

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Meeting - October 1, 2012 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|---|----|
| 1. | CALL TO ORDER - Board Chair Hesby | 3 |
| 2. | FINANCE UPDATES - J. Westrum - <i>15 minutes</i> | |
| | A. Attendance Boundaries | |
| | B. General Finance Update | |
| | C. Audit Update | |
| | D. Facility Update | |
| 3. | WAYZATA PUBLIC SCHOOLS IN PARTNERSHIP WITH OTHER ORGANIZATIONS - J. Hesby - <i>45 minutes</i> | 4 |
| 4. | EARLY EDUCATION CAMPAIGN - C. Anderson - <i>15 minutes</i> | 16 |
| 5. | OPEN MEETING POLICY UPDATE - S. Droegemueller - <i>10 minutes</i> | 18 |
| 6. | SCHOOL BOARD MEMBER ASSIGNMENT TO SCHOOL BUILDINGS - J. Hesby - <i>10 minutes</i> | |
| 7. | AMSD SCHOOL FINANCE MEETING - S. Droegemueller - <i>5 minutes</i> | 20 |
| 8. | ADJOURN | 21 |

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.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session – October 1, 2012

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Hesby

Susan Gaither, Board Clerk, will call the roll:

	<u>ABSENT</u>	<u>PRESENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Sue H. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Ms. Cheryl Polzin	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____



Quick Facts Document
Partnerships of the Wayzata Public Schools
School Board Work Session: October 1, 2012

Prepared by:

Chace B. Anderson, Superintendent of Schools

(Note: The information contained in this document was primarily obtained from organizational websites.)

The Wayzata Public Schools is a member in a number of partnership organizations. For the purpose of this document, such partnerships are defined in five different categories. In summary:

Educational Program Partnerships

1. Intermediate District 287
2. West Metro Educational Program (WMEP)

Regional/Metro Area Support Partnerships

1. Association of Metropolitan School Districts (AMSD)
2. Minnesota School Boards Association (MSBA)
3. Minnesota Association of School Administrators (MASA-Superintendent is a member)
4. Minnesota State High School League (MSHSL)

Local Partnerships/Collaborative Organizations

1. Wayzata Public Schools Education Foundation (WPSEF)
2. Caring for Kids Initiative (CfKI)
3. Interfaith Outreach and Community Partnership (IOCP)
4. Communities in Collaboration Council (CICC)
5. Putting Families First
6. District Liaison Committee
7. School Building PTA/PTO Groups

Booster Organizations

1. Wayzata Music Education Boosters
2. Wayzata Orchestra Boosters
3. Wayzata Athletic Boosters
4. Wayzata Art Boosters
5. Wayzata Theater Boosters

Other Memberships/Affiliations/Service Providers

1. The Performance Excellence Network
2. Metropolitan Educational Cooperative Service Unit (Not currently a member.)

EDUCATIONAL PROGRAM PARTNERSHIPS

Intermediate District 287 (<http://www.district287.org/index.php?src>)

Intermediate District 287 was created by thirteen area districts to provide educational services and programs that complement and support their own programs. Member districts include: Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata, and Westonka. (Note: Bloomington was formerly a member but recently withdrew.)

Mission

The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

Core Values

- All people have intrinsic value.
- All people have the capacity to contribute to society.
- When people with varying perspectives collaborate, the impossible becomes possible.
- Learning unlocks human potential.
- Integrity is essential for sustaining effective relationships.
- Respect for all people and the diversity of ideas enriches the individual and strengthens society.
- Responsiveness and innovation are key to thriving in a changing world.
- People perform best when they are engaged, connected and supported.

Who is Intermediate District 287?

Intermediate District 287 is a consortium of twelve west metro school districts offering more than 129 programs and services specially designed to help meet the unique learning needs of member district students. Programs include gifted education, special education, on-line learning, area learning centers and career and technical education. For some services, students are referred by their district of residence. For others, students and parents can choose to enroll directly.

In addition to student services, District 287 offers other educational support services including: staff development; conference center; legal services; testing and assessment services; and student accounting and billing services.

How is District 287 funded?

District 287 operates on a fee for service basis. Revenue to fund student services is generated by tuition billing. District 287 manages an \$80 million budget.

