

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## BOARD OF EDUCATION

Work Session Meeting - January 31, 2018 - 4:05 PM  
District Administration Building, 210 County Road 101 N

### AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
  - A. Guiding Principles for Upcoming Boundary Changes - *Jim Westrum and Kristin Tollison 30 min* 3
3. **TEACHING AND LEARNING**
  - A. Summer School Program 2018 *Annie Doughty & Jill Johnson 45 minutes* 4
  - B. Early Learning Outreach Team Update *Annie Doughty 15 minutes*
  - C. General Community Education Updates *Annie Doughty & Chace Anderson 15 minutes*
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
  - A. WMEP - *Sarah Johansen 10 minutes*
  - B. MSBA - *15 minutes*
6. **FINANCE AND BUSINESS**
7. **SCHOOL BOARD**
  - A. School Board Compensation
  - B. Board Reports at Regular Meetings
  - C. MSBA Board Self-Evaluation Method
8. **ADJOURN**

# **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.



Welcome Center – Student Enrollment  
305 Vicksburg Lane | Plymouth, MN 55447-3941  
763.745.5240 | Fax: 763.745.5096 | [welcome@wayzata.k12.mn.us](mailto:welcome@wayzata.k12.mn.us)

## WELCOME CENTER

DRAFT UPDATED 3/25/2015

### Guiding Principles of Attendance Area Reconfiguration

The boundaries should be designed to effectively utilize our facilities to meet our growing population, and to serve families and students for years to come.

1. Attendance areas will serve our district for at least 3-5 years with a goal of 5-7 years.
2. Attendance areas should be largely contiguous.
3. Consider a walk area for each school.
4. Allow for initially smaller school populations in schools with higher anticipated growth rates, to maximize longevity of the boundaries.
5. Attendance areas will need to accommodate possible changes in school start times.
6. When possible, middle school boundaries should align with elementary boundaries.
7. All children will be expected attend their new school. The district’s intra-district process continues to be in place.
8. Transportation routes should be as efficient as possible, giving consideration to minimizing ride times within acceptable parameters.
9. Open enrolled students may be considered with their respective “neighborhood” student group, and could be moved with other students from their “neighborhoods.”
10. Neighborhoods should be assigned to the same school whenever possible.
11. Adhere to State and Federal laws and guidelines

# REPORT TO THE SUPERINTENDENT



Annie Doughty, Director of Community Education Operations  
Dr. Jill Johnson, Executive Director of Teaching & Learning

12/6/2017

# Accelerating Achievement Through Extended-day And Summer Learning

*[Type the document subtitle]*

## Research Base:

Expanded learning opportunities (before school, after school and summer), and extended learning time (school day and school year) are emerging across the country as key strategies in accelerating student achievement and closing the achievement gap.

The Wallace Foundation commissioned RAND to conduct a study to assess both the need for summer learning programs and the existing evidence on effective, viable and sustainable summer learning programs.

**Key Findings:** During summer vacation, many students lose knowledge and skills. By the end of summer, students perform, on average, one month behind where they left off in the spring. Of course, not all students experience “average” losses. Here are some of the key findings:

- Summer learning loss, which is disproportionate and cumulative, contributes substantially to the achievement gap.
- Students who attend summer programs have better outcomes than similar peers who do not attend these programs.
- Strategies for maximizing quality, enrollment and attendance are critical to achieving benefits.
- Cost is the main barrier to implementing summer learning programs.
- Partnerships can strengthen summer learning programs.
- Developing and sustaining district-based voluntary summer learning programs is challenging but feasible.

**“Every summer, low-income youth lose two to three months in reading while their higher-income peers make slight gains. These losses add up. By fifth grade, summer learning loss can leave low-income students 2 ½ to 3 years behind their peers.”**

*National Summer Learning Association*

## Components of Quality Out-of-School Time Programs:

- **Smaller Class Sizes** – While smaller class sizes drive up overall program costs, it allows for greater differentiation of instruction. MDE recommends 15:1 student to teacher ratio. In addition to reducing the size of the class, many

programs provide additional adults who can work with students who are in need of focused one-on-one time for learning.

