

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - August 22, 2016 - 4:05 PM
District Administration Building

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
3. **TEACHING AND LEARNING**
 - A. World's Best Workforce Presentation *J. Johnson & S. Lackner 45 minutes* 3
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
6. **FINANCE AND BUSINESS**
 - A. Facilities and Construction Update *J. Westrum 30 minutes*
 - B. OPEB Policy Overview *J. Westrum 15 minutes* 46
 - C. Enrollment Projections and Information *J. Westrum 15 minutes* 58
7. **SCHOOL BOARD**
 - A. Tentative September Regular Agenda 63
8. **ADJOURN**

The Work Session will immediately follow the Special Meeting scheduled to begin at 4:00 pm.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

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

VISION

What We Intend to Create and Experience:

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

Exceptional Student Learning, Experiences and Relationships:

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

Community Trust, Confidence and Partnership:

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

Operational Excellence:

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

Report on Student Achievement

School Board Work Session
August 22, 2016

Dr. Jill Johnson, Executive Director of Teaching and Learning
Dr. Stacey Lackner, Director of Research and Evaluation



Excellence. For each and every student.

Reporting Requirement:

- Minnesota Statute, Section 120B.11, Requires school districts to develop and share an annual report and summary report for each school year on the progress made on student achievement goals.

4 Report Components:

- Student achievement goals that were established
- Subsequent progress made on those goals
- Strategies and initiatives that were used to meet the goals

Districts will post their reports on the district website, and submit the summary report to MDE each year.

GOALS – STRATEGIES – INITIATIVES - RESULTS

STRATEGIC ROAD MAP

Mission and Vision



GOALS

1. Ready for Kindergarten
2. Proficient by Third Grade
3. Each & Every (Achievement Gap)
4. Graduate College, Career Ready
5. Personalization
6. Health & Well-Being



STRATEGIES and INITIATIVES

Strategies: Culture – Environment – Instruction – Learning Experience – Intervention

Initiatives: Beyond Diversity; Research Institute; Technology; Partnerships (IOCP)

GOALS – STRATEGIES – INITIATIVES

- Goals – What We Are To Achieve
- Strategies – How We will Achieve the Goals
- Initiatives – Specific Actions to Achieve Goals

GOALS



District - Teaching and Learning Scorecard Measuring Student Progress

GOALS



District - Teaching and Learning Scorecard

Measuring Student Progress

GOAL AREA #1	
Achievement: Ready for Kindergarten	
GOAL AREA #2	
Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for ...	Reading
	Math
	Writing
	Speaking
GOAL AREA #3	
<p>Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.</p>	
GOAL AREA #4	
Achievement: All students will graduate high school college and career ready.	Progress Toward College, Career and Graduation
	Graduation
	College, Career
GOAL AREA #5	
Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.	
GOAL AREA #6	
Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.	

GOALS



District - Teaching and Learning Scorecard

Measuring Student Progress

GOAL AREA #1		MEASURE	
Achievement: Ready for Kindergarten		ISEL	
GOAL AREA #2		MEASURE	
Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for ...	Reading	MCA – Reading	
	Math	MCA - Math	
	Writing		
	Speaking		
GOAL AREA #3		MEASURE	
Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.		MCA - Reading Growth (Gr. 3-8 & 10)	
		MCA - Math Growth (Gr. 3 – 8 & 11)	
GOAL AREA #4		MEASURE	
Achievement: All students will graduate high school college and career ready.	Progress Toward College, Career and Graduation	MCA – Reading (Gr. 3-8 & 10)	
		MCA – Math (Gr. 3 – 8 & 11)	
		MCA – Science (Gr. 5, 8 & HS)	
	Graduation	ACT – Grade 11	
	College, Career	Graduation Percent ACT – Grade 12	
GOAL AREA #5		MEASURE	
Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.		MyWay Engagement Survey	
GOAL AREA #6		MEASURE	QUESTION
Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.		MyWay Engagement Survey	I Belong at this School
			Teachers Know Me
			Teachers Care About Me

Goal = Consistent With Our Historical District Trend

GOALS



District - Teaching and Learning Scorecard Measuring Student Progress

GOAL AREA #1		MEASURE	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	
Achievement: Ready for Kindergarten		ISEL			71.8%	74.2%	73.0%	73.8%	
GOAL AREA #2		MEASURE	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	
Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for ...	Reading	MCA – Reading	90.9%	90.8%	81%*	76.2%	76.4%	82.0%	
	Math	MCA - Math	86.2%*	91.9%	90.8%	86%	88%	89.3%	
	Writing								
	Speaking								
GOAL AREA #3		MEASURE	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	
Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.		MCA - Reading Growth (Gr. 3 – 8 & 10)	.17	.10	-0.15	0.0	-0.10		
		MCA - Math Growth (Gr. 3 – 8 & 11)	.02	.03	-0.06	-0.03	-0.12		
GOAL AREA #4		MEASURE	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	
Achievement: All students will graduate high school college and career ready.	Progress Toward College, Career and Graduation	MCA – Reading (Gr. 3-8 & 10)	90.0%	91%	78.2%*	80.5%	80.5%	79.9%	
		MCA – Math (Gr. 3 – 8 & 11)	76.8%*	84%	81.5%	82.0%	83.2%	82.6%	
		MCA – Science (Gr. 5, 8 & HS)	70.9%	75.5%*	76.0%	77.7%	78.8%	78.4%	
	Graduation College, Career	ACT – Grade 11					25.1	24.7	
		Graduation Percent	91.7%	89.9%	88.0%	91.3%	95.1%	95.4%	
		ACT – Grade 12	25.8	25.3	25.9	26.1	26.3		
GOAL AREA #5		MEASURE	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	
Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.		MyWay Engagement Survey			94% (N = 2,948)	92% (N = 3,214)	90% (N = 3,578)	88% (N = 2,602)	
GOAL AREA #6		MEASURE	QUESTION	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.		MyWay Engagement Survey	I Belong at this School			80%	84%	80%	82%
			Teachers Know Me			72%	77%	72%	75%
			Teachers Care About Me			82%	88%	85%	87%

*indicates when test changed from MCA-II to MCA-III

Data Presentation

Ready for Kindergarten

Illinois Snapshots of Early Literacy (ISEL)

- Reading Assessment
- Students who score above the district target on 3 out of 4 ISEL subtests
 - Alphabet Recognition
 - Story Listening
 - Phonemic Awareness
 - Letter Sounds

Accountability Tests: MCA/MTAS

Minnesota Comprehensive Assessment (MCA)

- Scaled Score Range: 000
 - Example: Grade 3 Scaled Score = 350
- Four Achievement Levels
 - Does Not Meet / Partially Meets (= Not Proficient)
 - Meets / Exceeds (= Proficient)
- NEW: Career and College Readiness Indicator
 - Performance at or above “Goal Progress Score” = on track to demonstrate Career and College Readiness on a college entrance exam at the end of grade 11

Accountability Tests: MCA/MTAS

Minnesota Test of Academic Skills (MTAS)

- Measures alternative MN academic standards
- For students with most significant cognitive disabilities
- Included in state accountability for ESSA/MMR
- Alternative Score Range

MCA Growth Z-Score

- Individual MCA Growth Z-Scores are calculated for MMR
- Measures student performance compared to peers who scored similarly the previous year
- Z-Scores
 - Close to Zero = growth similar to peers
 - Negative = growth worse than peers
 - Positive = growth better than peers

ACT

College Entrance Exam

- Grade 11 - All juniors
 - Since 2015 all WHS Juniors take the ACT at school in the early spring
- Grade 12 – Graduating Class Report
 - 2016 data will be released Aug 24th
 - Reports most recent ACT score of all WHS graduating seniors

Graduation

Four-Year Graduation rate

- “Adjusted Cohort Graduation Rate” Model
- Follows a group of students throughout high school to determine if they graduate within four years
- Add students who move in, subtract students who move away

MyWay Student Engagement Survey

Overall Student Engagement

- Eight general engagement questions converted to engagement score for each student
 - Highly Engaged, Engaged, Less Engaged

Health and Well-Being – Three Questions

- “I feel like I belong at this school.”
- “My teachers know my interests, goals and strengths.”
- “My teachers care about me.”

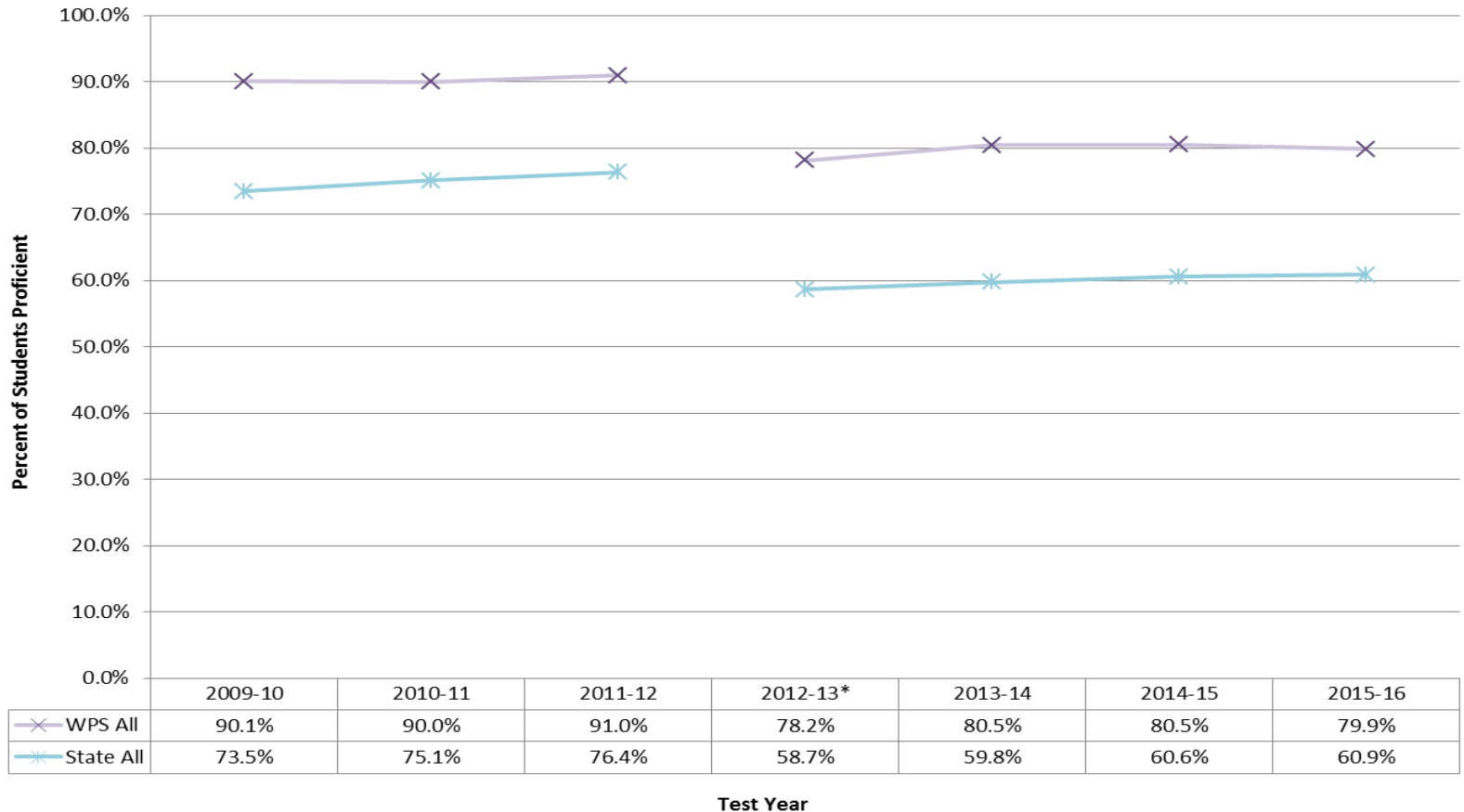
State Accountability Tests
MCA/MTAS
District
Seven-Year Trends

READING

MN Accountability Assessments Percent Proficient: 7-Year Trend

Wayzata Public Schools and Statewide: All Grades

READING

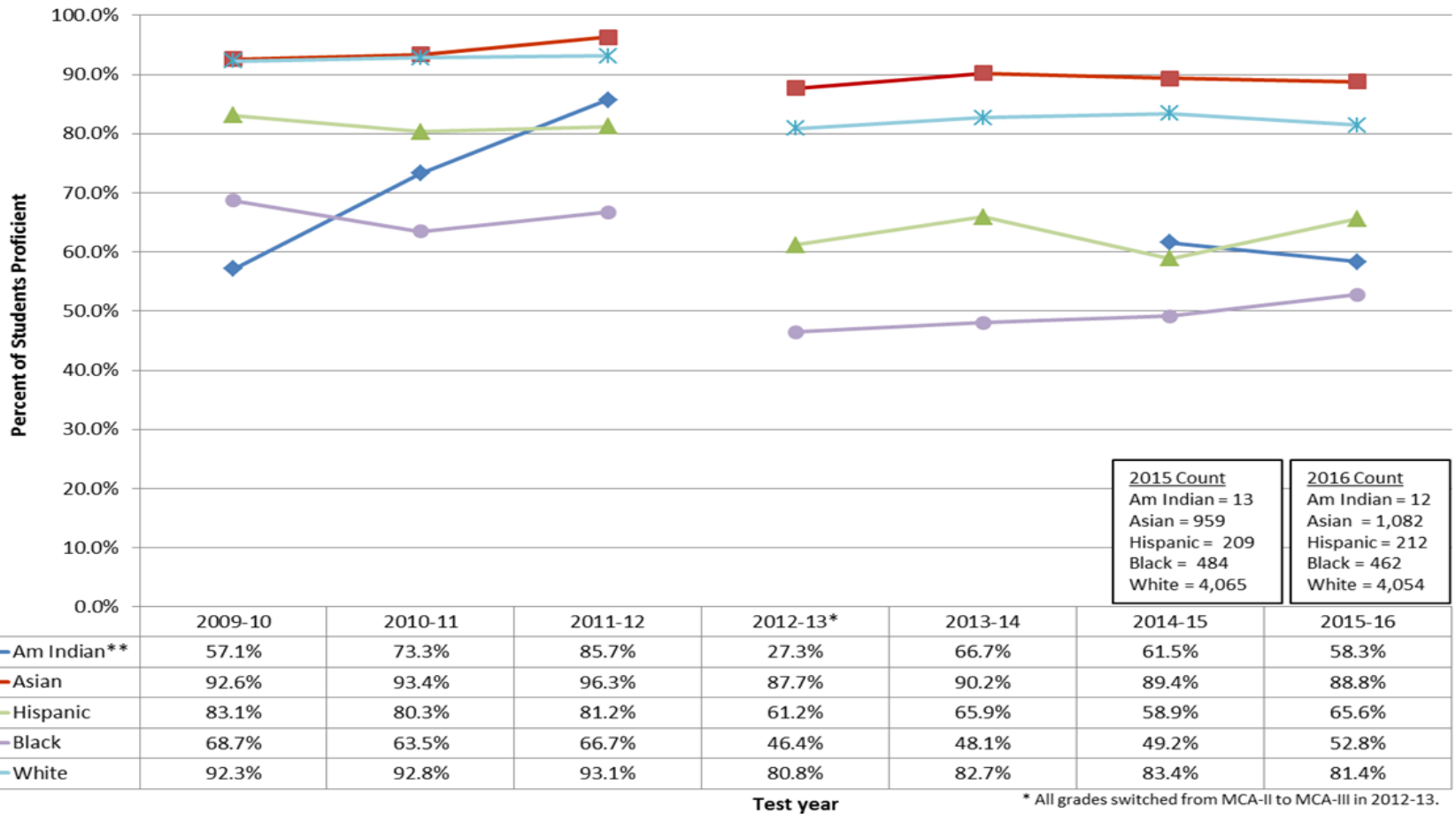


MN Accountability Assessments include MCA and MTAS *(and MCA-Modified through 2013-14)

* All grades switched from MCA-II to MCA-III in 2012-13.