Students Served by District 287 during 2010-2011 School Year

Area Learning Center	2,345
Career Tech	637
Gifted Education	3138
Mentor Program	36
Northern Star Online	1090
Special Education	3,964
World Languages	760
Total headcount includes part-time and full-time students	11,970

Number of MN districts served – student services and programs	143
Number of MN districts served – both staff and student services	120
Facilities/Schools Operated	19
Sites owned or leased	10
Sites hosted by Member Districts/ Hennepin County/Other	9
Employees	832
Percent of licensed staff with a Master’s Degree or above	67

MINNESOTA SCHOOL BOARDS ASSOCIATION (MSBA)

<http://www.mnmsba.org/public/main.cfm>

Support, promote and enhance the work of public school boards and public education.

WEST METRO EDUCATIONAL PROGRAM (WMEP)

<https://sites.google.com/a/wmep.k12.mn.us/wmep-k12-mn-us/>

The West Metro Education Program (WMEP) is a voluntary consortium of 11 urban and suburban school districts in the Minneapolis metropolitan area that was formed in 1989 to cooperatively address integration issues in the west metro area.

Members

Member districts include: Brooklyn Center, Columbia Heights, Eden Prairie, Edina, Hopkins, Minneapolis, Richfield, Robbinsdale, St. Anthony-New Brighton, St. Louis Park, and Wayzata.

Mission

The mission of the West Metro Education Program (WMEP) is to build the collective capacity of its members; to raise the achievement of all students; to eliminate the racial achievement gap; and to prepare all learners to thrive in a diverse world through regional leadership, integrated learning opportunities, shared resources, and mutual support.

Fair Schools

Fair School Vision

We see FAIR School as a beacon of 21st century learning, grounded in equity, and defined by arts and academic excellence, where all students achieve through the integration of the arts, technology, cultural understanding and active, committed community partnerships.

- Our approach to education fosters critical, creative, and analytical thinking skills through inquiry and interdisciplinary instruction.
- Our curriculum and instruction centers on interdisciplinary education, which allows teachers and students to integrate skills and concepts across all disciplines.
- Our unique location in the heart of downtown Minneapolis and in a suburb allows for extensive partnerships and relationships within the community, which encourages businesses and organizations to target educational outreach efforts at our school.

- Our focus on arts education increases students' cultural understanding, and develops a child socially, linguistically, and cognitively through a broad variety of hands-on experiences. Sharing in the richness of the arts community of the Twin Cities, we have established partnerships with professional arts organizations, artists, and schools.
- Our emphasis on green science provides an opportunity to explore new initiatives and technologies that are leading innovation and environmental awareness. We foster within our students the appreciation, knowledge, values, and skills necessary to inspire ecologically sound decisions and actions.

REGIONAL/METRO AREA SUPPORT PARTNERSHIPS

Association of Metro School Districts (<http://www.amsd.org/>)

AMSD Represents the Metropolitan Area School districts in the metropolitan who area face challenges that differ from those of districts elsewhere in the state. AMSD's members include both urban and suburban school districts, making it truly a metro-wide organization. AMSD's suburban member districts are a diverse group, representing inner-ring suburbs as well as outlying communities. Because of its broad-based membership, AMSD is in a unique position to identify the needs of metropolitan school districts and seek meaningful policy changes to help districts meet those needs.

Mission

The mission of AMSD is to advocate for state education policy that enables metropolitan school districts to improve student learning.

AMSD believes that:

- Student success is critical to Minnesota's future.
- Public education must be the highest priority of state government.
- State education policy should support the unique needs of metropolitan districts.
- Districts are in the best position to make local education decisions.
- Speaking with one voice enhances our impact on state education policy.

In existence since 1974, AMSD currently represents more than 377,000 students, nearly half of all of the public school students in Minnesota. AMSD serves thirty-seven K-12 metropolitan school districts, three intermediate school districts, three integration school districts and two associate members.

The Board of Directors, comprised of the superintendent and one school board member from each of the member school districts, governs the association.

AMSD Provides Leadership

- AMSD is a strong voice for public education both at the Legislature and in the media, with a proactive agenda and a commitment to action.
- AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. However, AMSD's Board believes that its lobbying efforts are most effective when the organization plays a role in shaping the broader public debate on K-12 issues and advocates for policies that benefit the State as a whole.

AMSD Provides Access

- AMSD staff and members maintain ongoing contact with important state policymakers, both during the legislative session and throughout the rest of the year.

- At AMSD Board meetings: School officials meet with key legislators, as well as other top education officials and experts, to discuss and debate K-12 policy issues.