- **Differentiated Instruction** – Differentiated or individualized instruction is an intended component in many classrooms; however, it is often difficult for teachers to implement. When faced with larger class sizes and a broad range of ability levels, differentiation is a challenge. Out-of-School Time (OST) programs with smaller class sizes should provide an opportunity for teachers to offer more individualized instruction to students.
- **Aligned School-Year and Summer Curricula** – Aligning the school-year and summer curricula also may improve the effectiveness of summer programming. This content alignment can take two forms. First, the content of the summer programs might be aligned with that of the prior grade to provide remediation on core concepts that students have failed to master. Second, the content could align to the upcoming school year so that students have previewed core concepts and have a head start toward mastery and in turn, gain confidence.
 

**“Summer learning is no longer an afterthought in public education policymaking and for good reason.”**

*National Summer Learning Association*
- **Engaging and Rigorous Programming** – Many experts recommend expanding the curriculum beyond remediation. This is intended to both expand learning through innovative instruction and provide opportunities for enrichment and to foster critical 21<sup>st</sup> century skills, including collaboration, creativity, community and analysis. In fact, in order to access OST funding through MDE’s Targeted Services for OST programs, they must be designed for meeting the needs of the whole child. *“Therefore, it is not more of the same teaching and learning that occurs during the day, but a different approach to engage students with the teacher, school and community.”*
- **Sufficient Duration** – Expert opinion on the optimal length of a summer program varies; however, it appears a minimum of five weeks maybe a good and realistic guideline for districts to follow if desiring to maximize academic time on task. Five to six weeks of programming allows a few weeks for the wind-down and preparatory activities related to the regular school year while still giving students sufficient time on task in the summer programs. Three to four hours of academic instruction per day is typically recommended as a minimum.
- **Maximized Participation and Attendance** – research suggests that students who attend 80% of the time had the least amount of summer learning loss.

**Our Data:**

**Ready for Kindergarten:** Approximately 70% of incoming kindergartners are identified as "school ready" (Measured by ISEL Assessment)

**Grade 3 Reading Proficiency:** Approximately 80% of students are proficient in reading by the end of 3rd grade (Measured by MCA reading test)

**Grade 3 Math Proficiency:** Approximately 87% of students are proficient in math by the end of 3rd grade (Measured by MCA math test)

**Average Three-year Middle School Proficiency:**

Math: 77%                      Reading: 78.1%

**Average Three-year High School Proficiency:**

Math: 80.3%                      Reading: 80.9%

**Achievement Gaps:** Proficiency between student groups is significant - averaging as much as 40% - 60%

**Current 2017 Summer Program(s):**

**Elementary:** Our summer programming consisted of three hours/day for 18 days or a total of 54 hours. Approximately 369 students attended. This includes 44 students attending under ESY.

- ❖ **Middle Schools:** Our programming consisted of three hours/day for 18 days or a total of 54 hours. 120 students attended.
- ❖ **High School:** Our programming consisted of three hours/day for 26 days for a total of 78 hours. 228 students attended.

**Wayzata Public Schools Extended-Day and Summer Learning Goals:**

- Enhance student academic achievement
- Stem summer learning loss and increase academic achievement
- Develop student socio-emotional skills and increase student efficacy by building skills and competencies
- Promote student health and wellness
- Create a year-round system of learning in order to secure the pathway to high school graduation and college and career readiness
- Strengthen school-family connections
- Strengthen school-community partnerships

**“We know that out-of-school time learning can enhance student academic achievement, deepen engagement in the arts, open doors to community involvement, leadership opportunities and positive relationships with peers and adults.”**

*Minnesota Department of Education*

## Recommended Elementary Summer Learning Program Design:

**General Oversight:** We will continue to have on-site oversight at our elementary program. This includes: Coordinator; Social Worker; Office, Health, Media and Technology Paraprofessionals.

**Duration:** Monday – Thursday for 6.5 hours/day (8:30 a.m. – 3:00 p.m.) for twenty-four days (or 144 hours). Three hours/day will be focused on academics; followed by lunch and physical activity for 30 minutes; and three hours of enrichment classes, chosen by the student/parent from a variety of classes. There will be two separate terms (each 12 days). First term: June 18- July 12, (no classes the week of July 2); Second term: July 16 - August 2.