The overall percent of Wayzata Public Schools students scoring proficient on the Reading accountability tests decreased by 0.6 percentage point from 80.5% in 2015 to 79.9% in 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools All Grades: by Racial/Ethnic Group
READING



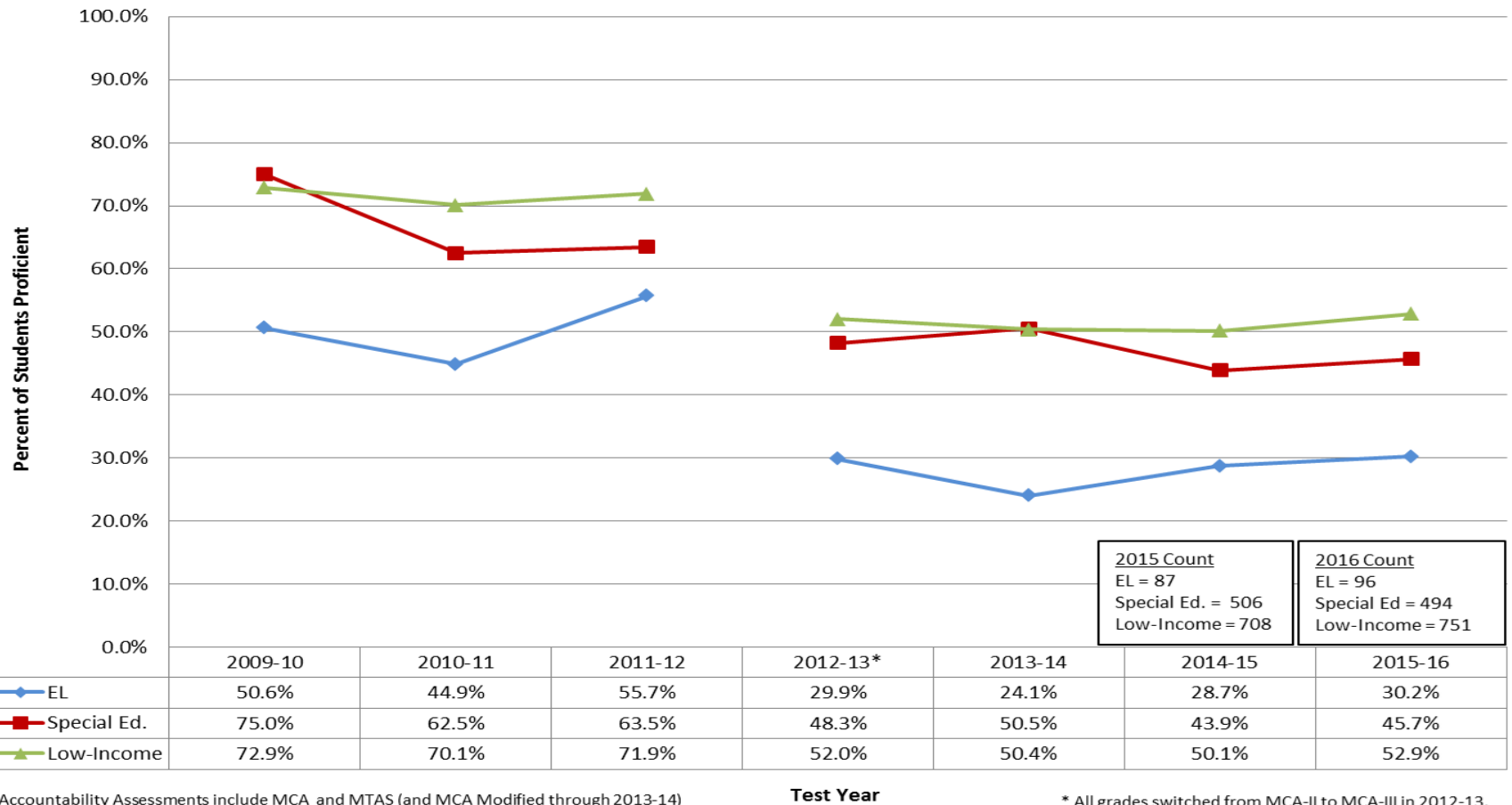
MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

* All grades switched from MCA-II to MCA-III in 2012-13.

** Student Count Less than 20

The percent of Black students scoring proficient on the Reading accountability tests has steadily increased over the past four years.

MN Accountability Assessments Percent Proficient: 7-Year Trend Wayzata Public Schools All Grades: By Other Demographic Group READING



MN Accountability Assessments include MCA and MTAS (and MCA Modified through 2013-14)

Test Year

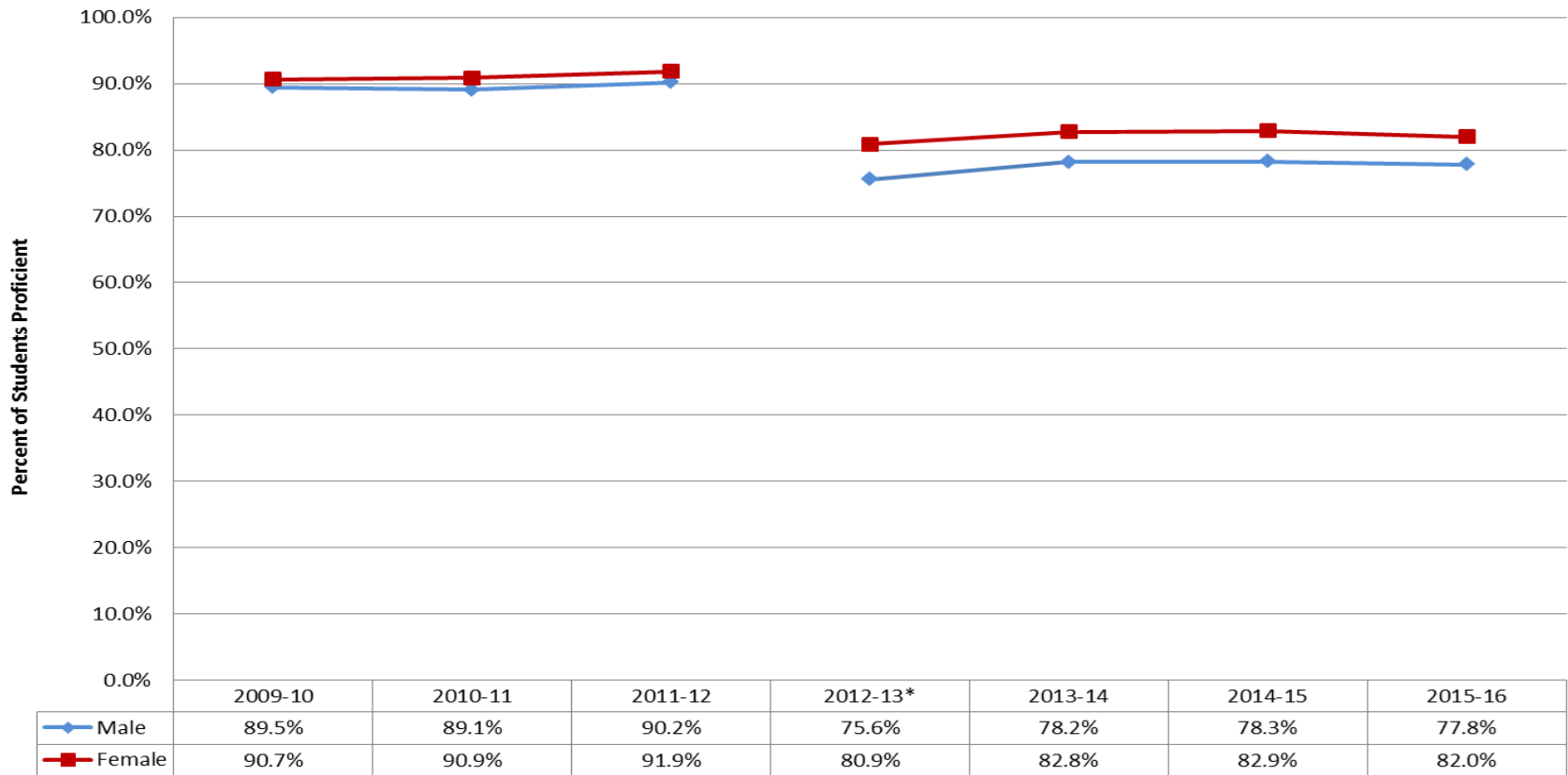
* All grades switched from MCA-II to MCA-III in 2012-13.

The percent of students scoring proficient in Reading from the Special Education, Low-Income and English Learner (EL) student groups increased from 2015 to 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend

Wayzata Public Schools All Grades: By Gender

READING



MN Accountability Assessments include MCA and MTAS (and MCA Modified through 2013-14)

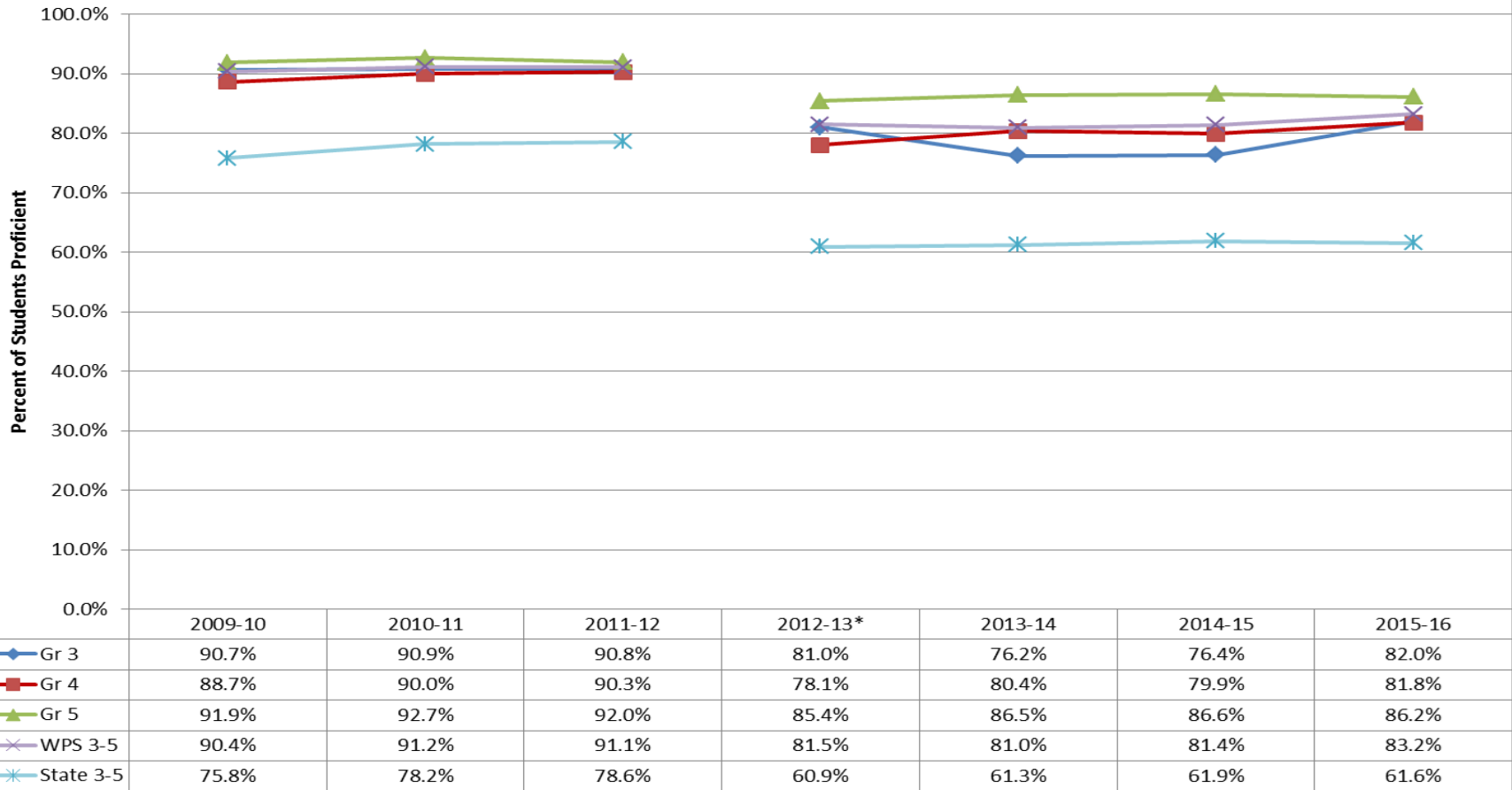
Test Year

* All grades switched from MCA-II to MCA-III in 2012-13.

The percent of students scoring proficient in Reading by Gender has remained stable over the past four years, with a higher percentage of females proficient than males.

MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools and State: Elementary Level (Grades 3-5)

READING



MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

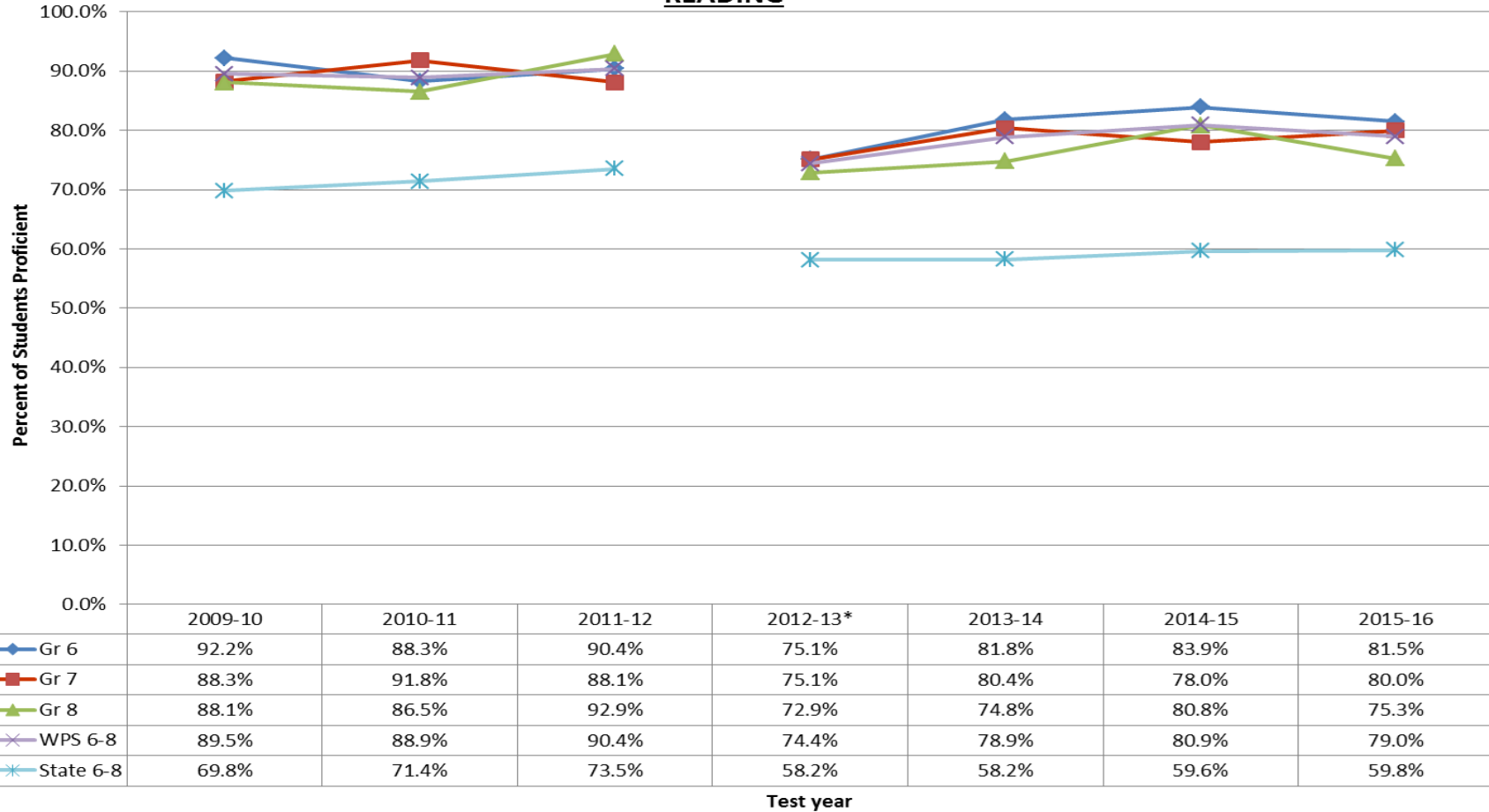
Test year

* All grades switched from MCA-II to MCA-III in 2012-13.

The percent of elementary students scoring proficient in Reading in grades 3 and 4 increased from 2015 to 2016.

**MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools and State: Middle School Level (Grades 6-8)**

READING



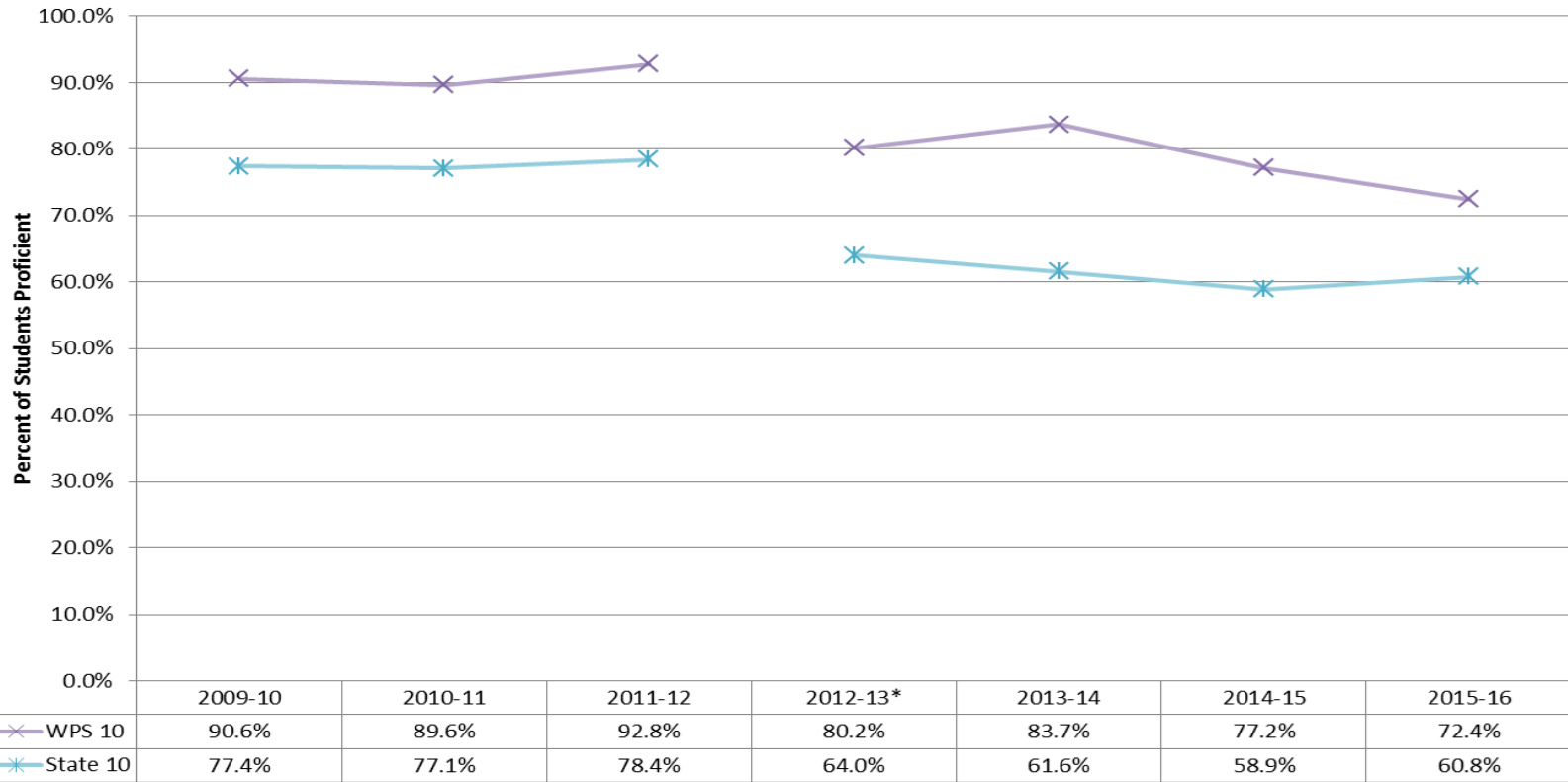
MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

*All grades switched from MCA-II to MCA-III in 2012-13

The percent of middle school students scoring proficient in Reading in grade 7 increased from 2015 to 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools and State: High School Level (Grade 10)

READING



Test year

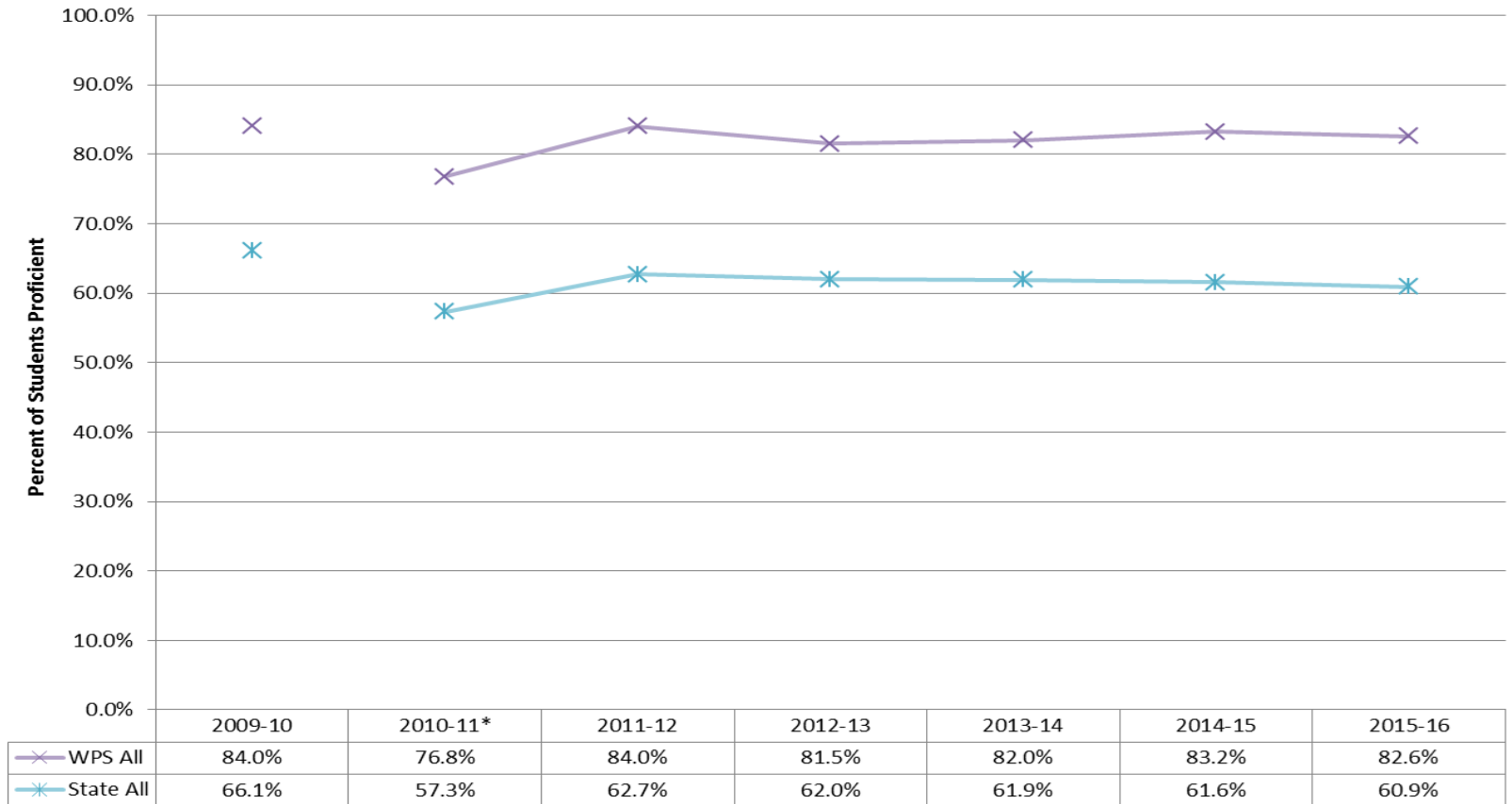
MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

*All grades switched from MCA-II to MCA-III in 2012-13

The percent of students scoring proficient in Reading in grade 10 has decreased by more than 10 percentage points over the past two years.

MATHEMATICS

MN Accountability Assessments Percent Proficient: 7-Year Trend Wayzata Public Schools and Statewide: All Grades MATHEMATICS



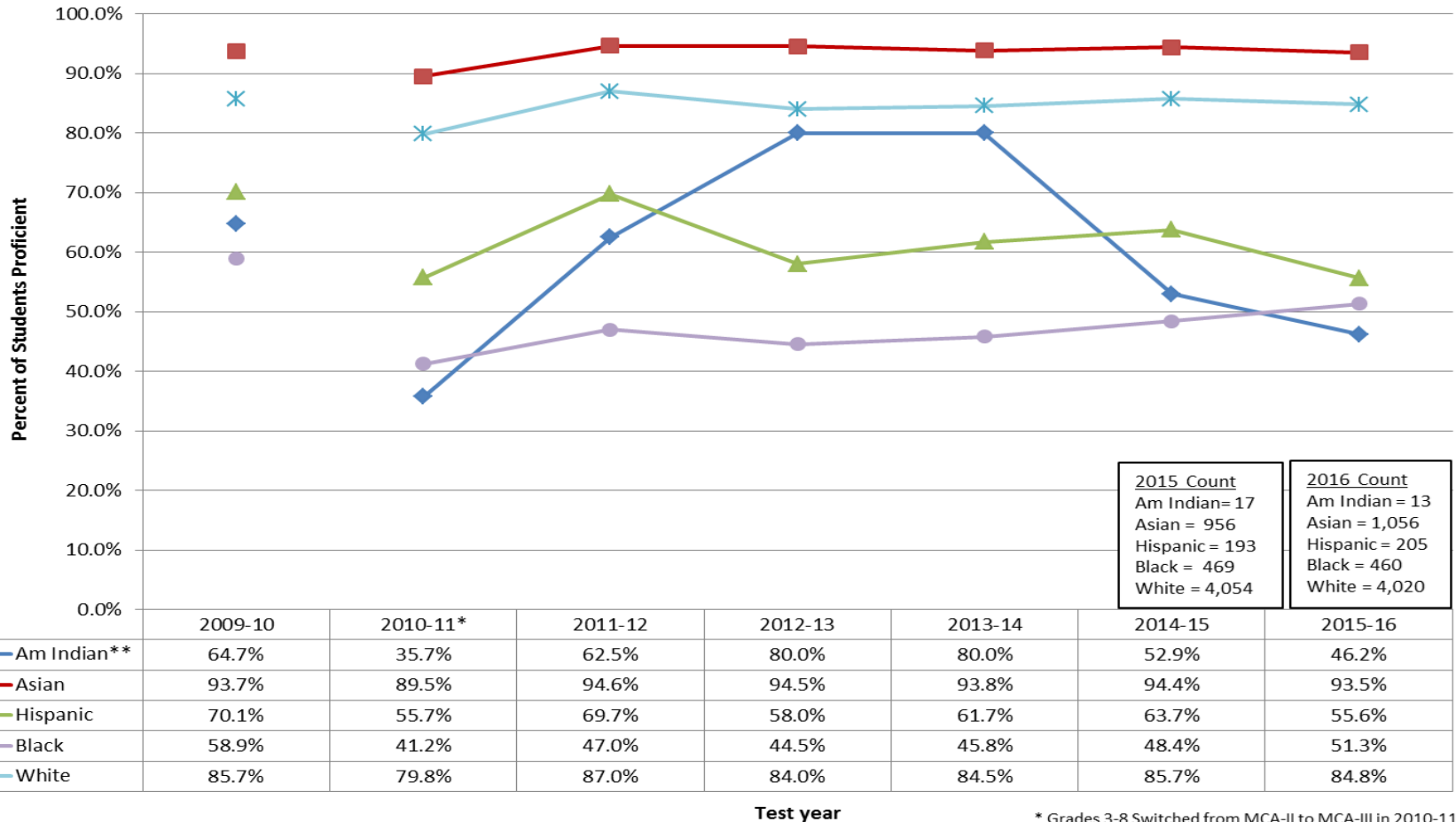
MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

Test Year

* Grades 3-8 switched from MCA-II to MCA-III in 2010-11.