At the Capitol

During the legislative session, lobbying efforts are led by Executive Director Scott Croonquist, who maintains regular contact with House and Senate leadership, the K-12 committee chairs, and other key legislators. Mr. Croonquist communicates the organization's positions by meeting privately with lawmakers, providing them with written materials, and testifying before committees. AMSD also arranges for superintendents, board members, other district staff, and parents to testify on key issues, offering local information and perspectives that help legislators understand the impact of their decisions.

AMSD Provides Information

AMSD provides its members with relevant, concise, and timely information on key issues and the progress of the legislative session, giving local school officials the tools they need to communicate with legislators and within their communities. AMSD employs a researcher and a communications consultant to assure that information is accurate and effectively presented.

AMSD distributes regular legislative updates, along with legislative alerts and talking points when urgent action is required on the part of members. AMSD also provides in-depth background material on issues, ongoing financial analysis of pending legislation, and assistance in preparing testimony for school officials.

AMSD provides practical information on topics of interest to its members. For example, AMSD holds workshops to help members understand current issues facing public education. AMSD also has produced a how-to packet for use by parents and other community members interested in lobbying the Legislature on behalf of public schools.

Minnesota Association of School Administrators

(<http://jobsitemnasa.fmgateway.com/>)

MASA, founded in 1968, is a statewide nonprofit professional association serving over 500 school superintendents, central office administrators, and other service providers.

Mission

AS ADVOCATES FOR CHILDREN, MASA shapes and influences the State and Federal education agenda, serves as the preeminent voice for public education, and empowers all members through high quality services, support and professional development.

Description

MASA's members include over 500 school superintendents, directors of special education, other central office administrators, and service providers such as instructors of education administration training programs, Minnesota Department of Education staff, and education district and service cooperative leaders.

General Information

MASA is a statewide nonprofit professional association serving over 500 school superintendents, central office administrators, and other service providers. As advocates for children, MASA leaders support a statewide agenda for children and provide quality member service and support.

Minnesota State High School League (<http://www.mshsl.org/mshsl/index.asp>)

The Minnesota State High School League is a voluntary, nonprofit association of public and private schools with a history of service to Minnesota's high school youth since 1916.

Today, nearly 500 schools are members of the League. Most - about 435 - are actual high schools. The remainder are either special schools or home schools. These member schools provide opportunities for athletics and fine arts competition for more than 200,000 high school students statewide each year.

Member schools annually choose to join the League. The League exists to provide competitive, equitable and uniform opportunities for high school students to learn valuable lessons through participation in athletics and fine arts. The League also provides support for member schools with programs that address sportsmanship, chemical health, and scholarship recognition. The League also oversees more than 4,500 registered contest officials and judges. The League provides educational programs for coaches.

The Minnesota State High School League neither solicits nor receives any state funding. Most revenue comes from state tournament ticket sales, broadcast rights, and corporate partnerships, plus some from the sale of tournament merchandise. The League also annually returns hundreds of thousands of dollars to schools which had participants in state tournaments and contests to help offset the costs associated with "Going to State."

Mission Statement

The Minnesota State High School League provides educational opportunities for students through interscholastic athletics and fine arts programs, and provides leadership and support for member schools.

Beliefs

We believe that...

- Participation in school activity programs is a privilege and not a right.
- Sportsmanship needs to have a constant presence in all school-based activity programs.
- Students should have an equal opportunity to participate in all activities offered by their school.
- Ethical behavior, dignity and respect are non-negotiable.
- Student participants who choose to be chemically free must be supported.
- Collaborative relationships with parents enhance a school's opportunity to positively impact student success.
- Academic priorities must come before participation in athletic or fine arts activities.
- Positive role models and an active involvement in a student's life by parents and others are critical to student success.
- High school activity programs are designed for student participants, and adults must serve in a supportive role.
- The success of the team is more important than individual honors.
- Compliance with school, community and League rules is essential for all activity participants.
- Participation in school-sponsored activities must be inclusive, not exclusive.
- Ethical behavior, fairness, and embracing diversity best serve students and school communities.

LOCAL PARTNERSHIPS & COLLABORATIVE ORGANIZATIONS

Wayzata Public Schools Education Foundation (<http://wpsef.org/>)

The Wayzata Public Schools Education Foundation was formed in June 2003 by a group of citizens concerned about the serious impact of state and federal budget cuts to education. The group's mission is to maintain educational experiences in Wayzata Public Schools by providing private financial support to the district for academics.