**Location:** We recommend having more than one site; however, with a major overhaul of the program, we suggest only one site for Summer 2018 and then reviewing for 2019 and beyond. Because of construction, the only sites available are Gleason Lake, Kimberly Lane, Oakwood and Plymouth Creek. After working with Jon Deutsch and the elementary principals, we are recommending Oakwood Elementary School as the 2018 Summer Learning Academy site.

**Class Sizes:** Instructors will be allocated at 15:1.

**Curriculum:** According to “*Getting to Work on Summer Learning- page 18*”, research supports selecting a commercial program to ensure the strongest curricula. Jill is investigating the need to purchase curriculum, in particular, for the three hours of academic support. This decision will be made at a later date. Several recommended curriculums are: National Geographic’s Science Inquiry Kits on Forces in Motion and Habitats; SEED for Science and ROOTS for Reading.

**Enrichment Activities:** Enrichment activities such as the arts, sports and science exploration will differentiate our summer program from a traditional “Summer School”. Both academic classes and enrichment activities will be marketed in a way to engage and enthuse students and parents (see attached). Because the day will be divided into two blocks, families can choose to only enroll their child in the academic (1<sup>st</sup>) block. Our enrichment activities will reinforce and augment academics. Research states that while this can be challenging, districts have found ways to provide this, particularly when combining with the arts – theater, music, visual art. Staff will be encouraged to propose an enrichment activity based on their interests (see attached proposal). Some possible ideas:

Camp Invention	Theater	Coding	Art
Makerspace	Nature	Engineering	Minecraft
Book Clubs	Robotics	Rockets	

**Staffing:** We recommend utilizing district staff (educators and paraprofessionals) as much as possible and will aggressively market this opportunity to our staff. However, we also recognize that it may be advantageous to use outside vendors/partners at times. For example, some districts use Stages Theater to provide theatrical enrichment opportunities. In order to receive revenue from Targeted Services, each class/activity must be supervised by a Minnesota licensed teacher.

**Enrollment/Attendance:** Research suggests that setting clear expectations appears to be an effective strategy for achieving strong attendance. Research also suggests that incentives (e.g. field trips) for participation improves attendance rates. Jill will develop a clear attendance policy. This includes making attendance expectations clear to parents at the time they enroll their child. Invitations will be communicated to parents at spring conferences (February/March) each year so not to interfere with summer plans.

**Curriculum Writing:** For the 2018 Summer Programming, we recommend that we provide our teachers curriculum writing time, up to 18 hours per camp and it will be paid out of the Teaching & Learning budget. Estimate: 52 teachers \* 18 hours \* \$35.54 = \$33,267.00

**EL Programming:** English learners are one of the qualifiers for Targeted Services. For the past several years we have not provided any EL services/classes. We recommend EL programming be re-instated for the 2018 summer program. Jill will work with Ann Fehrenbach and Jody Remsing to re-establish this support.

**ESY Programming:** Our special education students who have an Extended School Year (ESY) plan, were also provided a 3 hour/day-18 day program in 2017. Annie has met with Jody Remsing, Special Services Director, and she is reviewing this program and will determine the best practices for students with an ESY plan. Special Services will continue to support these students with programming, hiring and supervising staff. Besides the students with an ESY plan, many students who receive special education services during the regular year are invited to attend summer programming. These students are part of the Targeted Service extended-year program and do not receive special education services during the summer programming. We recommend a Special Services Supervisor or other accommodations be made to oversee the daily summer programming and supervision of staff and students.

**Young Scholars Programming:** Young Scholars is part of our Vision 21 programming under the direction of our Alternative Compensation/Vision 21 Supervisor. Last summer, the program served 63 students from five elementary buildings and employed four staff members. We recommend the Supervisor oversee this program, in regards to student invitations, hiring and supervising staff, developing curricula, etc. At this time, Jill Johnson is evaluating the feasibility of offering a full-day program for

the students enrolled in Young Scholars also. The Young Scholars students do not generate Targeted Services funds. This is funded through the Integration budget.

**Partnerships:** Currently, some of our elementary students stay in the afternoon for programming run by IOCP (Summer Leaders). This has been a strong program and the overall attendance rate for these students is higher than students who do not attend. Unfortunately, only students from the twelve neighborhoods that IOCP supports are invited. Annie is working with Katie Shepherd from IOCP to find ways to enhance/support our new model. For example, IOCP may want to run their program during the weeks after the district's summer programming ends.

