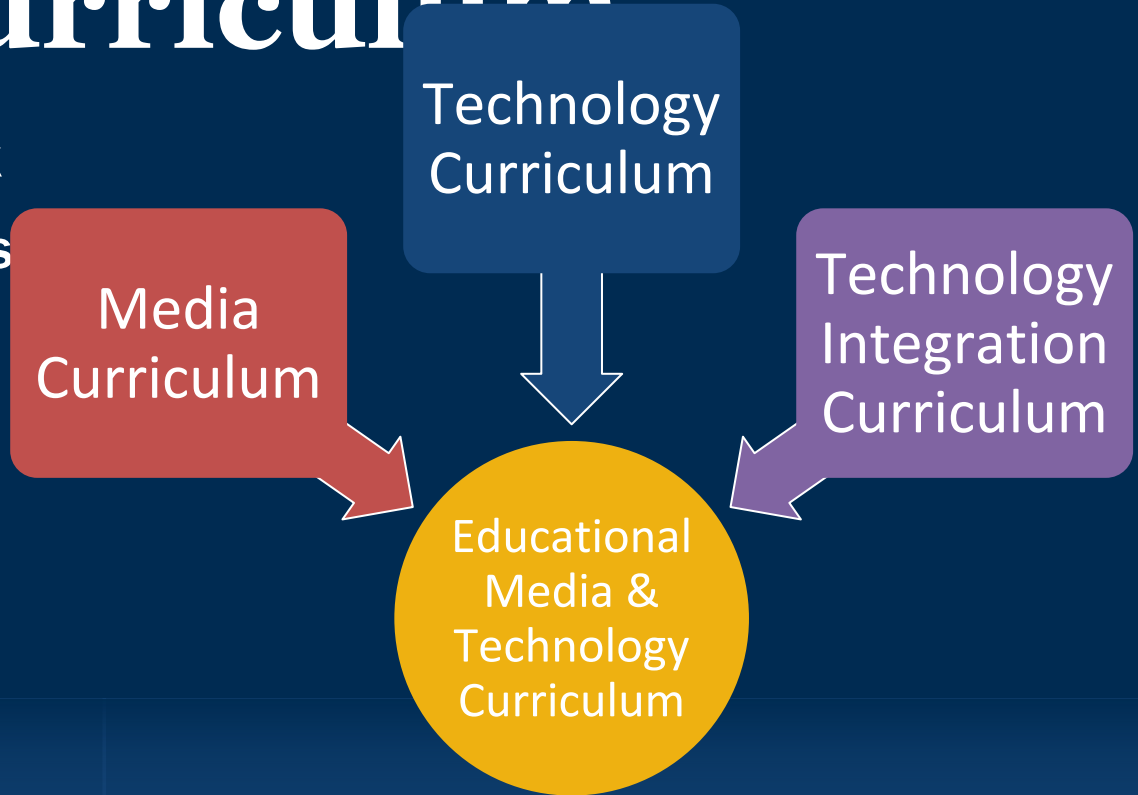
- Curriculum Work – Elementary Media and Elementary Technology
- Program Work – K-12 Media



**Excellence. For each and every student.**

# Determining our Curriculum

- Comprehensive look at existing standards
- Defined learning target placement
- Common Core alignment



**Excellence. For each and every student.**

# Elementary Technology Curriculum



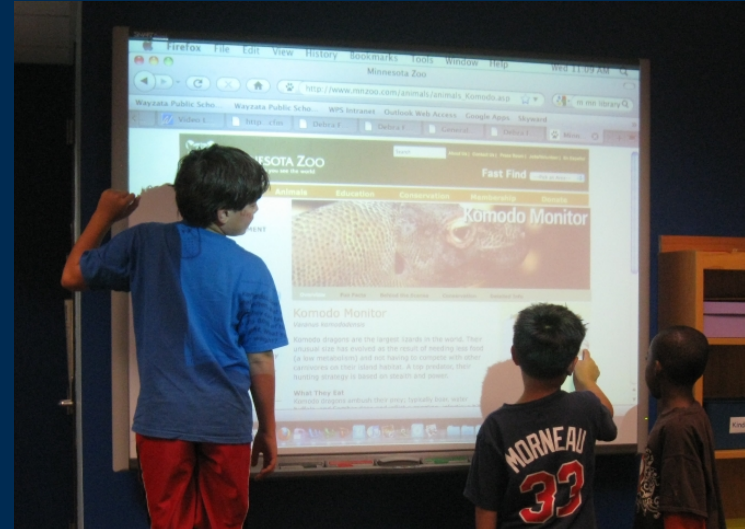
- Grades 1-5 specialist class
- 1 hour per week
- Focus on Digital Citizenship
- Technology Skills within context