Since 2007, over \$100,000 has been awarded in grants to the Wayzata Public Schools and since its inception in 2010, the 'From Excellent to Exceptional' grant program annually funds up to \$10,000 for grant projects that extend the regular curriculum in collaborative and innovative ways.

The goals of the 'From Excellent to Exceptional' grant award program are to:

- Provide exceptional and innovative learning opportunities that have not been possible within the regular Wayzata Public School funding system.
- Support collaborative, educationally sound and curriculum-based projects.
- Give preference to projects that impact the student population and the community at large, and enhance learning for significant number of students.
- Support projects that strive to move the learning environment from "Excellent to Exceptional."
- Support projects with a clearly defined purpose, student performance outcomes, methods and procedures.

The foundation is administered through the [Minnesota Community Foundation](#) and qualifies as a public charity under federal and state laws. It is an entity separate from Wayzata Public Schools with its own board of directors and by-laws. All gifts to the foundation are tax deductible under IRS guidelines.

Caring for Kids Initiative (<http://www.iocp.org/programs/caring-kids-initiative>)

Caring for Kids Initiative, a public/private collaborative scholarship program for low-income families, ensures access to quality early education opportunities for children prior to entry in kindergarten. Included in the CfKI scholarship model are parent education and family supports focused on family stability.

CfKI's goal is for all kids to enter Wayzata Schools ready to succeed in kindergarten by:

- Increasing access to quality early care and education programming for children from low income families.
- Broadening strategies to engage parents in their child's early development and learning.
- Stabilizing and strengthening participating CfKI families by providing holistic community support in areas of basic needs.
- Developing a replicable model to ensure access to quality early care and education programming for children from low-income families.

Children who do not participate in quality early educational programming are at risk to enter kindergarten behind their peers and struggle to catch up. In the communities IOCP serves, cost is the barrier for families to access quality care and education for their children.

There are 465 children from low-income families in our community who are in need of access to quality programming to be ready for kindergarten. CfKI is serving 106 children from low-income families in full and part-time quality settings at 9 quality centers in our community.

Interfaith Outreach and Community Partnership (<http://www.iocp.org/homepage>)

Since 1979, IOCP has been making an impact in 8 west suburban Hennepin communities. IOCP provides both emergency and long-term solutions around food and clothing, housing, employment, child care, transportation, and connections to other resources. Learning and service opportunities engage individuals, businesses, schools, faith communities, civic groups, health systems, and foundations. Together, IOCP and its partners create opportunities for all to thrive.

See our most recent [Annual Report](#).

Fast Facts

- Each year IOCP serves about 1,700 families and individuals living in Hamel, Long Lake, Medicine Lake, Medina, Minnetonka Beach, Orono, Plymouth, and Wayzata.
- IOCP offers programs in 5 areas: [housing](#), [employment](#), [child care](#), [transportation](#), and [community connections](#).
- Staffed by volunteers, the IOCP [food shelf](#) distributed 714,233 pounds of food in 2011-12 to 3,903 individuals.
- Our CONECT program offered on-site services and resources focused on housing stability, youth success and community building to more than 700 families living in 7 multi-unit apartment neighborhoods.
- Nearly 1,600 [volunteers](#) — from teens to CEOs — are engaged in structured opportunities through IOCP.
- IOCP is led by a 23-member [board of directors](#) and 28 paid [staff](#).
- The 2012-13 IOCP budget is \$5.3 million.
- Nearly 90% of IOCP's annual revenue goes directly to services and programs.
- IOCP's major revenue sources include individuals (45%); foundations (34%); corporations, organizations, schools, and churches (12%); government (6%); United Way (3%).
- IOCP is a United Way sponsored agency.
- IOCP has a 4-star rating with Charity Navigator and meets all the standards of the Charities Review Council.

Communities in Collaboration Council (<http://www.wayzata.k12.mn.us/Page/6825>)

The Communities in Collaboration Council (CICC) was established in 1993 to help build a healthy, nurturing community for the children and youth who live in the eight municipalities within the geographic boundaries of the Wayzata School District.

Our mission is to promote collaborative planning and development among all aspects of the community in order to build assets for youth.

The CICC's efforts are directed toward the improvement of the social, emotional, educational, and economic outcomes of all children and families by mitigating risk factors and enhancing protective factors through the creation of an integrated service delivery system.