The overall percent of Wayzata Public Schools students scoring proficient on the Math accountability tests decreased by 0.6 percentage point from 83.2% in 2015 to 82.6% in 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools All Grades: By Racial/Ethnic Group
MATHEMATICS

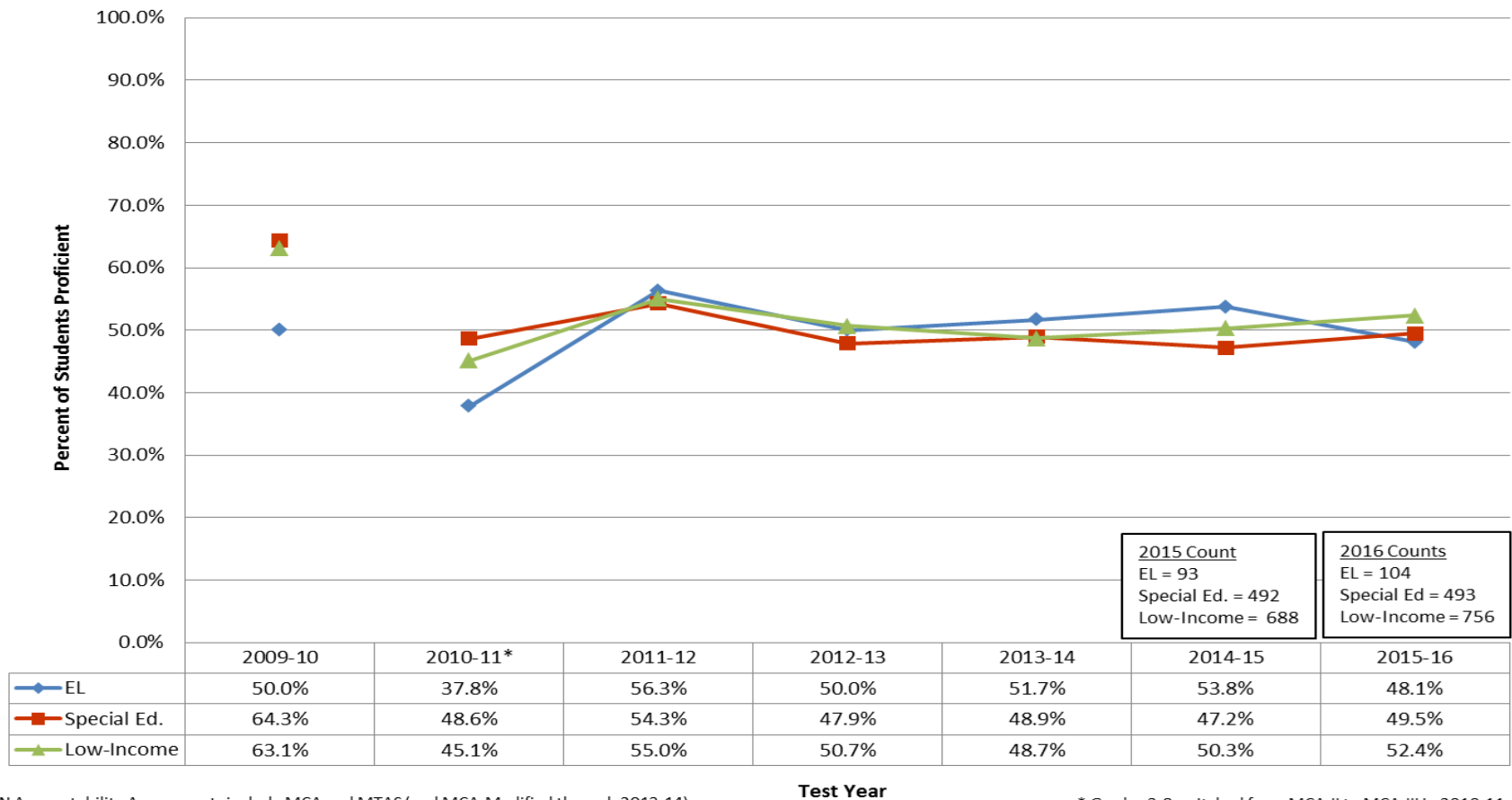


MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

* Grades 3-8 Switched from MCA-II to MCA-III in 2010-11.
 ** Student count less than 20

The percent of Black students scoring proficient on the Math accountability tests has steadily increased over the past four years.

MN Accountability Assessments Percent Proficient: 7-Year Trend Wayzata Public Schools All Grades: By Other Demographic Group MATHEMATICS



MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

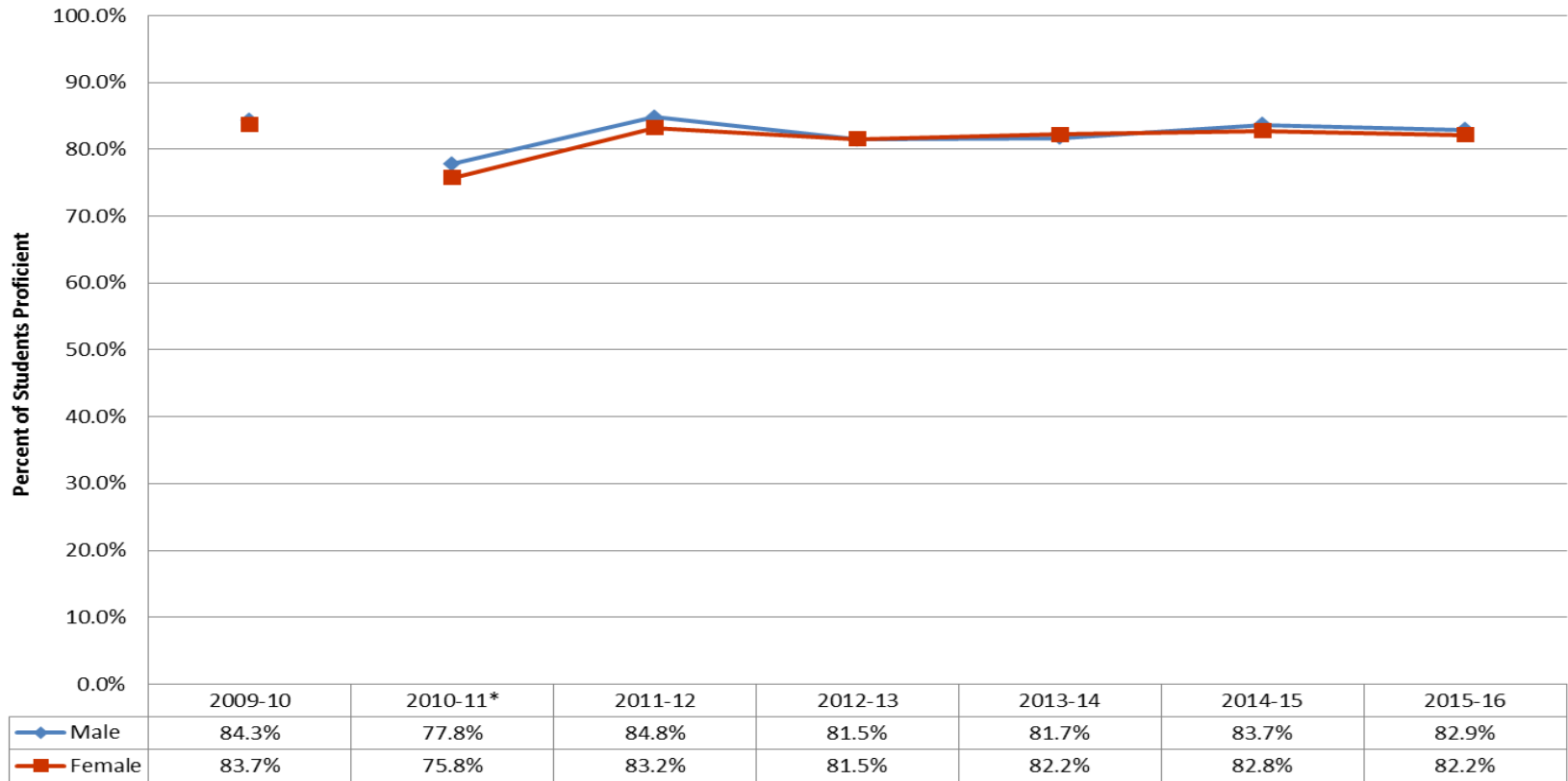
* Grades 3-8 switched from MCA-II to MCA-III in 2010-11.

The percent of students scoring proficient in Math from the Special Education and Low-Income student groups increased from 2015 to 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend

Wayzata Public Schools All Grades: By Gender

MATHEMATICS



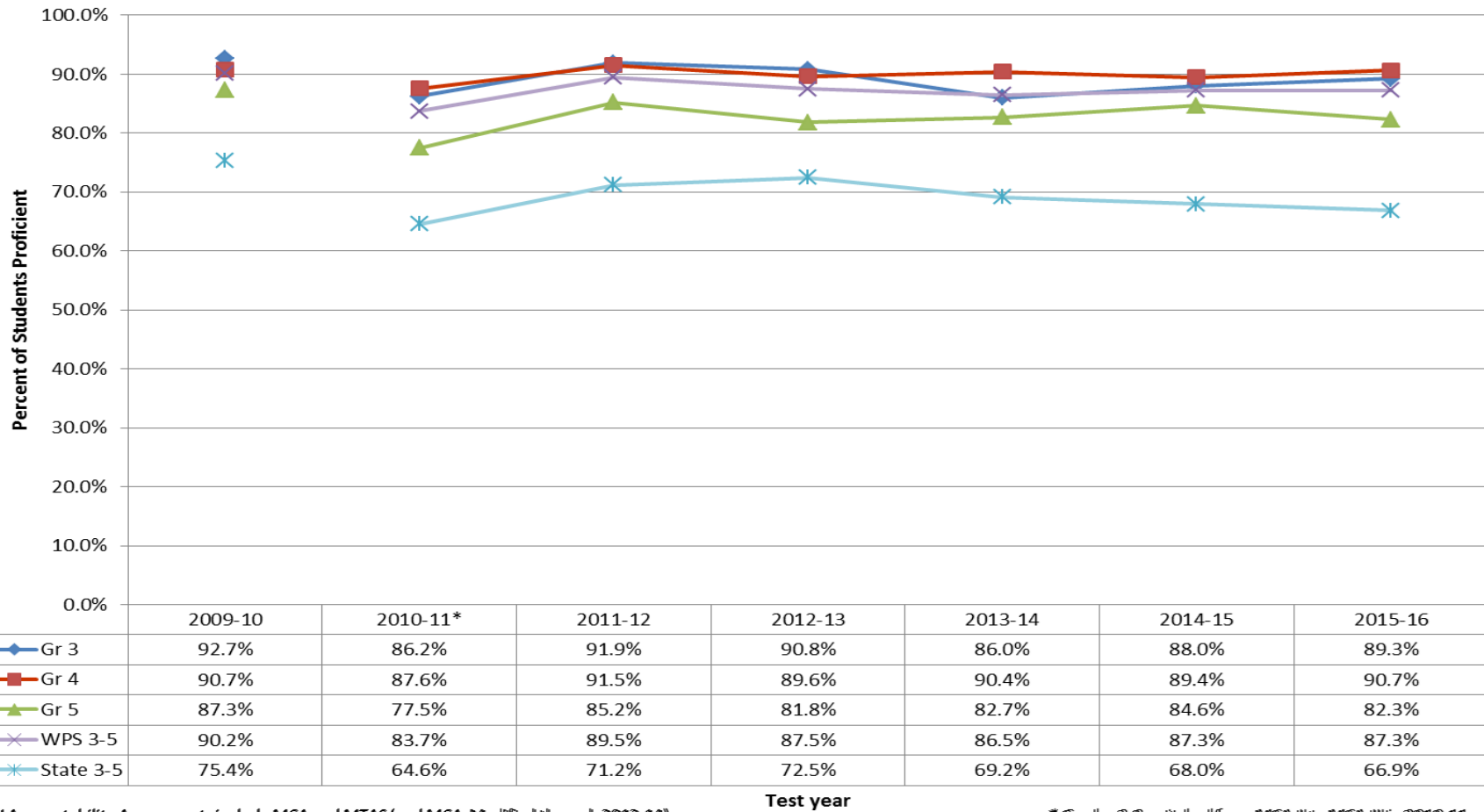
MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

Test Year

* Grades 3-8 switched from MCA-II to MCA-III in 2010-11.

The difference in the percent of students scoring proficient in Math by Gender has been less than 1 percentage point for the past four years.

**MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools and State: Elementary Level (Grades 3-5)
MATHEMATICS**

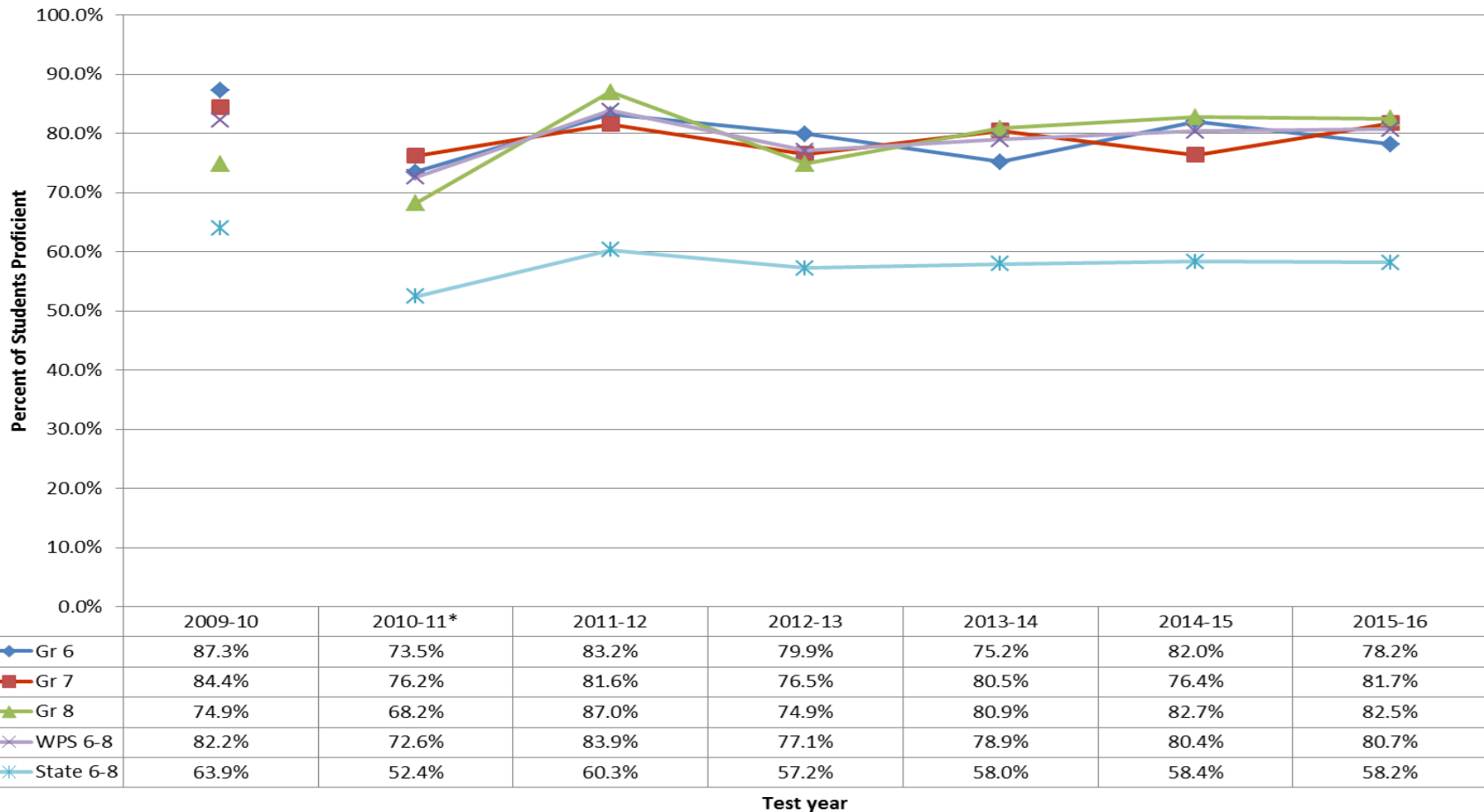


MN Accountability Assessments include MCA and MTAS (and MCA Modified through 2013-14)

* Grades 3-5 switched from MCA-III to MCA-III in 2010-11.