**Excellence. For each and every student.**

# Elementary Media Curriculum

- Grades 1-3 load-bearing
- K, 4 & 5 collaborative
- 1½ hour per week for 1-3
- Focus on Communication Literacies and Research
- Reading for enjoyment





- ### Instructional Partnership
- Promotes collaboration among members of the learning community and encourages learners to be independent, lifelong users and producers of ideas and information
  - Collaborates with other members of the Educational Media and Technology team to help students and teachers integrate technology
  - Collaborates with building teachers to design, implement and evaluate lessons

- ### 21st Century Fluencies Integration
- Empowers students to:
- Develop and use intuitive problem-solving skills
  - Interpret information in all forms and formats to extract essential knowledge
  - Explore creativity and seek innovative solutions
  - Become effective consumers and producers of digital content
  - Work cooperatively with both real and virtual groups to solve a problem

- ### Information Specialist
- Advocates an inquiry-based approach to learning and the information search process
  - Instructs and supports students in the ethical use of information
  - Facilitates connections to resources beyond the district

## Wayzata Media Program

The mission of the Wayzata Media Program is to help ensure a world-class education that prepares each and every child to thrive today and excel tomorrow in an ever-changing global society.

- ### Leadership
- Provides input for curriculum development and implementation
  - Promotes access to professional development opportunities for faculty and staff and shares knowledge gained from professional development
  - Models leadership and effective practice for the school community

- ### Teaching
- Promotes reading as a foundational skill for learning, personal growth and enjoyment
  - Is guided by regular assessment of student learning to ensure that the program is meeting its goals
  - Implements the Wayzata Educational Media and Technology curriculum as written

- ### Program Administration
- Supports the curriculum and meets the diverse needs of all learners through flexible and equitable access to a well-developed collection of physical and digital resources
  - Meets the needs of learners through equitable staffing and funding
  - Supports equitable access to ideas and information throughout the school community through policies, procedures and guidelines
  - Creates an inviting, service-oriented space
  - Advocates for the Media Program and builds support from stakeholders

# Additional Successes



Computer Science  
**Education Week** DECEMBER 9-15, 2013



**Excellence. For each and every student.**

**2012-2019**



## **Art Education K-12**

### **Mission Statement**

The Wayzata Visual Art Department seeks to prepare globally aware, life-long artful learners by teaching and implementing a challenging and comprehensive art curriculum focused on critical and innovative thinking skills.

### **Vision Statement**

Students will develop artistic skills, which cross all cultures, through the knowledge and application of:

- elements and principles of design
- aesthetics
- visual literacy and visual communication
- art criticism
- art history

While developing thinking skills and personal meaning, students will take on challenges through the process of creating. The creative process includes: engagement, persistence, expression, observation, reflection, and evaluation.

### **Guiding Principles**

As we seek to develop the Wayzata Art Department it is important that all of our decisions are framed within our guiding principles including:

- Visual arts are essential to the education of all children.
- MN State Standards and locally adopted Standards are the foundation for all curricular decisions.
- A comprehensive and sequential art curriculum encourages learners to make multicultural, interdisciplinary and personal connections.
- Art history, visual literacy, aesthetics, art production, and art criticism are foundational elements to all units of study.
- Art and design, through a balance and blend of traditional art methods and modern technology, help prepare our students to be life-long learners in an ever-increasing visual society.
- The center of our instruction is to ensure student learning and we believe all students can achieve success by meeting learning targets.
- Students will learn essential 21<sup>st</sup> Century Skills through the arts including: collaboration, critical thinking, creativity, problem solving, communication, innovation, and visual literacy.
- Make global connections and develop a sensitivity of social concerns through the art curriculum as we seek to prepare students for global citizenship.
- Authentic assessment must be transparent and designed to demonstrate what students know and can do.
- Create partnership among schools and community promoting a quality of excellence in the Wayzata Art Department.
- Student work will be displayed publicly.