**Volunteers:** We will work with our Volunteer Coordinator, IOCP, National Honor Society and Student Council to attract and retain volunteers.

**Food:** According to Ginny Butcher of MDE, if 50% of the students attending qualify for Free & Reduced lunches, we are able to offer free lunches to all enrolled students. Because we do not know at this time what students will be invited we cannot guarantee 50% will be eligible for Free & Reduced lunch. However, this has been true in the past. Annie has met with Mary Anderson, Culinary Express Director, regarding providing food (See Possible Challenges below).

**Transportation:** Transportation will be provided to all eligible students and paid out of the district's Integration budget.

**Data:** Jill will work with Stacey Lackner, Research and Evaluation Director, and Amanda Padjen, Data Integration, to provide relevant data to our summer programming instructors and to track our individual student data.

**Finances:** See attached budget sheet.

### **Possible Challenges:**

- a. With the expansion of hours/days, the transportation costs may increase. We will not be able to predict final costs until students are invited and registered. We have worked with Rich Enga, Transportation Department, and the high school and middle school summer programming coordinators to identify challenges.

Rich said transportation will need an hour between the high school and elementary school times in the morning to allow us to use the least amount of buses. They could do a thirty-minute time-frame but it will cause us to double the amount of buses needed to transport both SPED and regular education students. This may cause the high school to start and end times that are not aligned with their goals. We are going to have to continue to review our options.

- b. Because this is a new venture for our Culinary Express program, Mary is anticipating there will be a cost to her program. Based on an estimate of 369 students at \$3.41/day MDE reimbursement, she is anticipating a \$17,500 shortfall between projected costs and MDE's reimbursement dollars. This shortfall is based on approximately only 50% of students taking prepared lunch each day. If more than 50% take lunch through the program, this shortfall will be reduced.
- c. While we have tried to anticipate all of the challenges, we recognize that something will emerge that we haven't addressed.

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**Extended-Day Programming Guidelines:** We will also continue to enhance and support our extended-day programs. We recommend that each site with Extended-Day Programming, hire a Site Facilitator to manage the program operations. This will be a stipend position. (See Targeted Services Handbook (Page 9) for duties. Attached are the program resource enhancements.

**Forms/Documents/Etc.:**

- d. Targeted Services Handbook – see attached
- e. Program/Class Request Form – see attached
- f. Targeted Services: Extended-Day Budget Planning – see attached
- g. Continual Learning Plan – see attached
- h. Attendance Spreadsheet – see attached

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**Recommendations for Future:**

1. Expand summer learning programs to incoming kindergarten students
2. Explore expanding to two elementary sites and eventually four elementary sites
3. Explore ways to fully integrate this summer programming with Community Education's Home Base and WISHES
4. Continue and enhance our partnership with IOCP:
  - a. Include IOCP mentors and volunteers in relevant training opportunities
  - b. Investigate combining the elementary "Homework Clubs" with Targeted Services

5. Continue to enhance out-of-school time programs aligning with current research
6. Create and hire the following new positions:
  - a. Summer Learning Supervisor – This could be an unaffiliated position or a TOSA position that is on a “stretch calendar” is combined with other duties: e.g. working with IOCP and other partners; overseeing the ALC; overseeing the Targeted Services Extended Day Programs; overseeing the ADSIS grant, etc.
  - b. Targeted Services Secretary – part-time position combined with other duties.
7. Review and enhance middle school summer programming
8. Review and enhance high school summer programming

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### Thank-You:

**Thank-You:** We would like to thank the following for serving on the elementary summer programming task force and/or sharing their knowledge/insights with us to make these recommendations:

Jennifer Fuzzey

Shelly Nelson

Sara Gammack

Lindsey Eichenlaub

Jody Remsing

Beth Van Orsow

Susan Strom

Mary McKasy

Ross Williams

Jennifer Welk

Jody Remsing

Annette Korlochuk

Melissa Lahr

Jon Deutsch

#### The better we can

- excite children about learning...
  - help them acquire knowledge and skills... and
  - help them productively shape their own lives...
- the better our future as a country/world will be.