The percent of elementary students scoring proficient in Math in grades 3 and 4 increased from 2015 to 2016.

**MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools and State: Middle School Level (Grades 6-8)
MATHEMATICS**

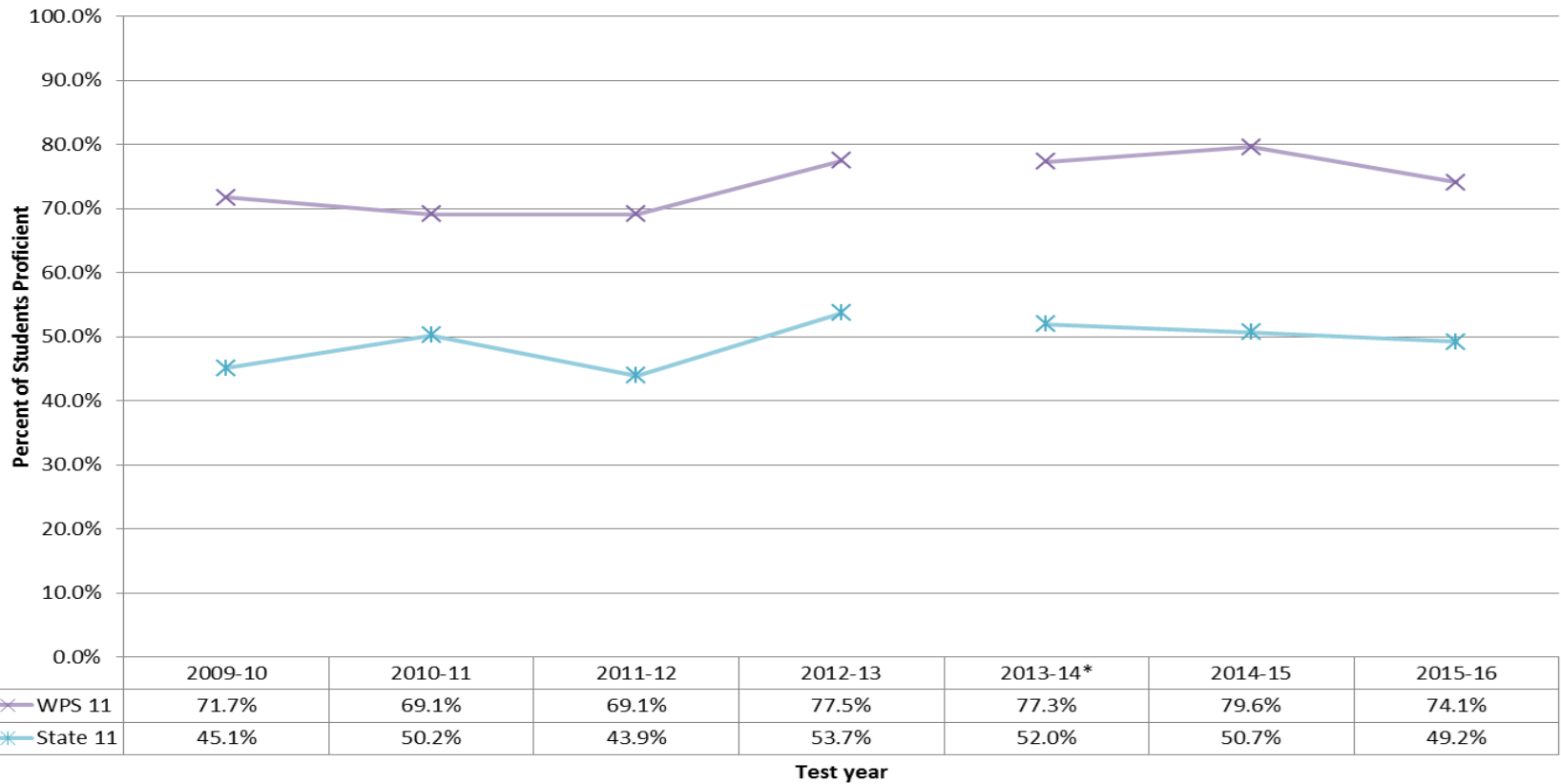


MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

* Grades 3-8 switched from MCA-II to MCA-III in 2010-11.

The percent of middle school students scoring proficient in Math in grade 7 increased from 2015 to 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools and State: High School Level (Grade 11)
MATHEMATICS



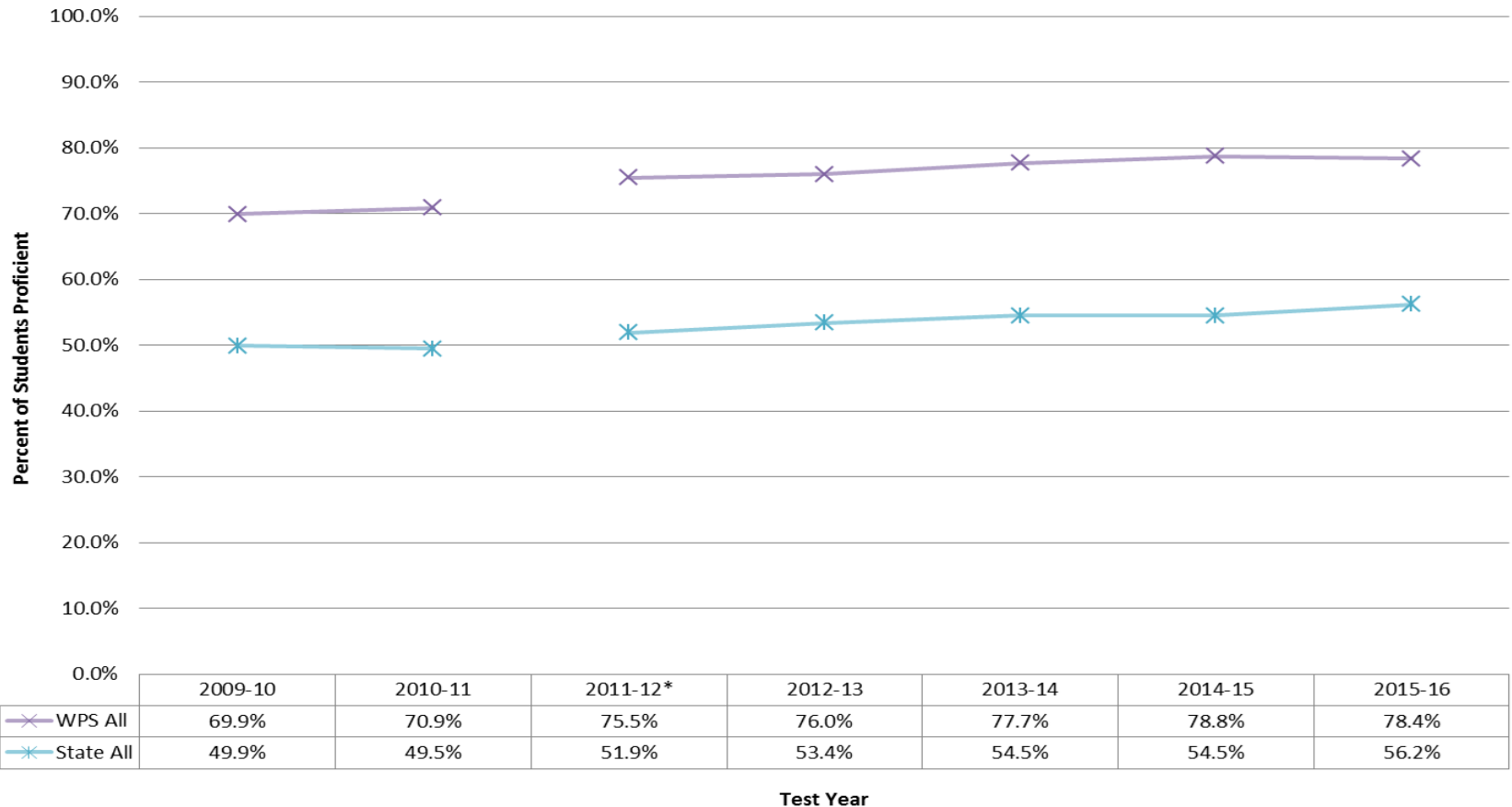
MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

*Switched from MCA-II to MCA-III in 2013-2014

The percent of students scoring proficient in Math in grade 11 decreased from 2015 to 2016.

SCIENCE

MN Accountability Assessments Percent Proficient: 7-Year Trend Wayzata Public Schools and Statewide: All Grades (5, 8, HS) SCIENCE

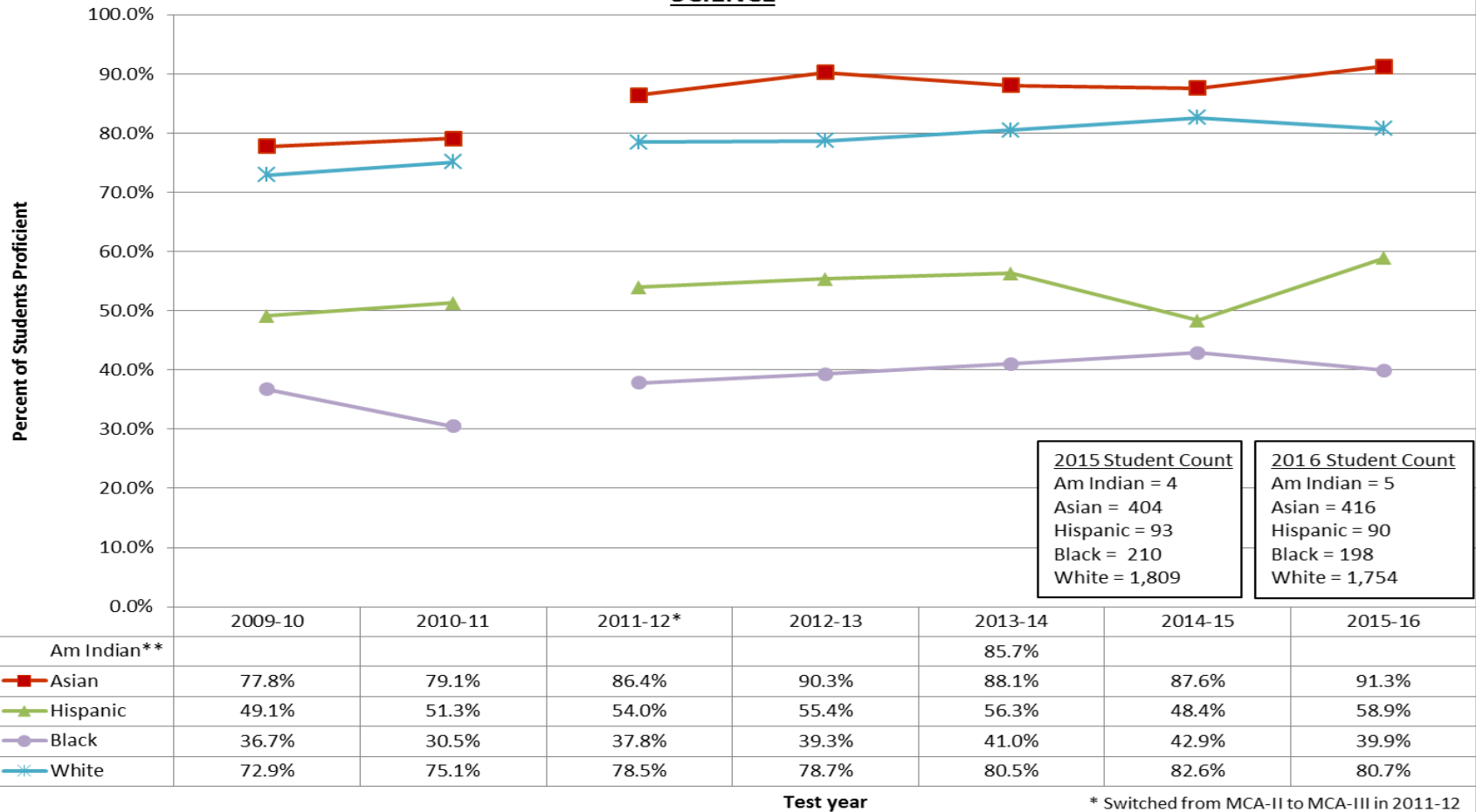


MN Accountability Assessments include MCA and MTAS

*Switched from MCA-II to MCA-III in 2011-12

The overall percent of Wayzata Public Schools students scoring proficient on the Science accountability tests decreased by 0.4 percentage point from 78.8 % in 2015 to 78.4% in 2016.

**MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools All Grades: By Racial/Ethnic Group
SCIENCE**



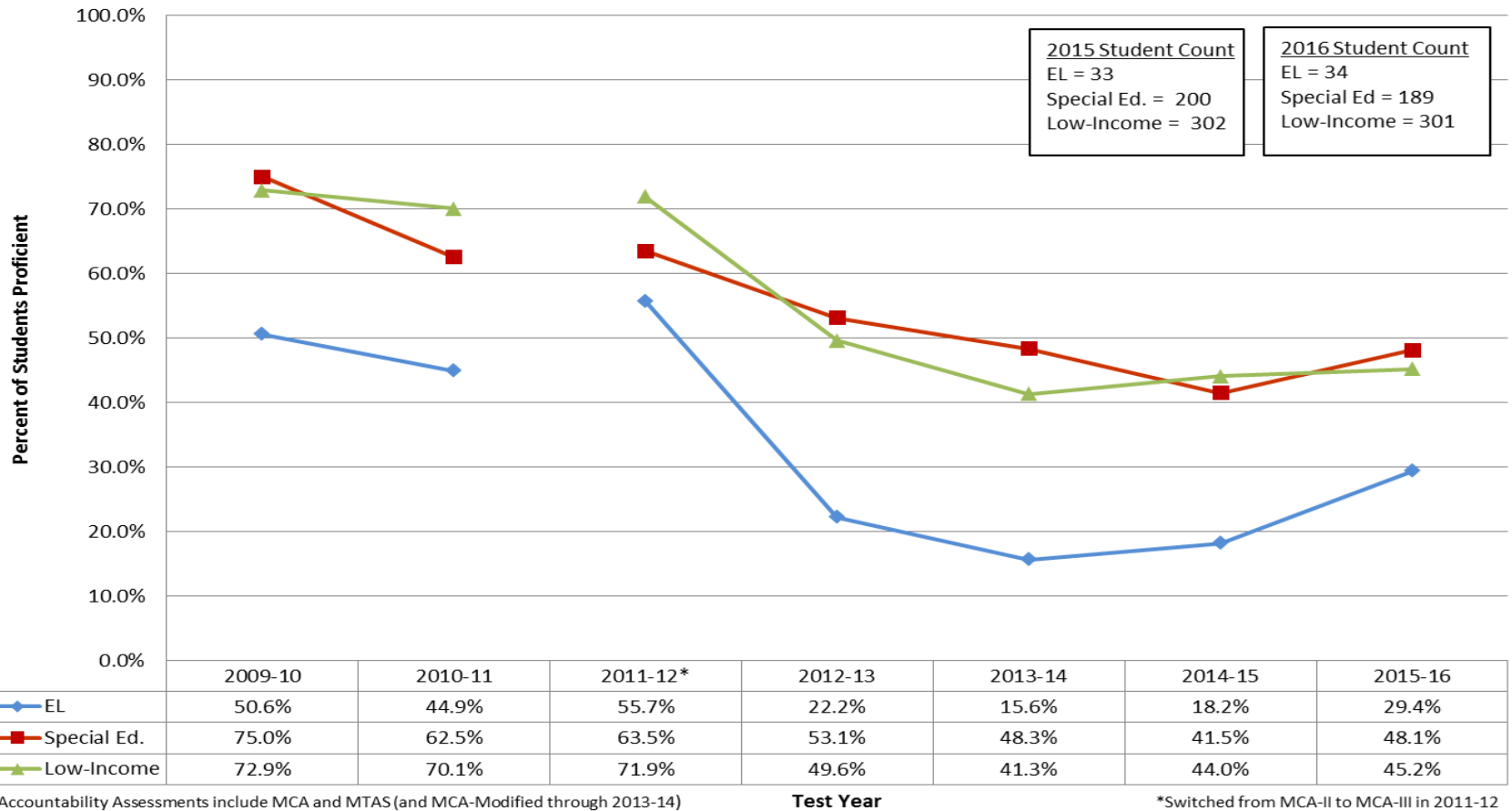
MN Accountability Assessments include MCA and MTAS

* Switched from MCA-II to MCA-III in 2011-12

** Student count less than 20

The percent of Hispanic students scoring proficient on the Science accountability tests increased by more than 10 percentage points from 2015 to 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend Wayzata Public Schools All Grades: By Other Demographic Group SCIENCE

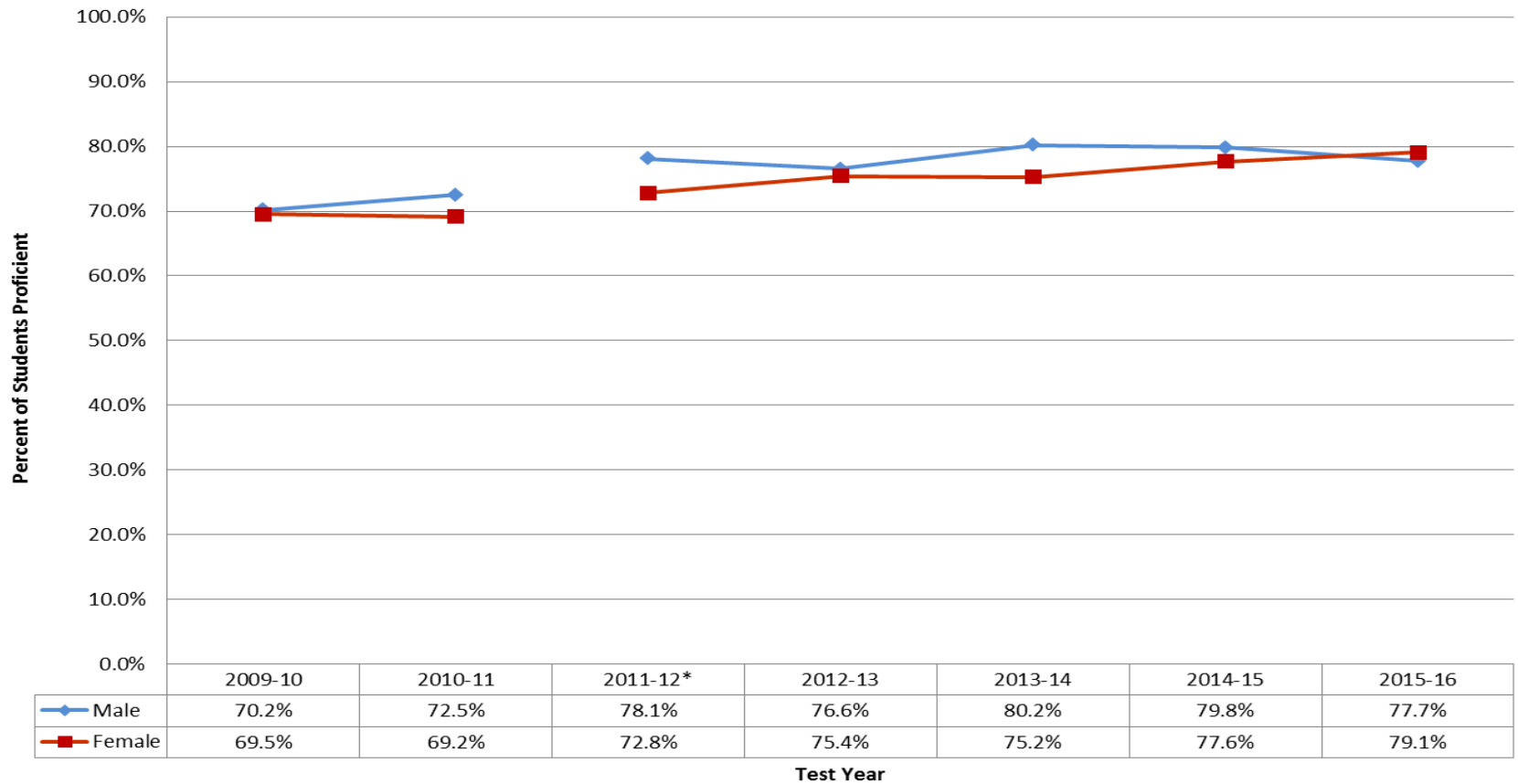


The percent of students scoring proficient in Science from the Special Education, Low-Income and EL student groups increased from 2015 to 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend

Wayzata Public Schools All Grades: By Gender

SCIENCE



MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

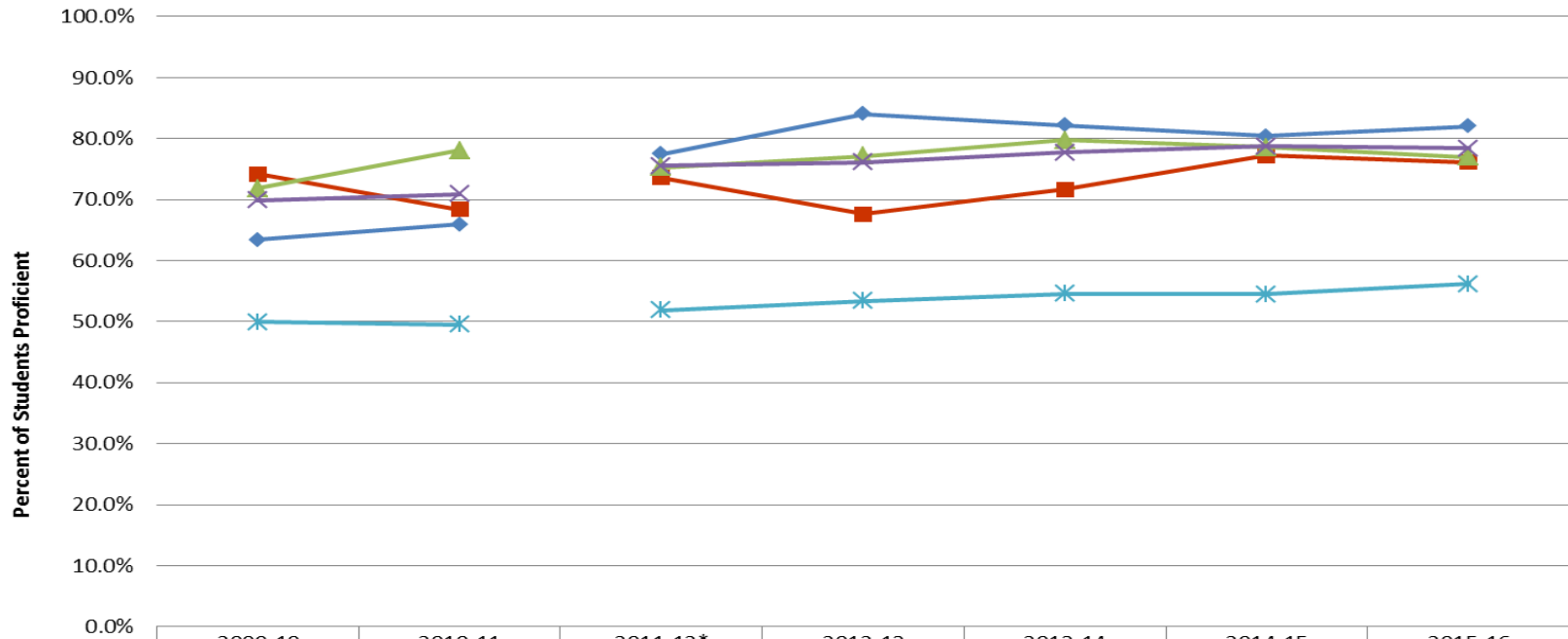
*Switched from MCA-II to MCA-III in 2011-12

The difference in the percent of students scoring proficient in Science by Gender was less than 2 percentage points, with females slightly higher than males, in 2016.

MN Accountability Assessments Percent Proficient: 7-Year Trend

Wayzata Public Schools and Statewide - All Grades (5, 8, HS)

SCIENCE



	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15	2015-16
WPS Gr 5	63.4%	65.9%	77.5%	84.0%	82.2%	80.5%	82.0%
WPS Gr 8	74.2%	68.4%	73.6%	67.6%	71.6%	77.2%	76.1%
WPS HS	71.8%	78.1%	75.3%	77.1%	79.7%	78.6%	77.0%
WPS All	69.9%	70.9%	75.5%	76.1%	77.7%	78.8%	78.4%
State All	49.9%	49.5%	51.9%	53.4%	54.5%	54.5%	56.2%

Test Year

MN Accountability Assessments include MCA and MTAS

*Switched from MCA-II to MCA-III in 2011-12

The percent of students scoring proficient in Science in grade 5 increased from 2015 to 2016.

SUMMARY



District - Teaching and Learning Scorecard

Measuring Student Progress

GOAL AREA #1		MEASURE	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	
Achievement: Ready for Kindergarten		ISEL			71.8%	74.2%	73.0%	73.8%	
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	Speaking								
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Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.		MyWay Engagement Survey	I Belong at this School			80%	84%	80%	82%
			Teachers Know Me			72%	77%	72%	75%
			Teachers Care About Me			82%	88%	85%	87%

*indicates when test changed from MCA-II to MCA-III

PRIORITIES

- **Overall E – 12 Program:** Identify and Implement Effective Practices
- **Elementary:** Continue the Trend of Positive Achievement Results
- **Secondary:** Stabilize and Increase Overall Achievement Results
- **Achievement Gap:** Continue to Identify Effective Practices and Leverage Those Practices to Increase Student Achievement
- **MyWay:** Continue the Transformation of the Teaching and Learning Experience to Reflect MyWay Principles and Practices

**Thank you
for your continued interest in and
support of the teaching
and learning program.**

Questions
Comments
Feedback



INVESTMENT POLICY STATEMENT
FOR
INDEPENDENT SCHOOL DISTRICT 284
OTHER POST EMPLOYMENT BENEFITS TRUST

Revision Dated December 14, 2015

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The Independent School District 284 (Wayzata Public Schools) (“the District”) has established the Independent School District 284 (Wayzata Public Schools) Other Post-Employment Benefits Trust (the “Trust”). This Trust is intended to provide funding of non-pension post-employment health care, dental and life benefits (“OPEB”) for those employees who meet the age and service requirements outlined in the plan document. The Trustees of the Trust hereby adopt this Investment Policy Statement (“Policy Statement”) for the following purposes:

PURPOSE

The main investment objective of the Trust is to achieve long-term growth of Trust assets by maximizing long-term rate of return on investments and minimizing risk of loss to fulfill Wayzata Public Schools’ current and long-term OPEB obligations.

The purpose of the Policy Statement is to achieve the following:

1. Document investment objectives, performance expectations, and investment guidelines for Trust assets.
2. Establish an appropriate investment strategy for managing all Trust assets, including an investment time horizon, risk tolerance ranges, and asset allocation to provide sufficient diversification and overall return over the long-term time horizon of the Trust.
3. Establish investment guidelines to control overall risk and liquidity.
4. Establish periodic performance reporting requirements to monitor investment results and confirm that the investment policy is being followed.
5. Comply with fiduciary, prudence, due diligence and legal requirements for Trust assets.

INVESTMENT AUTHORITY

The District's School Board has appointed an OPEB Oversight Board (the "Trust Board") to oversee certain policies and procedures related to the operation and administration of the Trust pursuant to Minnesota State Statute 356A. The Board will have authority to implement the investment policy and guidelines in the best interest and purpose of the Trust.

In implementing this Policy Statement, the Board believes it may delegate certain functions to:

1. An investment advisor (“Advisor”) to assist the Trust Board in the investment process and to maintain compliance with this Policy Statement. The Advisor may assist the Trust Board in establishing investment policy objectives and guidelines. The Advisor will adjust asset allocation for the Trust subject to the guidelines and

limitations set forth in this Policy Statement. The Advisor will also select investment managers (“Managers”) and strategies consistent with its role as a fiduciary for the Trust. The investment vehicles allowed may include mutual funds, commingled trusts, separate accounts, limited partnerships and other investment vehicles deemed to be appropriate by the Advisor. The Advisor is also responsible for monitoring and reviewing investment managers; measuring and evaluating performance; and other tasks as deemed appropriate in its role as Advisor for Trust assets. The Advisor may also select investments with discretion to purchase, sell, or hold specific securities, that will be used to meet the Trust’s investment objectives. The Advisor shall never take possession of securities, cash or other assets of the Trust, all of which shall be held by the custodian. The Advisor must be registered with the Securities and Exchange Commission.