# Art Department Curriculum Review

March 24, 2014

School Board Work Session



Excellence. For each and every student.

# Curriculum Review Members

- All Art Department Members
  - 17 teachers
  - 8 Large Group Meetings

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**2012-2019**



**Art Education K-12**

### **Mission Statement**

The Wayzata Visual Art Department seeks to prepare globally aware, life-long artful learners by teaching and implementing a challenging and comprehensive art curriculum focused on critical and innovative thinking skills.

### **Vision Statement**

Students will develop artistic skills, which cross all cultures, through the knowledge and application of:

- elements and principles of design
- aesthetics
- visual literacy and visual communication
- art criticism
- art history

While developing thinking skills and personal meaning, students will take on challenges through the process of creating. The creative process includes: engagement, persistence, expression, observation, reflection, and evaluation.

### **Guiding Principles**

As we seek to develop the Wayzata Art Department it is important that all of our decisions are framed within our guiding principles including:

- Visual arts are essential to the education of all children.
- MN State Standards and locally adopted Standards are the foundation for all curricular decisions.
- A comprehensive and sequential art curriculum encourages learners to make multicultural, interdisciplinary and personal connections.
- Art history, visual literacy, aesthetics, art production, and art criticism are foundational elements to all units of study.
- Art and design, through a balance and blend of traditional art methods and modern technology, help prepare our students to be life-long learners in an ever-increasing visual society.
- The center of our instruction is to ensure student learning and we believe all students can achieve success by meeting learning targets.
- Students will learn essential 21<sup>st</sup> Century Skills through the arts including: collaboration, critical thinking, creativity, problem solving, communication, innovation, and visual literacy.
- Make global connections and develop a sensitivity of social concerns through the art curriculum as we seek to prepare students for global citizenship.
- Authentic assessment must be transparent and designed to demonstrate what students know and can do.
- Create partnership among schools and community promoting a quality of excellence in the Wayzata Art Department.
- Student work will be displayed publicly.

# Standards & Benchmarks

- MN State Standards
- Other states

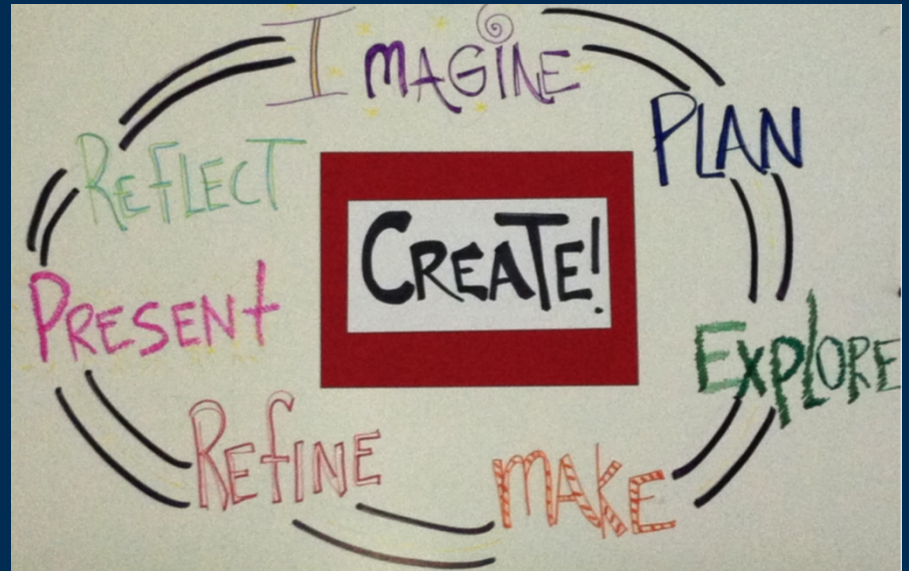
59



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# Perpich Center for the Arts

