

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - February 26, 2018 - 4:00 PM
District Administration Building, 210 County Road 101 N

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
 - A. School Safety *30 minutes*
 - B. Community Education Program Review Update *A. Doughty & C. Anderson 15 minutes*
3. **TEACHING AND LEARNING**
 - A. Integration Budget - *Jill Johnson 20 minutes* 3
4. **HUMAN RESOURCES**
5. **FINANCE AND BUSINESS**
 - A. 2018-2019 Budget Planning and Parameters - *Jim Westrum 30 minutes*
6. **BOARD REPORTS**
 - A. MSBA School Board Self-Assessment - *15 minutes* 5
7. **SCHOOL BOARD**
 - A. LAC - *Andrea Cuene 5 minutes*
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.



MEMO

DATE: February 26, 2018
TO: School Board
FROM: Jill Johnson, Executive Director of Teaching and Learning
RE: Achievement and Integration Revenue Budget Proposal – FY 2019

Program Purpose: The purpose of the Achievement and Integration for Minnesota program is to -

1. Pursue racial and economic integration,
2. Increase student achievement,
3. Create equitable educational opportunities, and
4. Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

Program Goals: The following goals have been established to track our progress on achieving program purpose -

1. **Readiness:** All children are ready for school
2. **Achievement:** All third-graders will be at or above proficiency in reading, math, writing and speaking
3. **Achievement:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
4. **Achievement:** All students graduate from high school career and college ready.
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
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

Program Strategies: The following strategies will implemented to achieve program goals -

1. **Strategy #1: Ready for School** – We will support K – 12 transition opportunities and experiences so that students are better prepared for school **(Budgeted \$9,000)**
2. **Strategies #2: Student Support, Opportunities and Experiences** – We will provide support, opportunities and experiences for students have a deeper sense of self and others so that they are better prepared to take full advantage of our learning program. **(Budgeted: Staffing = 1,237,774; Student Experiences = \$9,000; Summer School Transportation = \$75,000; Young Scholars = \$3,600)**
3. **Strategy #3: Family Engagement** – We will provide opportunities, experiences and resources so that parents can be more engaged in their child’s learning. **(Budgeted = \$7,500)**
4. **Strategy 4: Professional Development** – We will provide professional development in cultural awareness and culturally responsive teaching strategies so that staff is prepared to meet student learning needs. **Budgeted: AWE Academy = \$35,000; Workshops/Conferences = \$10,000; Substitute Teachers = \$15,500; Literacy Coach (BV & SSH) = \$115,499)**

INTEGRATION BUDGET - REQUESTS FOR FY 2019

SITE/PROGRAM	DESCRIPTION	FTE	COST
Summer School	Transportation – To cover increased expenses for expanded summer learning program		\$40,410.00
Elementary	Integration Support Specialist – Coordinate our site level integration program implementation with Orono Public Schools	.5	\$35,310.00
Elementary	Primary Project Para Support		\$12,000
Elementary	PEAK University Coordinator		FTE or Stipend
Secondary	Integration Support Specialist – Coordinate our site level integration program implementation with Orono Public Schools	.5	\$35,310.00
EMS	Intervention (ALC) Program Staffing	1.0	\$70,620.00
CMS	Intervention (ALC) Program Staffing	1.0	\$70,620.00
WHS	Intervention (ALC) Program Staffing	1.333	\$94,136.00
District-Wide	Professional Development – Fund to support WMEP-type professional development		\$25,000

Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.



School Board Self-Evaluation

School District and Evaluation Year

Wayzata

2018

Prepared by:

Gail Gilman

Associate Director of Board Development

Minnesota School Boards Association

1900 West Jefferson Avenue

St. Peter, MN 56082-3015

Office: 507-934-2450 or 800-324-4459

Desk: 507-934-8130

Cell: 507-720-4783

Fax: 507-931-1515

ggilman@mmsba.org





School Board Self-Evaluation Framework for Governance

The School Board Self-Evaluation results reflect the collective responses of the board team (board members and superintendent). These results build a profile of the board's work in five standards (Conduct and Ethics, Vision, Structure, Accountability, Advocacy and Communication) of board practice proven to support student achievement.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows the board team's results at the level of the five standards. The explanation for the color code is just above the data chart.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use:

Step 1: What do you see?

- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

Step 2: What does the data suggest?

- Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- List responses on the chart paper

Step 3: Identify goal areas from the lists generated.

Step 4: Build two to three goals using the S.M.A.R.T. goal framework.

- **S** = Simple: Is it clear and easy to understand?
- **M** = Measurable: Is it clear what the school board will use to indicate successful performance?
- **A** = Achievable: Is it within the scope of the board's sphere of control/responsibility?
- **R** = Realistic: Will successful performance on this goal benefit the school district?
- **T** = Time-bound: Is it clear what the school board will see and when?