2. A custodian selected by the Trust to maintain possession of physical securities and records of street name securities owned by the Trust, collect dividend and interest payments, redeem maturing securities, and effect receipt and delivery following purchases and sales. The regular custodian will perform regular accounting of all assets owned, purchased, or sold, as well as movement of assets into and out of the Trust.
3. A trustee appointed by the Trust, such as a bank trust department, if the Trust does not have its own Trustees, to assume fiduciary responsibility for the administration of Trust assets; provided, however, that if the School Board shall have appointed an investment advisor, then any trustee appointed under this paragraph shall have no authority with respect to selection of investments.
4. Specialists such as attorneys, auditors, actuaries, and retirement plan consultants to assist the Trust Board in meeting its responsibilities and obligations to administer Trust assets prudently.

STATEMENT OF INVESTMENT OBJECTIVES

The investment objectives of the Trust are as follows:

1. To invest assets of the Trust in a manner consistent with the following fiduciary standards: (a) all transactions undertaken must be for the sole interest of Trust beneficiaries, and (b) assets are to be diversified in order to minimize the impact of large losses from individual investments.
2. To provide for funding and/or anticipated withdrawals on a continuing basis for payment of benefits and reasonable or related expenses of operation of the Trust.
3. To conserve and enhance the value of Trust assets in real terms over the long-term through asset appreciation and income generation, while maintaining an investment risk profile as approved by the School Board.

4. To minimize principal fluctuations over the Time Horizon (as defined below).
5. To achieve a long-term level of return commensurate with contemporary economic conditions and equal to or exceeding the investment objective set forth in this Policy Statement under the section labeled "Performance Expectations".

INVESTMENT GUIDELINES

Within this section of the Policy Statement, several terms will be used to articulate various investment concepts. The descriptions are meant to be general and may share investments otherwise considered to be in the same asset class. They are:

"Growth Assets" - a collection of investments and/or asset classes whose primary risk and return characteristics are focused on capital appreciation. Investments within the Growth Assets category can include income and risk mitigating characteristics, so long as the predominant investment risk and return characteristic is capital appreciation. Examples of such investments or asset classes are: domestic and international equities or equity funds, private or leveraged equity, and certain real estate investments.

"Income Assets" - a collection of investments and/or asset classes whose primary risk and return characteristics are focused on income generation. Investments within the Income Assets category can include capital appreciation and risk mitigating characteristics, so long as the primary investment risk and return characteristic is income generation. Examples of such investments or asset classes are: fixed income securities, guaranteed investment contracts, and certain real estate investments.

"Real Return Assets" - a collection of investments and/or asset classes whose primary risk and return characteristics are focused on real returns after inflation. Investments within the Real Return category can include inflation protected securities, commodities, and certain real estate investments.

Time Horizon

The Trust's investment objectives are based on a long-term investment horizon ("Time Horizon") of five years or longer. Interim fluctuations should be viewed with appropriate perspective. The Board has adopted a long-term investment horizon such that the risks and duration of investment losses are carefully weighed against the long-term potential for appreciation of assets.

Liquidity and Diversification

In general, the Trust may hold some cash, cash equivalent, and/or money market funds for near-term Trust benefits and expenses (the "Trust Distributions") as directed by and in coordination with the Trust Board. Remaining assets will be invested in longer-term investments and shall be diversified with the intent to minimize the risk of long-term investment losses. Consequently, the total portfolio will be constructed and maintained to provide diversification with regard to the concentration of holdings in individual issues, issuers, countries, governments, or industries.

Asset Allocation

The School Board believes that to achieve the greatest likelihood of meeting the Trust's investment objectives and the best balance between risk and return for optimal diversification, assets will be invested in accordance with the targets for each asset class as follows to achieve an average total annual rate of return that is equal to or greater than the Trust's target rate of return over the long-term, as described in the section titled, "Performance Expectations".

<u>Asset Classes</u>	<u>Range</u>	<u>Target</u>
Growth Assets	Range 50 - 70%	
Domestic Equity	19% - 59%	39%
International Equity	1% - 41%	21%
Other	0% - 20%	0%
Income Assets	Range 30 - 50%	
Fixed Income	20% - 60%	36%
Other	0% - 20%	0%
Real Return Assets	0% - 20%	0%
Cash Equivalents	0% - 20%	4%

The Advisor and each Manager will be evaluated against their peers on the performance of the total funds under their direct management.

Rebalancing Philosophy

The asset allocation range established by this Policy Statement represents a long-term perspective. As such, rapid unanticipated market shifts or changes in economic conditions may cause the asset mix to fall outside Policy Statement ranges. When allocations breach the specified ranges, the Advisor will rebalance the assets within the specified ranges. The advisor may also rebalance based on market conditions.

Risk Tolerance

Subject to investment objectives and performance expectations, the Trust will be managed in a style that seeks to minimize principal fluctuations over the established Time Horizon.

Performance Expectations

Over the long-term, five years or longer, the performance objective for the Trust will be to achieve an average total annual rate of return that is equal to or greater than the Trust's actuarial discount rate. Additionally, it is expected that the annual rate of return on Trust assets will be commensurate with the then prevailing investment environment. Measurement of this return expectation will be judged by reviewing returns in the context of industry standard benchmarks, peer universe comparisons for individual Trust investments and blended benchmark comparisons for the Trust in its entirety.

SELECTION OF INVESTMENT MANAGERS

The Advisor shall prudently select appropriate Managers to invest the assets of the Trust. Managers must meet the following criteria:

- The Manager must provide historical quarterly performance data compliant with Global Investment Performance Standards (GIPS®), Securities & Exchange Commission (“SEC”), Financial Industry Regulatory Agency (“FINRA”) or industry recognized standards, as appropriate.
- The Manager must provide detailed information on the history of the firm, key personnel, support personnel, key clients, and fee schedule (including most-favored-nation clauses). This information can be a copy of a recent Request for Proposal (“RFP”) completed by the Manager or regulatory disclosure.
- The Manager must clearly articulate the investment strategy that will be followed and document that the strategy has been successfully adhered to over time.
- The investment professionals making the investment decisions must have a minimum of three (3) years of experience managing similar strategies either at their current firm or at previous firms.
- Where other than common funds such as mutual funds or commingled trusts are utilized, the Manager must confirm receipt, understanding and adherence to this Policy Statement and any investment specific policies by signing a consent form provided to the Manager prior to investment of Trust assets.

GUIDELINES FOR PORTFOLIO HOLDINGS

Direct Investments by Advisor

Every effort shall be made, to the extent practical, prudent and appropriate, to select investments that have investment objectives and policies that are consistent with this Policy Statement (as outlined in the following sub-sections of the “Guidelines for Portfolio Holdings”). However, given the nature of the investments, it is recognized that there may be deviations between this Policy Statement and the objectives of these investments. As soon as the deviation comes to the attention of the Advisors, the Advisor will take corrective action and make appropriate changes as soon as possible.

Limitations on Managers’ Portfolios

Equities:

No more than the greater of 5% or weighting in the relevant index (Russell 3000 Index for U.S. issues and MSCI ACWI ex-U.S. for non-U.S. issues) of the total equity portfolio valued at market may be invested in the common equity of any one corporation; ownership of the shares of one company shall not exceed 5% of those outstanding; and not more than 40% of equity valued at market may be held in any one sector, as defined by the Global Industry Classification Standard (GICS).

Domestic Equities: Other than the above constraints, there are no quantitative guidelines as to issues, industry or individual security diversification. However, prudent diversification standards should be developed and maintained by the Manager.

International Equities: The overall non-U.S. equity allocation should include a diverse global mix that is comprised of the equity of companies from multiple countries, regions and sectors.

Fixed Income:

Fixed income securities of any one issuer shall not exceed 5% of the total bond portfolio at time of purchase. The 5% limitation does not apply to issues of the U.S. Treasury or other Federal Agencies. The overall rating of the fixed income assets as calculated by the Advisor shall be investment grade, based on the rating of one Nationally Recognized Statistical Rating Organization (“NRSRO”). In accordance with Minnesota State Statute 356A total fixed income assets rated below investment grade will be limited to 5% of the total portfolio. Additionally, any below investment grade strategies will be brought to the Trust Board to review prior to implementation.

Other Assets (Alternatives):

Alternatives may consist of non-traditional asset classes such as hedge funds, private equity, real estate and commodities, when deemed appropriate. Any illiquid or non-publically traded investments, such as hedge funds or private funds, must have prior notification and explicit approval from the Trust Board before asset acquisitions. The Trust Board may defer to the School Board for additional prior approval. The total allocation to this category may not exceed 20% of the overall portfolio.

Hedge Funds: Primary objective shall be to enhance the risk-return profile of the overall portfolio. This can be accomplished by using a combination of hedge fund strategies that may enhance returns at a reasonable level of risk or reduce volatility while providing a reasonable level of return. These asset classes may differ from traditional public market asset classes due to the use of certain strategies including short-selling, leverage, and derivatives. Hedge funds may also invest across asset classes. The use of direct hedge funds and fund-of-hedge funds are allowed. For purposes of asset allocation targets and limitations, single strategy hedge funds will be categorized under the specific asset class of the fund. For example, a long/short U.S. equity fund will be categorized as “Other” in the Growth Assets category while a long/short credit fund will be categorized as “Other” in the Income Assets category. Multi-strategy hedge funds that cannot be easily categorized under one asset class will be included in “Other” under either the Growth Assets or Income Assets category depending on the risk-return profile of the strategy.

Private Equity: Private equity is less liquid than publicly traded equity securities and can provide returns that are greater than what is available in publicly traded markets. The private equity portfolio may include investments in a variety of commingled/partnership and direct investment vehicles including, but not limited to, venture capital, buyout, turnaround, mezzanine, distressed security, and special situation funds. The private equity portfolio is recognized to be long-term in nature and highly illiquid. Due to their higher risk, private equity investments are expected to provide higher returns than publicly traded equity securities. For purposes of asset allocation targets and limitations, these funds will be categorized as “Other” under the Growth Assets category.

Real Estate: Consists of publicly traded Real Estate Investment Trust (“REIT”) securities and/or non-publicly traded private real estate and shall be diversified across a broad array of property types and geographic locations. Investments of this type are designed to provide a stable level of income combined with potential for price appreciation, particularly in periods of unexpected inflation. For private real estate, the illiquid, long-term nature should be considered. For purposes of asset allocation targets and limitations, publicly traded REITs will be categorized as “Other” under the Growth Assets category. Depending on the investment characteristics of a private real estate fund, the fund will be categorized as “Other” under either the Income Assets category, for example, a core real estate fund, or under the Growth Assets category, for example, an opportunistic real estate fund where capital gains are expected to make up a significant portion of the total return.

Inflation Hedge: Shall consist of pooled vehicles holding among other assets: Treasury Inflation Protected Securities (“TIPS”), commodities or commodity contracts, index-linked derivative contracts, certain real estate or real property funds and the equity of companies in businesses thought to hedge inflation. Inflation hedge assets will be reported in the Real Return Assets category.

Cash Equivalents:

Cash equivalents shall be held in funds complying with Rule 2(a)-7 of the Investment Company Act of 1940.

Portfolio Risk Hedging

Portfolio investments designed to hedge various risks including volatility risk, interest rate risk, etc. are allowed to the extent that the investments are not used for the sole purpose of leveraging Trust assets. One example of a hedge vehicle is an exchange traded fund (“ETF”) which takes short positions. Any “ETF” or hedge vehicle acquisitions must have prior notification and explicit approval from the Trust Board.

Prohibited Investments

Except for purchase within authorized investments, securities having the following characteristics are not authorized and shall not be purchased: letter stock and other unregistered securities, direct commodities or commodity contracts, or private placements (with the exception of Rule 144A securities). Further, derivatives, options, or futures for the sole purpose of direct portfolio leveraging are prohibited. Direct ownership of real estate, natural resource properties such as oil, gas or timber and the purchase of collectibles is also prohibited.

Safekeeping

All assets of the Trust shall be held by a custodian approved by the School Board for safekeeping of Trust assets. The custodian shall produce statements on a monthly basis, listing the name and value of all assets held, and the dates and nature of all transactions in accordance with the terms in the Trust Agreement. Investments of the Trust not held as liquidity or investment reserves shall, at all times, be invested in interest-bearing accounts. Investments and portfolio securities may not be loaned.

CONTROL PROCEDURES

Review of Investment Objectives

The Advisor shall review annually and report to the School Board the appropriateness of this Policy Statement for achieving the Trust's stated objectives. It is not expected that this Policy Statement will change frequently. In particular, short-term changes in the financial markets should not require an adjustment in this Policy Statement.

Review of Investment Performance

The Advisor shall report on a quarterly basis to the Trust Board to review the investment performance of the Trust. In addition, the Advisor will be responsible for keeping the Trust Board advised of any material change in investment strategy, Managers, and other pertinent information potentially affecting performance of the Trust.

The Advisor shall compare the investment results on a quarterly basis to appropriate benchmarks, as well as market indices in both equity and debt markets. Examples of benchmarks and indexes that will be used include the Russell 3,000 Index for broad U.S. equity strategies; S&P 500 Index for large cap U.S. equities, Russell 2000 Index for small cap equities, MSCI ACWI ex-U.S. Index for broad based non-U.S. equity strategies; MSCI Europe, Australia, and Far East Index (EAFE) Index for developed markets, international equities, Barclays Capital Aggregate Bond Index for fixed income securities, and the U.S. 91 Day T-bill for cash equivalents. The Russell 3000 Index will be used to benchmark the U.S. equities portfolio; the MSCI ACWI ex-U.S. Index will be used to benchmark the non-U.S. equities portfolio; the Barclays U.S. Aggregate Bond Index will be used to benchmark the fixed income portfolio. The categories "Other" will be benchmarked against appropriate indices depending on the specific characteristics of the strategies and funds used.

Voting of Proxies

The Trust Board recognizes that proxies are a significant and valuable tool in corporate governance. The voting rights of individual stocks held in separate accounts or collective, common, or pooled funds will be exercised by the investment managers in accordance with their own proxy voting policies. The voting rights of funds will be exercised by the Advisor.

ADOPTION OF INVESTMENT POLICY STATEMENT

Any changes and exceptions to this Policy Statement will be made in writing and adopted by the School Board. Once adopted, changes and exceptions will be delivered to each Manager, as appropriate, by the Advisor.

Approved by the Wayzata Public Schools School Board.