**Acknowledgements and Research Citations:**

Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian Mcinnis, Dahlia S. Lichter, Amanda, Brown Cross, “How Summer Programs Can Boost Student Learning”, RAND/Wallace Foundation, 2011

Catherine H. Augustine, Jennifer Sloan McCombs, Heather L. Schwartz, Laura Zakaras, “Getting to Work on Summer Learning: Recommended Practices for Success”, RAND/Wallace Foundation, 2013

Minnesota Department of Education, “Charting a Course: Connecting Out-of-School Time Opportunities”, 2011

National Summer Learning Association, “Accelerating Achievement Through Summer Learning.”

Metro Community Education/School District Personnel who graciously shared their expertise and work: Carrie Cabe, Osseo; Melanie DeLuca, Orono; Tobi Tombers, Eden Prairie; Daren Johnson, Minneapolis; Jon Peterson, St. Paul



## Elementary Schools' Summer Learning – Camp Proposal

### Camp Title and Description:

Camp Title:	
Description:	

### Instructor Contact Information:

Instructor Name:	
Building:	
Assignment:	
Phones: Work & Cell:	
Area of Licensure:	

### Schedule:

	Term 1 - AM	Term 1 - PM	Term 2 – AM	Term 2 - PM
Check Sessions & Times You Are Interested in Teaching				

### Other:

Room Requirements (Art Room, classroom, etc.):	
Anticipated Student Supply Fees:	YES/Amount: _____ NO _____
Anticipated Activity Fees:	
Targeted Grade(s):	

**RETURN TO: Dr. Jill Johnson BY: January 30, 2018**  
 Email to: [jill.johnson@wayzataschools.org](mailto:jill.johnson@wayzataschools.org)



# Targeted Services – Continuous Learning Plan

## 2018-19

Student \_\_\_\_\_ Grade \_\_\_\_\_

Date Implemented \_\_\_\_\_ Date Reviewed \_\_\_\_\_

School: \_\_\_\_\_

**AREA(S) OF FOCUS** (Check all that apply):

- READING**     
  **MATH**     
  **WRITING**     
  **SOCIAL/EMOTIONAL**

**GOALS:** To increase skills to grade level in noted areas by end of term, the student will focus on the following goals:

**READING**

- Decoding  
 Comprehension  
 Fluency

**MATH**

- Number Relationships  
 Place Value  
 Algebraic Thinking

**WRITING**

- Types/Purposes  
 Writing Process  
 Research/Publishing

**SOCIAL/EMOTIONAL**

- Builds/Maintains Positive Relationships  
 Constructively resolves conflicts w/others  
 Demonstrates perseverance

**ACTIVITIES/FREQUENCY:** Student will reach goals through instructional and/or behavioral activities in the Extended Learning program:

- Small/flexible group instruction 1-4 hours/week     
  Specific behavioral curriculum 30 minutes/week

**ASSESSMENTS:** See Focused Instruction Benchmarks

**Completed at program exit:**

Did the student meet all of their goals?       YES       NO

What goals were not met? \_\_\_\_\_

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent Signature/Date

\_\_\_\_\_  
Teacher Signature/Date

\*\*\*\*\* For Office Use Only \*\*\*\*\*

Dates Attempted: \_\_\_\_\_

G.I. Code: \_\_\_\_\_

# Join Us for LEAD Summer Camp 2018

L. **Learn**

E. **Excel**

A. **Achieve**

D. **Discover**



You are **INVITED** to attend our LEAD Summer Camp which is a fun and exciting experience that leaves students with memories and skills that last a lifetime.

Come and join the summer adventures!

Your teacher will provide you with all the registration forms. If you have questions, please contact:



# Questions

**What is LEAD Summer Camp?** Wayzata Public Schools offers a summer camp to students who are invited by their teacher and it is designed to create programming that ensures each student reaches their academic goals. This program is state-funded through Targeted Services.

**Where will LEAD Summer Camp be located?** LEAD Summer Camp will be held at ???Elementary School at ADDRESS

**When are LEAD Summer Camps offered?** Camps are offered Monday-Thursday in the mornings (8:30-11:30 am) and afternoons (12:00-3:00 pm). Camps will begin on June 18 and run through August 2. Families will have the opportunity to choose up to 4 camps.