Measurable Progress for Goals Identified Above:

- Indicates or signals change
- Indicators can be assessed or observed
- Examples include:
 - Measurements
 - Specific activities
 - Behavioral change
 - Shift or reallocation of school district resources



School Board Self-Evaluation

MSBA believes your school district will find it beneficial to drill down to individual items under the benchmarks. If your board team would like to dig deeper into the School Board Self-Evaluation and data, MSBA provides an opportunity to use your evaluation data as an in-district in-service for a fee. During this 2-3 hour in-service, MSBA staff will provide your school board with more in-depth individualized data and reports designed for the board's ongoing improvement. MSBA staff will lead the conversation on the individualized report and assist your school board with discussion and setting board team improvement goals.

If your board team would like to dig deeper into the self-evaluation and data, contact Gail Gilman (ggilman@mnmsba.org) or call (1-800-324-4459) for the cost associated with this board in-service and to arrange a date for an MSBA staff member to facilitate.

Thank you for your time and thoughtful efforts in completing the School Board Self-Evaluation.

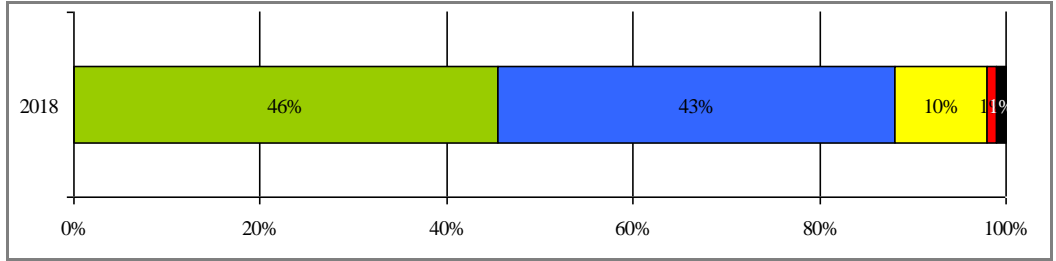
MSBA looks forward to serving your school board and being the association, "Where Minnesota School Boards Learn to Lead."



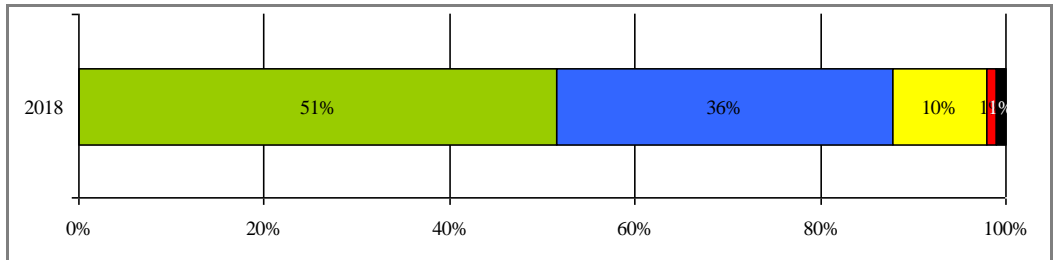
Framework for Governance: Aggregate Data

■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

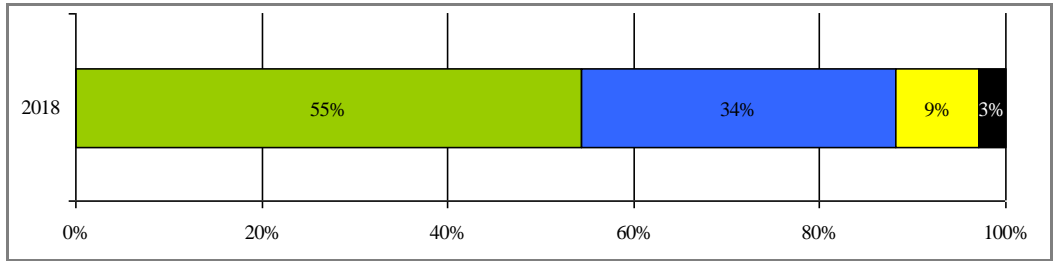
Standard 1
Code and Ethics:
 Provide responsible school district governance



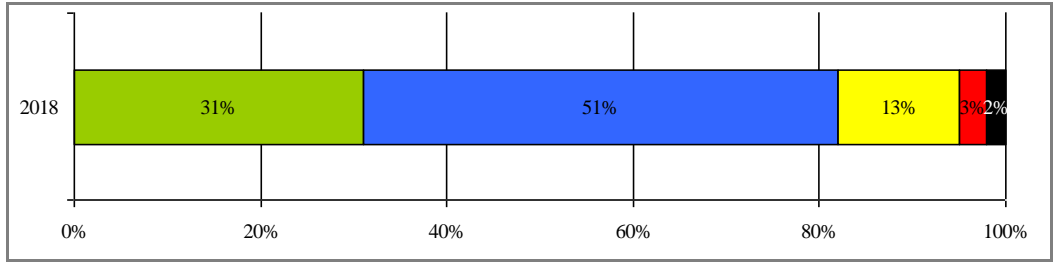
Standard 2
Vision:
 Set and communicate high expectations for student learning with clear goals and plans for meeting those



Standard 3
Structure:
 Create conditions district-wide for student and staff success



Standard 4
Accountability:
 Hold school district accountable for meeting student learning expectations



Standard 5
Advocacy and Communication:
 Engage local community and represent the values and expectations they hold for their schools