- Jeremey Holien
- Create Process



09



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# NAEA National Convention

- 5 Arts Faculty
- Purpose of Convention: Improving visual arts instruction in American schools
- World's largest Art Education convention

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# Alignment

- Vertical Alignment
- Horizontal Alignment
  - Elementary & Middle
  - WHS



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# Learning Targets

## Elementary Schools

- 100% of LTs
- 60% of Units



# Learning Targets

Middle Schools

- 100% of LTs
- 80% of Units



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# Learning Targets

## High School

- 100% of LTs
- 100% of Units

## Changes in Courses



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# New WHS Course: Digital Photography

- 13 sections requested for 2014-15
- Ties in with Graphic Art & Design curriculum
- Beneficial for students creating a 2D Design portfolio



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# Graphic Art & Design formerly Computer Art

Design High (<http://designhigh.design.umn.edu/>)

- an outreach effort by University of Minnesota faculty and researchers to create a graphic design curriculum for use in Minnesota high schools
- Introduces Design Thinking to high school educators
- Piloting the program for the 2012-13 academic year
- Helped facilitate a name change to the WHS Computer Art program to better match the outcomes—Graphic Art and Design



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# Curriculum improvements to all levels of Graphic Art & Design:

- Clarifying Learning Targets
  - resulted in noticeable improvements in student success rates
- Clarifying wording and goals on rubrics
  - resulted in noticeable improvements in student success rates
- Digital Portfolios (a requirement for any student pursuing the arts at the college level)
- Continued poster design projects with real-world clients starting at Level 2



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# Graphic Art & Design 2 Project improvements/Measured Success

- Improving the Culturally-derived Pattern project to include thoughts about real-world application by creating 3-D mock-ups
- Increased student achievement and students are enjoying the project and continue to excel with their ideas, designs and implementation
- 2013-14 first year for Design category at Scholastic
- A student received a Scholastic Gold Key Award



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# Graphic Art & Design 2 project improvements



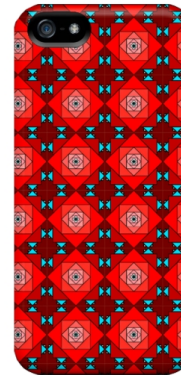
**Bobby Frazzini, Gr 11  
Scholastic Art Award, Gold Key  
2013-14**



**T-Shirt Mockup**



**Duct tape Mockup**



**iPhone Mockup**

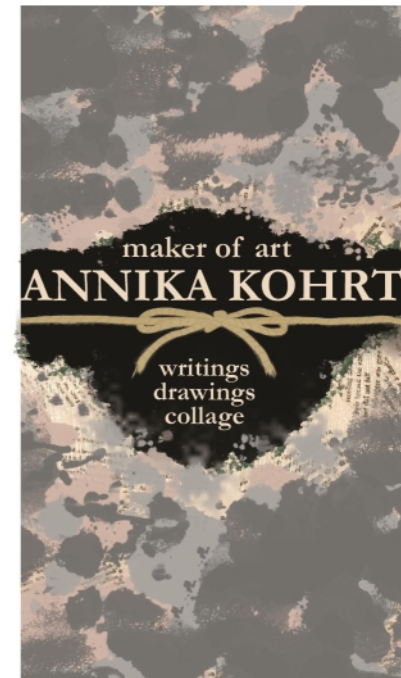


**Suitcase Mockup**



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## Graphic Art & Design 2 Project improvements



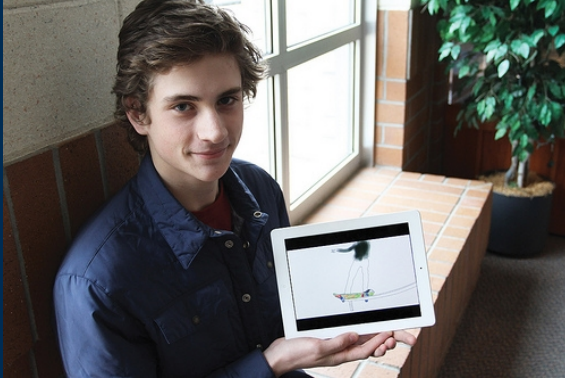
Annika Kohrt, Gr 10  
Business card  
Scholastic Art Award, Silver Key  
2013-14