Putting Families First (<http://www.puttingfamilyfirst.org/index.php>)

Mission

Putting Family First works to raise awareness about the crucial connections between parents and children, and helps families find balance in their lives.

Legislative Action Committee (<http://www.wayzata.k12.mn.us/domain/105>)

The Wayzata Public Schools Legislative Action Committee (LAC) is a group of citizens that monitors legislative activity as it affects K-12 education and advocates positions on behalf of the district. The LAC is supported by the school board and district administration.

The LAC is charged by the school board with the following responsibilities:

- Make recommendations to the board regarding the legislative platform
- Work to build positive relationships with legislators for the district
- Report to the community regarding legislative issues
- Determine strategies and tactics for legislative advocacy
- Enlist support of community resources as needed

Committee members include parents, community members and representatives from the district. The committee meets monthly in the board room of the district office. The meeting dates for 2011-2012 are included below.

District Liaison Committee (<http://www.wayzata.k12.mn.us/Page/7179>)

The District Liaison Committee meets monthly and includes representatives from all of the district's PTA/PTSOs, the School Board, the Communities in Collaboration Council, the Family Learning Center, other district committees and community education as well as the superintendent and director of communication.

The purpose of this committee is to promote an atmosphere of understanding and cooperation among its represented groups who act as a communication link for the effective sharing of information.

School Building PTA/PTO Groups (<http://www.wayzata.k12.mn.us/domain/103>)

Parent Teacher Associations/Organizations play an important role in all of the district's schools. These organizations meet monthly at each building and organize fundraisers to help defray the costs of various building needs and also provide another opportunity for parents to become more involved with the education process for their children.

OTHER MEMBERSHIPS/AFFILIATIONS/SERVICE PROVIDERS

The Performance Excellence Network (<http://www.councilforquality.org/index.cfm>)

The Performance Excellence Network (formerly the Minnesota Council for Quality) is a non-profit corporation that advances improvement and performance excellence within organizations, individuals, and communities.

The Network helps leaders identify strengths and improvement opportunities and builds networks that bring information, resources, knowledge, and best practices to organizations desiring to improve.

Who We Are: Our Purpose

The Minnesota Council for Quality is a non-profit corporation that advances improvement and performance excellence within organizations, individuals, and communities.

We believe that Minnesota's socio-economic future depends largely on the effective management of organizations throughout the state. Therefore, our goal is to help organizations of all sizes, in all sectors, and in all communities throughout Minnesota improve their operations and their performance. We also believe that communities within the state will be stronger if leaders work together to solve social and economic challenges

that cross organizational boundaries; therefore, part of our focus is on providing leaders the network and means to improve the communities in which they live and work.

What We Do: Our Mission

The Council helps leaders identify strengths and improvement opportunities and builds networks that bring information, resources, knowledge, and best practices to organizations desiring to improve.

We do this by, offering services such as our Baldrige-based [organizational assessments](#) (and [Minnesota Quality Award](#)), the [Performance Improvement Network](#), the [Consultant Referral Network](#), and the [improvement Clearinghouse](#), and by collaborating with other non-profits that focus on improvement.

Our charge is to help leaders identify improvement opportunities and focus resources (with services such as our Baldrige-based assessment process), and then bring them the resources to help them take improvement action (with services such as our Clearinghouse, Consultant Referral Network, benchmarking, and Performance Improvement Network).

One of the symbols that best represents our mission is the "infinity diagram" which implies that improvement is a continuous journey. The left side of the diagram represents assessment, discovery, learning and prioritization; the right side represents the available resources to execute improvement. Though the programs and services that fit within either side may evolve over time, the ultimate goal remains constant

Metropolitan Educational Cooperative Service Unit **(<http://www.ecsu.k12.mn.us/index.html>)**

(Note: Wayzata Public Schools is not currently a member of this organization although we do participate in some of their staff development activities and pay the fee rate of "non-members." They offer some excellent staff development activities. This may be an organization that we would consider joining again in the future.)

History & Governance

Nine regional cooperative agencies from throughout the state of Minnesota form The Minnesota Service Cooperatives (MSC). These cooperatives were established by the Minnesota Legislature in the 1970s with geographical boundaries designed to match the state's economic development regions. The service cooperatives were created to assist member schools and school districts with regional planning and to meet the specific needs of their members. In 1995, the Legislature expanded the role of the service cooperatives to include providing services to local governmental agencies including cities, counties and municipalities and other non-profits.