Resolved by:



Member

12-14-15

Date

Compare Actual 2016 Projections to 2013 Projections
As of 8-15-2016

2013 Review and Comment

Year	Projected 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24
Kdgn	795	817	814	827	837	847	857	867	877
Grad	831	831	854	851	852	862	872	883	893
Grad	793	869	869	893	877	877	888	899	909
Grad	870	827	906	906	920	903	904	915	926
Grad	810	914	869	952	933	947	930	931	942
Grad	923	830	938	892	981	961	976	958	959
Grad	979	974	876	993	919	1,010	990	1,005	987
Grad	875	1,014	1,008	907	1,023	946	1,040	1,020	1,035
Grad	881	891	1,034	1,028	907	1,023	946	1,040	1,020
Grad	931	901	911	1,058	1,028	907	1,023	946	1,040
Grad	918	932	903	913	1,058	1,028	907	1,023	946
Grad	878	916	930	900	904	1,047	1,018	898	1,013
Grad	790	851	887	900	891	895	1,037	1,008	889
Total	11,274	11,567	11,799	12,020	12,128	12,254	12,388	12,391	12,435
<i>Tuition</i>	<i>215</i>	<i>220</i>	<i>225</i>	<i>225</i>	<i>200</i>	<i>200</i>	<i>200</i>	<i>200</i>	<i>200</i>
Grand	11,489	11,787	12,024	12,245	12,328	12,454	12,588	12,591	12,635

K-5	5,022	5,088	5,250	5,321	5,399	5,398	5,427	5,452	5,506
6-8	2,735	2,879	2,918	2,928	2,849	2,979	2,977	3,065	3,041
9-12	3,517	3,600	3,631	3,771	3,881	3,877	3,984	3,875	3,888

Projected as of 8-2016

Year	Year-end 2015-16	Revised 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24
Kdgn	808	850	850	850	850	850	875	875	875
Grad	803	880	916	916	916	916	916	910	910
Grad	754	865	907	945	945	945	945	930	924
Grad	845	820	885	928	966	966	966	959	944
Grad	767	885	845	911	956	995	995	981	973
Grad	864	795	912	870	939	985	1,025	1,010	996
Grad	939	940	835	957	913	986	1,034	1,051	1,036
Grad	868	955	978	868	995	950	1,025	1,055	1,072
Grad	832	880	955	978	868	995	950	1,025	1,055
Grad	855	880	880	955	978	868	995	950	1,025
Grad	864	880	880	880	955	978	868	995	950
Grad	799	870	880	880	880	955	978	855	980
Grad	733	761	829	839	839	839	910	932	815
Total	10,731	11,261	11,551	11,777	12,000	12,228	12,483	12,528	12,554
<i>Tuition</i>	<i>74</i>	<i>75</i>	<i>75</i>	<i>75</i>	<i>75</i>	<i>75</i>	<i>75</i>	<i>75</i>	<i>75</i>
Grand	10,805	11,336	11,626	11,852	12,075	12,303	12,558	12,603	12,629

K-5	4,841	5,095	5,315	5,421	5,572	5,658	5,723	5,665	5,622
6-8	2,639	2,775	2,767	2,803	2,777	2,931	3,009	3,131	3,162
9-12	3,251	3,391	3,469	3,554	3,651	3,639	3,751	3,732	3,771

Increase (decrease) from 2013 Projection

Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K-5	(181)	7	65	100	173	260	296	214	116
6-8	(96)	(104)	(151)	(125)	(72)	(48)	32	66	121
9-12	(266)	(209)	(162)	(217)	(230)	(238)	(233)	(142)	(118)

Compare Actual 2016 Projections to 2013 Projections
As of 8-15-2016

Note: This document compares current and projected enrollment as of 8-15-2016 with projected enrollment submitted to the Commissioner of Education in 2013.

Key Messages include the following:

- (1) 2015-16 enrollment in elementary, middle, and high schools was less than projected
- (2) 2016-17 enrollment in middle and high schools continue to be slightly less than projected
- (3) 2016-17 enrollment is on target with original projections. However, It is important to note that elementary enrollment recovered the 181 shortfall from 2015-16 . Thus, the enrollment at the elementary level has accelerated significantly beyond original projections.
- (4) Elementary school enrollment in future years appears to be greater than projected

Compare Actual 2016 Projections to 2013 Projections
As of 8-15-2016

2013 Review and Comment

Year	Projected 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24
K-5	5,022	5,088	5,250	5,321	5,399	5,398	5,427	5,452	5,506
6-8	2,735	2,879	2,918	2,928	2,849	2,979	2,977	3,065	3,041
9-12	3,517	3,600	3,631	3,771	3,881	3,877	3,984	3,875	3,888

Projected as of 8-2016

Year	Year-end 2015-16	Revised 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24
K-5	4,841	5,095	5,315	5,421	5,572	5,658	5,723	5,665	5,622
6-8	2,639	2,775	2,767	2,803	2,777	2,931	3,009	3,131	3,162
9-12	3,251	3,391	3,469	3,554	3,651	3,639	3,751	3,732	3,771

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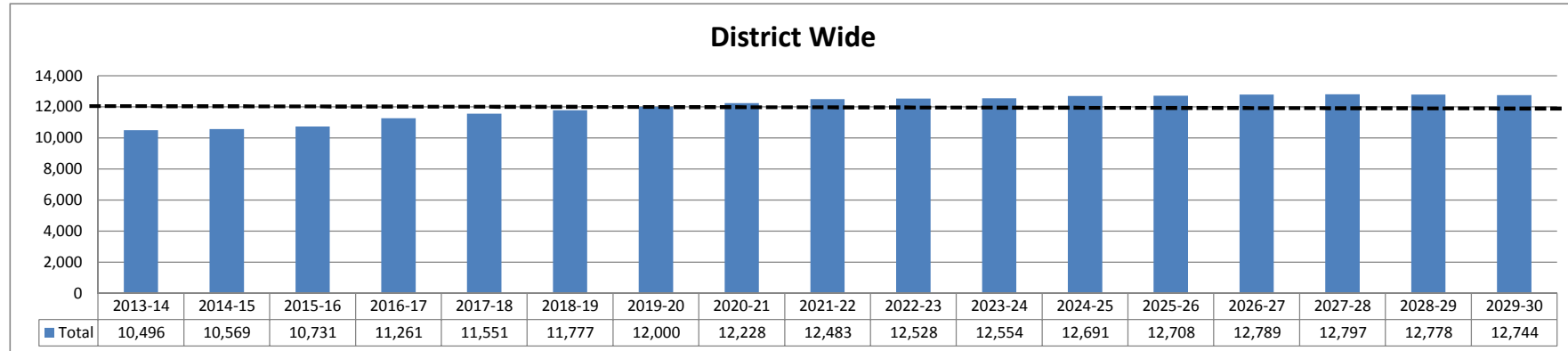
Wayzata schools
Enrollment Projections through 2030 as of 8-15-2016 Total Students

Year	Actual	Actual	Year-end	Revised	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	5 Year	Thereafter
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Survival	Survival	
Kdgn	629	748	808	850	850	850	850	850	875	875	875	875	875	900	900	900	900			
Grade 1	806	721	803	880	916	916	916	916	916	910	910	910	910	910	936	936	936	1.078	1.040	
Grade 2	738	823	754	865	907	945	945	945	945	930	924	924	924	924	924	950	950	1.031	1.015	
Grade 3	837	755	845	820	885	928	966	966	966	959	944	938	938	938	938	938	964	1.023	1.015	
Grade 4	891	844	767	885	845	911	956	995	995	981	973	958	952	952	952	952	952	1.030	1.015	
Grade 5	814	902	864	795	912	870	939	985	1,025	1,010	996	988	973	966	966	966	966	1.030	1.015	
Grade 6	816	836	939	940	835	957	913	986	1,034	1,051	1,036	1,021	1,013	997	990	990	990	1.050	1.025	
Grade 7	870	845	868	955	978	868	995	950	1,025	1,055	1,072	1,056	1,041	1,033	1,017	1,010	1,010	1.040	1.020	
Grade 8	884	865	832	880	955	978	868	995	950	1,025	1,055	1,072	1,056	1,041	1,033	1,017	1,010	1.000	1.000	
Grade 9	848	877	855	880	880	955	978	868	995	950	1,025	1,055	1,072	1,056	1,041	1,033	1,017	1.000	1.000	
Grade 10	809	823	864	880	880	880	955	978	868	995	950	1,025	1,055	1,072	1,056	1,041	1,033	1.000	1.000	
Grade 11	792	786	799	870	880	880	880	955	978	855	980	936	1,010	1,039	1,056	1,040	1,025	1.000	0.985	
Grade 12	762	744	733	761	829	839	839	839	910	932	815	934	892	962	990	1,006	992	0.953	0.953	
Total	10,496	10,569	10,731	11,261	11,551	11,777	12,000	12,228	12,483	12,528	12,554	12,691	12,708	12,789	12,797	12,778	12,744			
Tuition out	173	140	74	75	75	75	75	75	75	75	75	75	75	75	75	75	75			
Grand Total	10,669	10,710	10,805	11,336	11,626	11,852	12,075	12,303	12,558	12,603	12,629	12,766	12,783	12,864	12,872	12,853	12,819			

Student Chang	43	73	162	530	290	226	223	228	255	45	26	137	17	80	9	-19	-34		
Percent Chang	0.41%	0.70%	1.53%	4.94%	2.57%	1.96%	1.90%	1.90%	2.09%	0.36%	0.21%	1.09%	0.14%	0.63%	0.07%	-0.15%	-0.27%		

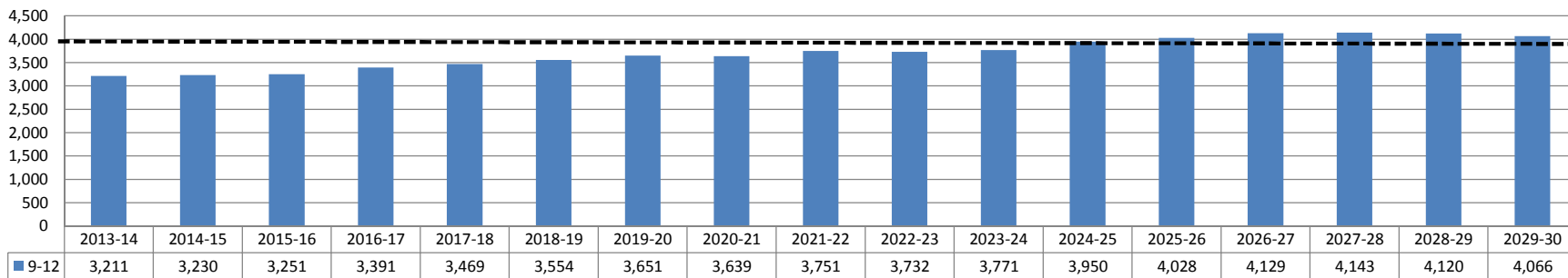
K-5	4,714	4,793	4,841	5,095	5,315	5,421	5,572	5,658	5,723	5,665	5,622	5,592	5,570	5,589	5,615	5,641	5,668		
6-8	2,570	2,546	2,639	2,775	2,767	2,803	2,777	2,931	3,009	3,131	3,162	3,149	3,110	3,071	3,040	3,017	3,010		
9-12	3,211	3,230	3,251	3,391	3,469	3,554	3,651	3,639	3,751	3,732	3,771	3,950	4,028	4,129	4,143	4,120	4,066		
1-6	4,902	4,880	4,972	5,185	5,299	5,528	5,636	5,793	5,882	5,841	5,782	5,738	5,708	5,685	5,705	5,731	5,758		
7-12	4,965	4,940	4,951	5,226	5,402	5,399	5,515	5,585	5,726	5,812	5,897	6,078	6,125	6,203	6,193	6,147	6,086		

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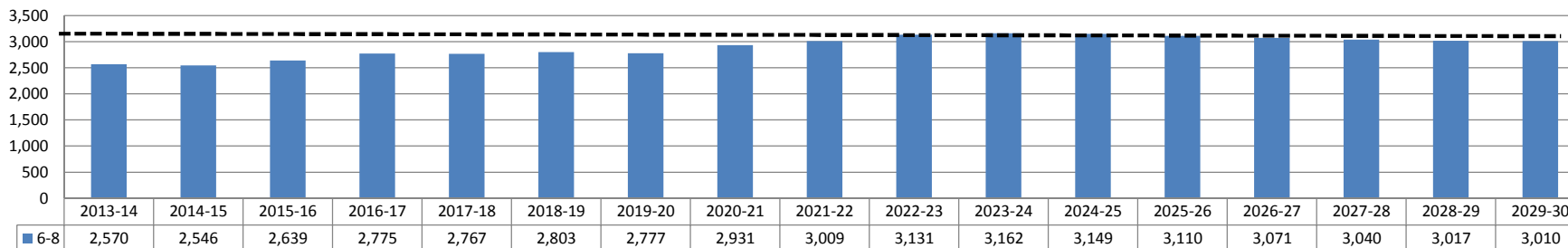


Wayzata schools
Enrollment Projections through 2030 as of 8-15-2016 Total Students

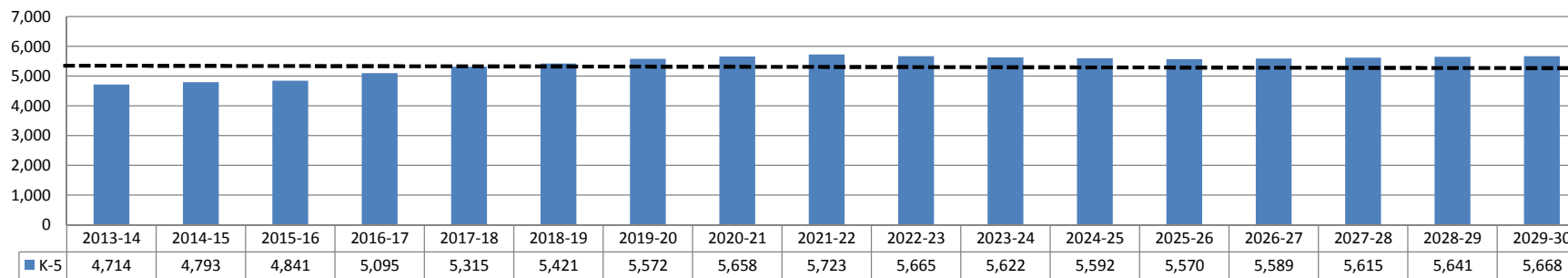
High School 9-12



Middle Schools 6-8



Elementary K-5



WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - September 12, 2016 - 7:00 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS**

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda items are as follows:

 - A. Approval of Minutes
 - B. Finance and Business Recommendations
 1. Monthly Reports
 - C. Human Resource Recommendations
 1. Monthly Recommendations
3. **REPORTS FROM ORGANIZATIONS**
 - A. Wayzata High School Student Council Representative
4. **RECOGNITIONS**
 - A. Retiree Recognition
 - B. WHS Strength of America Award, Ryan Johnson
 - C. June Employee of the Month - Matt Rohweder, East Middle School
 - D. August Employee of the Month - Julie Ruchti, Culinary Express
 - E. September Employee of the Month -
5. **STUDENT CURRICULUM PRESENTATION**
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
 - A. Superintendent
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. **OTHER BOARD ACTION**
8. **BOARD REPORTS**
9. **AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD**

This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
10. **ADJOURN**