**What do the camps cost?** Students attend the camps at no cost.

**Is transportation available?** Students are eligible for free bus transportation to the morning session and from the afternoon session. There is no mid-day bussing.

**Can I drop off and pick up my child?** If you choose, you are welcome to drop off and pick up your child. All youth must be signed in and out every day by a parent/guardian between 8:15-8:30 am in the morning and at the end of the day at 3:30 pm.

**Is child care available?** For an hourly rate of ???, you can register your child at Home Base. You can drop your child off as early as 6:30 am and/or pick them up as late as 6:00 pm.

**Is lunch provided?** Lunch is provided for all students at no cost. Lunch is at 11:30 am and is followed by supervised play activities.

**How does check-in and check-out work?** Youth will be released to authorized persons only or escorted to their bus. If a child is to be picked up by anyone other than the legal guardian, written notification must be provided. Please include multiple emergency contacts when registering.

# Summer 2018 - Weekly Schedule

NOTE: Grades listed are entering grades for the 2018-19 school year

**First Term: (Weeks 1-3); June 18 – July 12 (no camps the week of July 2)**

## Morning Camps: 8:30-11:30 am

Get Fancy with Nancy	<b>grades</b>	1
Literature and Art		1
Blast Off With Books and LEGOs		1
		1
Who Done It? Super Sleuths Needed		2
Robotics & Reading		2
All About Animals		2
		2
Fly Into Reading		3
Draw, Write and Read		3
Reading Theater		3
		3
Legos and Literature		4
Nature All Around Us		4
Oh, the Places You Will Go		4
		4
Ocean Explorers		5
Out of This World		5
Books, Crafts & Global Awareness		5
		5



## Afternoon Camps: 12:00-3:00 pm

Out of this World	<b>grades</b>	1-2
Musical Masterpieces		1-2
It's All About Nature		1-2
Full S.T.E.A.M Ahead		1-2
Amazing Architects		3-4
Sphero Magic: Coding & Robotics		3-4
Code Kids		3-4
What's Bugging You	3-4	
Movie Making		5
Catapults & Launchers		5
Art in Motion		5
Sloppy Ooey Goey Science		5



## Second Term: (Weeks 4-6); July 16 – August 2

### Morning Camps: 8:30-11:30 am

Get Fancy with Nancy	<b>grades</b>	1
Literature and Art		1
Blast Off With Books and LEGOs		1
		1
Who Done It? Super Sleuths Needed		2
Robotics & Reading		2
All About Animals		2
		2
Fly Into Reading		3
Draw, Write and Read		3
Reading Theater		3
		3
Legos and Literature		4
Nature All Around Us		4
Oh, the Places You Will Go		4
		4
Ocean Explorers		5
Out of This World		5
Books, Crafts & Global Awareness		5
		5



### Afternoon Camps: 12:00-3:00 pm

Out of this World	<b>grades</b>	1-2
Musical Masterpieces		1-2
It's All About Nature		1-2
Full S.T.E.A.M Ahead		1-2
Amazing Architects		3-4
Sphero Magic: Coding & Robotics		3-4
Code Kids		3-4
What's Bugging You		3-4
Movie Making		5
Catapults & Launchers		5
Art in Motion		5
Sloppy Ooey Goey Science		5



## **Class Descriptions:**



## LEAD Summer Camp - 2018

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Home Address: \_\_\_\_\_

**CAMPS:**

**Term 1 – Morning:**

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

**Term 1 – Afternoon:**

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

**Term 2 – Morning:**

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

**Term 2 – Afternoon:**

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

**Transportation:** NOTE: Parents must provide one consistent address for drop-off and pick-up

Pick-up Address (if not home address): \_\_\_\_\_  
\_\_\_\_\_

Drop-off Address (if not home address): \_\_\_\_\_  
\_\_\_\_\_

Will your child be enrolled in Home Base for 2018 Summer Program: \_\_\_\_\_ Yes \_\_\_\_\_ No

**Emergency Contacts:** Persons you authorize to pick-up your child from LEAD Summer Camp:

\_\_\_\_\_  
Name Relationship Phone #

\_\_\_\_\_  
Name Relationship Phone #

\_\_\_\_\_  
Name Relationship Phone #

Parent Signature: \_\_\_\_\_