Since its inception in 1976, Metro ECSU has focused primarily on assisting the school districts and other education-based nonprofits located within the seven county metropolitan area of the Twin Cities of Minneapolis and St. Paul. This assistance comes through the delivery of high quality programs and services that help members fulfill their mission by reducing costs through collaboration. Funding for the organization is provided by membership and participation fees, state and federal grants and private entities.

Vision

The Smart Choice for Education Solutions

Mission

Deliver quality resources and services into the hands of our education partners.

To accomplish our mission Metro ECSU is committed to:

- Remain current on educational trends and evidence based practices that support student learning.
- Collaborate with education partners to continually identify their needs.
- Engage partners in defining, pursuing and providing quality resources and services.
- Provide high quality, cost-effective, customer-centered resources and services.
- Utilize qualitative and quantitative data to support continuous improvement of resources and services.
- Communicate and respond to cultivate positive customer and community relations.

The governance of Metro ECSU resides in the Representative Assembly. The Representative Assembly is composed of one school board member from each Metro ECSU member district. This individual is appointed by their respective school board to participate in the governance of the organization and also serves as a liaison between the organization and their district. Direct oversight of the organization is achieved through an Executive Committee. The Executive Committee is made up of four school board members, three district administrators and may also include up to three citizen representatives.

BOOSTER ORGANIZATIONS

Parents and community members of Wayzata Public Schools have formed several booster organizations that raise funding and awareness for arts and athletics programs in the district. For more information about these organizations, visit the pages listed in the menu to find out how to support them and to become a member.

Wayzata Music Education Boosters

(WMEB)(<https://sites.google.com/site/wayzatomusiceducationboosters/home>)

Why learn music in school, because music...

- Develops skills needed by the 21st century workforce: critical thinking, creative problem solving, effective communication, team work and more.
- Helps students achieve in other academic subjects like math, science, and reading.
- Helps communities share ideas and values among cultures and generations.

Wayzata Orchestra Boosters

No general information available on website.

Wayzata Athletic Boosters

(<http://leag1.com/Page.asp?n=13396&org=wayzataboosters.org>)

History

Wayzata Athletic Boosters began in 1991 to raise funds to save high school and junior high school athletic programs threatened by ISD 284 budget cuts. In response to budget cuts, a group of dedicated parents, administrators and other community leaders founded in Spring, 1992, Wayzata Boosters Foundation, a tax exempt charitable corporation, to raise funds principally in the name of Wayzata Athletic Boosters (WAB).

WAB initially defined its role as providing ISD 284 with short-term support to restore coach salaries and equipment. Later, it developed its long-term vision of commitment to organize and coordinate booster club activities, such as promotion of athletics and activities, community building, enhancement of facilities and scholarships to student-athletes.

WAB Booster Activities

WAB conducts activities and events in order to raise funds for programs and to promote community pride. In recent years, these activities have included activities and events such as family memberships, business memberships, 3 Winners card sales, community dinners/grill outs, concession stand sales, AAU basketball tournaments, scholarships for students, and publication of seasonal sports programs, and banners. WAB plans its events and activities annually and makes adjustments in response to changing needs, member acceptance and other factors.

Fundraising Benefits

WAB provides financial support to WHS through individual team and general fund donations. Fundraising by WHS teams is cooperative. Through this means, individual teams do not compete with one another for community support. Teams do share a portion of funds raised based on their participation in fundraising activities. The balance of funds is allocated to the WHS Athletic Department or to support fundraising and/or community events. Individual team fundraising is dedicated to subsidizing the cost of the sport, such as tournament fees, sound and video equipment, transportation, team clothing, awards, and specialized gear.

General funds are used by the WHS Athletic Director to purchase items that benefit the school and community, including weight-training equipment, scoreboards, facility improvements, and new uniforms. In recent years, WAB has produced sports programs and school banners.

Wayzata Art Boosters (<https://sites.google.com/a/isd284.com/wayzata-art-boosters/home>)

Why is the Study of Visual Art an Essential Component of Education?

- Art promotes understanding and appreciation of cultural diversity.
- Art reflects the values, beliefs, and history of its makers.
- The study of art expands critical thinking skills.
- Making and interpreting art develops persistence, patience, reflection, and adaptability.
- Understanding the role of visual communication helps students to analyze and judge messages that are a large part of our society.
- Knowledge of artistic achievements and changing styles supports inquiry about art's significance to those who created it and to its intended audiences.
- Art making provides opportunities to develop creative expression and problem solving skills.
- Art students develop skills needed to uniquely express ideas and feelings using multiple modes of visual presentation.