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# Graphic Art & Design 2: Improvements cont'd

Expanded curriculum to allow students the option to create an animation (moving images vs. still images)



Year 1 the first student attempt at this process resulted in a 2013 Scholastic Art Gold Key award for animation to Jordan Yasmineh, Gr 11



Year 2, 2014 Scholastic Art Gold Key award for animation, Kira Dranchak, Gr 10 (still image on left)



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# Graphic Art & Design 3: Improvements cont'd

- Enrollment numbers doubled for 2014-15 for the Level 3 course
- Sample Level 3 portfolio: <http://jordanyasmineh.wordpress.com/>

Looking ahead....



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# Looking Ahead...

- Attended AP Studio Art training summer 2012
- Submitted a new course proposal offering Advanced and Advanced Placement classes in Graphic Art & Design to give students a 2D-Design portfolio option at the High School level. Course was denied for 2013-14 but will resubmit proposal next fall.
- The Graphic Design field is increasingly competitive with a 4 year college degree as a minimum requirement.



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# Empowerment with Rigor

## Scholastic Art Awards

- The increased rigor and alignment of curriculum has afforded students more opportunity through Scholastic Art Awards

The Scholastic Art Awards were designed to foster creative expression by secondary students and to recognize and encourage achievement in the creative arts by offering *visibility and scholarships*. Gold Key award-winning work is automatically entered in the national competition in New York, where panels of prestigious members of the arts and education communities judge the entries for technical proficiency, originality and emergence of personal style or vision.



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# Scholastic Art Awards 2012-13

34 WHS students received awards under the following categories:

- Ceramics (AP Pottery): 2 Gold Keys; 1 Silver Key
- Comic Art (Graphic Art & Design 1): 2 Silver Keys
- Digital Art (Graphic Art & Design 2): 1 Gold Key with a national silver medal; and 3 silver keys
- Drawing: 4 gold keys with 2 of the students receiving a Gold and Silver medal nationally; 5 silver keys
- Film & Animation (Graphic Art & Design 2): 1 Gold Key
- Jewelry: 1 Gold Key
- Photography (Graphic Art & Design 3): 1 Gold Key
- Printmaking (ADV/AP Drawing): Silver Key
- Sculpture (3D Design): 1 Gold Key and 1 Silver Key

<http://www.wayzata.k12.mn.us/Page/16655>



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# Scholastic Art Awards 2013-14

36 WHS students received awards under the following categories:

- Ceramics (AP Pottery): 1 Silver Key; 2 honorable mentions
- Design (Graphic Art & Design 2): 1 Gold key; 1 Silver key; 5 honorable mentions
- Digital Art (Graphic Art & Design 1 & 2): 3 silver keys; 5 honorable mentions
- Drawing: Gold keys to 1 senior student for 7 drawings; Gold keys to 1 senior student for 1 painting, 2 drawings & an art portfolio + American Vision Award nominee and national medal winner (unprecedented!); Gold Key for another senior art portfolio; 2 Gold Keys for 1 senior and 2 Gold Keys for 2 juniors; 11 Silver Keys
- Film & Animation (Graphic Art & Design 2): 1 Silver Key
- Painting: 1 Gold Key; 2 honorable mentions
- Sculpture (3D Design): 1 Gold Key and 2 Silver Keys

<http://www.wayzata.k12.mn.us/Page/16656>



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Scholastic Art Awards 2013-14  
National Visions Medal recipient  
Senior, Alice Hu



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# Thank you

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## Middle School Engineering/Technology/Design

Students will develop and expand knowledge through the use of technology, innovation, design and engineering experiences.

We will provide the opportunity for students to learn new concepts by using hands-on, minds-on activities to create a well-rounded learning experience.

### COURSE LISTING

#### 6th Grade

Production Lab (Woods)  
Robotics  
Digital Literacy

#### 7th Grade

Digital Literacy  
Whitebox - STEM  
Pro Engineering Computer Aided Drafting  
Production Lab (Woods)

#### 8th Grade

Production Lab (Woods)  
Digital Graphics  
Robotics  
Pro Engineering Computer Aided Drafting

# S.T.E.M.

Science Technology Engineering Math  
- making good minds great -



# COURSE LISTING

10 teachers

7 teachers

## Accounting // Finance

Accounting 1  
College-Level Accounting\*  
Personal Financial Management\*  
Managing Your Investments  
Financial Algebra<sup>STEM</sup>

## Computer // Technology

Keyboarding  
Introduction to Computer Technology  
Computer Applications for College & Beyond\*  
Website Design  
Advanced Website Development  
Introduction to Computer Programming\*<sup>STEM</sup>  
AP JAVA Computer Science<sup>STEM</sup>  
Computer Technician Essentials 1<sup>STEM</sup>  
Computer Technician Essentials 2\*<sup>STEM</sup>  
Computer Networking Essentials\*<sup>B, STEM</sup>

## Marketing // Business

Business Law  
Advertising and Promotions  
Marketing 1  
International Business  
Entrepreneurship (Starting a Business)  
Introduction to Business  
Marketing 2  
Fashion Merchandising  
Entertainment Marketing  
AP Microeconomics  
AP Macroeconomics  
Internship/Mentorship

## Personal Development

High School 101  
Yearbook

## Architectural Design

Architectural Design: Computer Aided Drafting<sup>STEM</sup>  
Architecture and Industrial Design<sup>STEM</sup>  
Home Construction and Maintenance

## Project Lead the Way

Engineering Concepts<sup>STEM</sup>  
Principles of Engineering<sup>STEM</sup>  
Introduction to Engineering Design<sup>STEM</sup>  
Civil Engineering and Architecture<sup>STEM</sup>  
Software Engineering (PILOT)<sup>STEM</sup>

## Design

Graphic Design and Screen Printing 1  
Graphic Design and Screen Printing 2  
Advanced Print Technology (Apprenticeship)  
Animation and Game Design<sup>STEM</sup>  
Animation and Game Design 2<sup>STEM</sup>

## Television // Media Broadcast

Media Production  
Producing for Broadcast  
Project Score! Broadcast Media and Systems

## Woodworking Technology

Woodworking Technology 1  
Woodworking Technology 2

\*Signifies Concurrent Enrollment  
<sup>B</sup> signifies blended class (hybrid)  
<sup>STEM</sup> signifies Science, Technology, Engineering, Math  
15 STEM classes

## ***What is Concurrent Enrollment?***

Concurrent enrollment is a partnership between secondary and post-secondary schools. Through this partnership, qualified students can earn college credit prior to high school graduation. Concurrent enrollment partnerships differ from other pre-college credit programs, because high school instructors teach the college courses during the normal school day. All high school instructors are mentored by a college or university faculty member. Students receive dual credit (both high school and college credit!) and there are no additional costs for the student. Tuition, fees, and books are paid for by the school district. A college transcript will be mailed to the student from the post-secondary institution. College credits are transferrable to any MNSCU college. Many out of state colleges will accept these credits, as well.

Wayzata offers six concurrent enrollment courses in the [Business, Marketing & Technology Department](#):

- Computer Networking Essentials
- College Level Accounting
- Personal Financial Management
- Computer Applications for College and Beyond
- Visual Basic.NET Programming
- A+ Computer Technician Essentials 2

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## ***What is Course Articulation?***

High school students may take technical college courses while still attending high school. These high school courses have been matched with similar courses at various community and technical colleges in the metro area. Students meeting the college requirements will earn college credit, as well as high school credit, to apply toward graduation. [Articulated college credit, What it means to you.](#) More information is available by visiting [CTE Credit MN](#).