Wayzata Theater Boosters (<http://wayzatatheatreboosters.weebly.com/>)

No general information available on website, however, there is information about upcoming productions, becoming involved, etc.

2012-2013 Early Childhood “Access to Quality” Campaign

Campaign Brief

There is conclusive evidence to indicate that providing adequate quality care and education makes a significant difference in the lives of children. We’re calling on all Minnesotans to increase resources dedicated to quality early care and education.

Proposed 2012- 2013 Policy Priority and Joint Vision

In order to ensure all children are prepared to succeed in school and life, Minnesota needs to increase its annual investment in effective early childhood care and education programs. Early childhood advocates and supporters call on state leaders to start to increase investment in all Minnesota’s children in 2013 by allocating an additional \$150 million (exact number yet to be determined) as part of a multiyear strategy to increase investment toward effective early childhood care and education to begin to ensure all children in our state have access to effective early childhood care and education programs.

Campaign supporters have mutually agreed on the following six year plan:

Biennium	Year	Policy Goal
I	2013-2014	3 and 4 year olds and siblings (this data and successes will help make the case for future efforts)
II	2015-2016	0-2 year olds (infants and toddlers), as well as home visiting and mentoring
III	2017-2018	K-3
III	Perpetuity	Permanent endowed funding

Campaign Context

In the past few years, representatives of the early childhood advocate community have come together to support successful policy initiatives. We know that together our voice is louder and our impact is greater. If we can join together behind a shared, high-level vision and approach for the next policy initiative, we believe we can achieve even greater results. This joint policy priority is not meant to replace the important and distinct priorities of individual organizations, but rather to present a shared focus that enhances the work being carried forward by individual organizations.

Campaign Rationale

- Investment in quality early care and education improves education outcomes for all children, lowers crime rates, leads to a stronger workforce and strengthens our economy and community.
- Kids that start behind, stay behind.
 - 50 percent of children statewide are not ready for Kindergarten; meaning that half of our state’s students are behind before they even start school.¹
- Minnesota’s achievement gaps are some of the highest in the country and affect all Minnesota kids.
 - Minnesota’s achievement gaps between White, Black, Hispanic, Asian and American Indian students are the highest in the country at fourth and eighth grade, as well as, high school graduation. The share of Minnesota’s 4th graders reading below the basic level for 2009 was 61% for the state’s African Americans, 62% for Latinos, 37% for Asians and 57% for American Indians. Of the state’s white 4th graders, 22% were below basic proficiency for reading.²
- The time is now.
 - Early childhood infrastructure and accountability reforms are now in place across the state due to recent Race to the Top and other federal grants.
 - The Governor’s Office and the state legislature will be making budget decisions as we approach the 2013 budget session. This presents a window of opportunity in which the case for investment in early childhood education programs must be made.
 - The currently political climate, recent federal funds, and the consequences of inaction all point to now being the time to request that the state fund early childhood programs to ensure that all children have access to effective early childhood programs.

Strategic Alignment

This campaign aims to align the early childhood advocate community behind a single overarching high-level policy priority and execute an effective statewide campaign to build public will, develop influential champions and successfully advance policy change

¹ Minnesota Department of Education (2010). Minnesota School Readiness Study: Developmental Assessment at Kindergarten Entrance Fall 2009. Roseville: Minnesota Department of Education.

² National Assessment of Educational Progress

to ensure all of Minnesota's children have access to quality/effective care and education programs.

Campaign Structure

The campaign will be driven by the individual member organizations and messengers who take on this initiative. The campaign will consist of a cohesive brand and a single shared policy priority to be carried forward by each campaign supporter/organization. A campaign manager will provide oversight and support. All campaign supporters will have access to resources, including messaging, collateral materials, candidate briefing book, and other resources that will ensure clear and consistent messaging by all campaign members. Campaign materials will be customizable for co-branding and can be tailored for messaging to specific audiences.

Campaign Overview

In order to achieve the goals described out for the first biennium period, the campaign will be conducted in a series of six phases, each with different elements and ongoing priorities.

- Phase 1: Message Development
- Phase 2: Funding Strategy
- Phase 3: Public Will Building
- Phase 4: Grassroots Advocacy
- Phase 5: Leadership Building/ Grassroots Advocacy
- Phase 6: Legislative session

Join the Campaign

By signing this form, you are committing your organization to prioritizing the policy agenda and associated campaign as a primary element of your efforts in 2012-13 to improve early care and education in Minnesota.