The courses offered are as follows:

### **Business & Technology**

- Accounting 1
- Accounting 2
- Advanced Website Development
- AP Computer Science
- Computer Networking Essentials
- College-Level Accounting
- Computer Applications for College and Beyond
- Computer Technician Essentials 2
- Entrepreneurship
- Fashion Merchandising
- Introduction to Computer Technology
- Introduction to Business
- Keyboarding
- Marketing 2
- Personal Financial Management
- Introduction to Computer Programming
- Website Design

### **Engineering & Design**

- Producing for Broadcast
- Animation and Game Design
- Civil Engineering and Architecture
- Graphic Design and Screen Printing 1
- Graphic Design and Screen Printing 2
- Introduction to Engineering Design
- Principles of Engineering



Personalize • Prepare • Perform

# **Business, Marketing, Technology // Engineering, Technology, Design Curriculum Review Update**

**Monday, March 24, 2014  
School Board Work Session**

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# Middle School ETD

- Middle School ETD prepares students to be technologically literate, contributing global members of an ever changing society.
- ETD makes STEM fun!
- Minds-on, hands-on activities



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# Middle School ETD

- Consists of Production Lab (Woods), Robotics, Digital Literacy, STEM, and ProE (CAD)
- *STEM: Science, Technology, Engineering, Math*
- Open Lab Opportunities (Robotics!)



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# Middle School ETD

- Curriculum Review Highlights
  - New Robotics curriculum & supplies
  - Upgrade to Whitebox virtual simulator
  - Modified/added computer literacy/projects
  - Replacement/upgrade of tools/equipment/machinery



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# High School Business

- *Preparing each student for excellence in business, marketing, and technology in an evolving global economy.*
- **Elective in School, Requirement for Life...**

**Got Business?!**



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# High School Business

- 29 courses in four primary areas:
  - Accounting/Finance, Computers/Technology, Marketing/Business, Personal Development
- **STEM: Science, Technology, Engineering, Math**



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# High School Business

- 8 Concurrent Enrollment Courses
- 17 Articulated Courses
- 2 Advanced Placement Courses (+ 1 pilot)
- 1 Blended (hybrid) Course
- 5 STEM Courses
- 2 CTSOs
  - Business Professionals of America
  - DECA



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# High School Business

- 4 Certifications
  - MOS: Microsoft Office Specialist
  - CCNA: Cisco Certified Network Associate
  - CompTIA A+ Certification
  - CompTIA Network+ Certification



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# High School Business

- Curriculum Review Highlights
  - Upgraded laptop cart
  - Upgrade Quicken software
  - New personal finance curriculum supplement
  - New AP Micro/Macro textbooks
  - New International Business textbooks



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# High School Business

- Curriculum Review Highlights
  - New Computer Literacy textbooks
  - Upgraded Adobe Creative Suite to v. CS6
  - New Visual Studio software

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# High School Business

- Curriculum Review Highlights
  - New website design curriculum
  - MN AdvancelT Training
  - New marketing textbooks
  - New A+ Comp. Tech. textbooks

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# High School ETD

- *The Engineering, Technology, Design department offers a high quality technology education that prepares students to make ethical, thoughtful and insightful contributions to their organizations and communities as professionals. Using a high degree of teacher-student interaction, we provide an integrated curriculum delivered with an emphasis on the student. We value the enrichment of the learning environment through contributions of faculty collaboration and practice.*
- ETD prepares students for success in relevant technical careers.



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# High School ETD

- **18 courses in five primary areas:**
  - Architectural Design, Project Lead the Way, Design, Television/Media Broadcast, Woodworking Technology
- **STEM: *Science, Technology, Engineering, Math***



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# High School ETD

- 9 STEM Courses
- 7 Articulated Courses
- 3 CTSOs
  - First Robotics
  - Skills USA
  - Supermileage

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# High School ETD

- **Certifications**
  - **Adobe Certified Associate**



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# High School ETD

- Curriculum Review Highlights
  - 3D Printer
  - New TV Production textbooks
  - Upgrade Final Cut Pro software
  - Upgrade Adobe Creative Suite to v. CS6
  - New woodworking textbooks

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# High School ETD

- Curriculum Review Highlights
  - New drafting & design for architecture & construction textbooks
  - New Pocket Hole machine
  - New digital press for printing technologies
  - Upgrade to Maya Entertainment Creation Suite



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# High School ETD

- Curriculum Review Highlights
  - Addition of MyGraphicsLab simulator
  - New Adobe Design Portfolio textbooks



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# Thank you!