Please respond by September 17th, 2012 to help ensure our greatest level of success.

Organization Name: _____

Organization Member: _____

Phone: _____ Email: _____

Signature: _____

Please return signed form to:

Kristen Rosenberger

Coordinator

Start Early Funders Coalition

612-340-7409

rosenbergerk@unitedwaytwincities.org



WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

OPEN SCHOOL BOARD MEETINGS

POLICY: 209

The school board conducts its business in an open manner in the belief that openness produces quality programming, better decision-making, more efficient administration, and an organization which is responsive to the public interest and engaged with its community. At the same time, the school board acknowledges and respects the privacy rights of individuals as provided by law and will ensure that board operations protect those rights.

All meetings of the School Board shall be open to the public, unless expressly exempted by law. A “meeting” is any gathering, excluding a social or chance meeting:

- At which board members discuss, decide, or receive information as a group on issues related to the official business of the board, and
- Where a quorum or more of voting board members is present or a quorum or more of voting board members of a committee is present.

A “quorum” for a full board meeting is a majority of voting members of the full board, that is 4 of 7 board members. A “quorum” for a committee of the board is a majority of voting members which sit on the committee, that is 2 of 3 board members. Board committee meetings which are attended by more than three board members are considered a meeting of the full board and must be noticed as a board meeting, not as a committee meeting.

Regular School Board meetings shall be held the second Monday of each month. No contract shall be made or authorized, except at a Regular meeting of the Board or at a Special meeting at which all members are present or of which all members have had notice.

Special School Board meetings may be called by the Chair or Clerk or any three members upon notice provided to each member at least three days prior thereto. For a special meeting, the School Board shall post written notice of the date, time, place and purpose of the meeting on the principal bulletin board located in the district office. The notice shall be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. The School Board’s actions at a special meeting are limited to those topics included in the notice.

Emergency meetings are special meetings called because of circumstances that, in the judgement of the School Board, require immediate consideration. Posted or published notice of an emergency meeting shall not be required. However, the School Board shall make good faith efforts to provide notice of emergency meetings to each news medium that has filed a written request for notice. Emergency meeting notices shall include the subject of the meeting.

At all open meetings at least one printed copy of meeting materials, that have been distributed or available to the board members prior to or at the meeting and which regards the agenda, will be available on site for members of the public. This excludes any information which is classified as non-public data.

School Board practices regarding the use of email and other electronic communications are consistent with Open Meeting Law requirements. The Board annually reviews these practices and requirements, along with other School Board operating guidelines.

ADOPTION: August 13, 1968
AMENDED: September 9, 1974
AMENDED: August 11, 1975
AMENDED: September 9, 1985
AMENDED: November 8, 2004
AMENDED: February 11, 2008
AMENDED: November 14, 2011



Association of Metropolitan School Districts

1667 Snelling Avenue N, St. Paul, MN 55108 • 651-999-7325 • fax 651-999-7328 • www.amsd.org

September 28, 2012

To: AMSD Board of Directors

From: Scott Croonquist, Executive Director

RE: Board of Directors Meeting
Friday, October 5, 2012, 7:00 AM – 9:00 AM
3rd Floor Cafeteria, TIES Building
St. Paul

Continental Breakfast served at 7:00 AM

Education Finance Working Group Public Forum begins at 7:30 AM and ends at 9:30 AM

AGENDA

- I. Welcome Kimball
- II. Routine Business

Approval of Minutes of September 7 Meeting Kimball
- III. Announcements Kimball
- IV. Education Finance Working Group Presentation and Public Forum
 - Tom Nelson, Education Finance Working Group
 - Mary Cecconi, Education Finance Working Group
 - Tom Melcher, MN Department of Education
- V. Upcoming Meetings

Executive/Legislative Committee Meeting
7:30 – 9:00 a.m., Friday, October 26, 2012
TIES Building, 4th Floor Boardroom
1667 Snelling Avenue
St. Paul

Board of Directors Meeting
7:00 – 9:00 a.m., Friday, November 2, 2012
TIES Building, 3rd Floor Cafeteria
1667 Snelling Avenue N.
St. Paul

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session – October 1, 2012

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Hesby

If there is no additional business before the School Board, the Chair will adjourn the meeting.