- Questions?



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March 17, 2014

To: Jim Westrum, Executive Director of Business and Finance

From: Jill Schwint, Controller and Jim Scheuer, Senior Accountant

Re: National School Lunch Program

With the assistance of Mary Anderson, Culinary Express, the Business Office calculated the anticipated shortfall in food service revenues for the 14-15 school year. Scenarios compared staying in the school nutrition program that reimburses the District for free and reduced meals and removing the District from the school nutrition program.

Assumptions:

\*Increased the enrollment at the High School to 3,420 students and assumed a constant 6% daily absence rate.

\*Increased participation from 51% (13-14 school year) to 53% -60% (11-12 school year). The 11-12 school year is prior to the new nutrition guidelines took effect.

\*Ala Carte choices will be reduced substantially in the 14-15 school year due to new federal regulations. The Ala Carte sales were increased by 3% from current year for comparison purposes. The ala carte sales are estimated at \$1.1 million in 14-15 (off the program) and \$276,000 (on the program).

\*Federal and state reimbursements of an estimated \$387,000 for 14-15 (on the program) were reduced to zero (off the program).

\*Salaries and benefits were adjusted using the 13-14 rates and increasing the cost by 3%. The staffing was slightly adjusted to reflect the loss of sales in ala carte. We used the 11-12 staffing ratios/costs and imputed a 14-15 salary and benefit costs using a 3% inflation factor.

\*Food costs were adjusted to reflect the loss in ala carte sales (on the program). The food costs (off the program) used a September thru December rolling average of the 11-12 costs with an inflation factor of 5%. The costs were also adjusted for a shift back to the main line lunch program.

\*Indirect costs were calculated using a percentage of wages and total meals served. There was an insignificant difference in the calculations. Indirect costs were held equal in both scenarios. All other costs related to the food service area were held constant in our calculations.

To summarize:

	On the program	Off the program
<b>Revenues</b>		
Main Line	790,799	930,571
Ala Carte	276,000	1,105,000
Federal/State	<u>387,000</u>	<u>0</u>
<b>Total</b>	<b>1,453,799</b>	<b>2,035,571</b>
<b>Expenses</b>		
Salaries and benefits	620,000	659,000
Food Costs	574,000	1,060,000
Indirect	395,000	395,000
Other	<u>20,000</u>	<u>20,000</u>
<b>Total</b>	<b>1,609,000</b>	<b>2,134,000</b>
<b>Loss</b>	<b>- 155,201</b>	<b>- 98,429</b>
Increase in meal prices	\$ .43-\$ .57	\$ .34-\$ .39

Total meals served were adjusted for a gradual increase to 60% participation.

For comparison purposes: October 2013, 2012, 2011 activity

	Oct 2013	Oct 2012	Oct 2011
<b>Revenues</b>			
Main Line	77,542	86,731	90,021
Ala Carte	112,043	107,251	111,830
Federal/State	<u>32,603</u>	<u>34,715</u>	<u>35,324</u>
<b>Total</b>	<b>222,188</b>	<b>228,696</b>	<b>237,175</b>
<b>Expenses</b>			
Salaries and benefits	61,436	58,627	57,499
Food Costs	112,911	107,265	101,902
Indirect	34,865	38,519	36,535
Other	<u>2,000</u>	<u>2,000</u>	<u>2,000</u>
<b>Total</b>	<b>211,212</b>	<b>206,411</b>	<b>197,936</b>
<b>Gain</b>	<b>10,976</b>	<b>22,285</b>	<b>39,239</b>



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

**BOARD OF EDUCATION**

**Work Session – March 24, 2014**

**AGENDA SECTION: Adjourn**

**ITEM: .**

**COMMENTS BY: Ms. Linda Cohen, Board Chair**

This agenda item brings closure to the school board meeting.

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

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

Abstentions: \_\_\_\_\_