

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - April 23, 2007 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|--|-----|
| 1. | CALL TO ORDER - Board Chair Cohen | 3 |
| 2. | ADMINISTRATIVE | |
| | A. Proposed New Board Policy and Regulations 629 & 629-R - "Alternative Instruction" | 4 |
| | B. Proposed New Board Policy and Regulations 630 & 630-R - "Home Schooling" | 7 |
| | C. Proposed New Board Policy 729 - "Video Recording On School Buses" | 10 |
| | D. Proposed New Board Policy 806 - "Video Surveillance And Recording Other Than On Buses" | 12 |
| | E. Proposed Amendments to Board Policy and Regulations 804 & 804-R - "Emergency Closings"
- (Minor changes) | 14 |
| | F. Proposed Amendments to Board Policy and Regulations 725 & 725-R "Student Transportation
Management Services - Nonpublic (Outside School District)" - (Major changes) | 16 |
| | G. Board Policy and Regulations 623 & 623-R - "Instructional Program Planning, Evaluation, and
Reporting" - Required Review - (No changes) | 21 |
| | H. Board Policy and Regulations 624 & 624-R - "Student Progress Reports to Parents" -
Required Review - (No changes) | 26 |
| | I. Board Policy and Regulations 631 & 631-R - "Technology Use" - Required Review - (Minor
changes) | 28 |
| 3. | CURRICULUM AND INSTRUCTION | |
| | A. Proposed 9th Grade Transition Program - Paul Paetzel | 40 |
| | B. Update on Science Curriculum Review Process - CariJo Kiffmeyer | 43 |
| | C. East Middle Site Plan Presentation - Mike Trewick | 72 |
| | D. Music Visioning Process - J. Sigford | 92 |
| 4. | FINANCIAL | |
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| | A. Preliminary Health Insurance Rates | 113 |
| 6. | SCHOOL BOARD | |
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POSTED: 4/19/07

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

Work Session – April 23, 2007

AGENDA ITEM: 1. Call to Order/Roll Call

COMMENTS BY: Board Chair Cohen

	<u>PRESENT</u>	<u>ABSENT</u>
Mr. Gregory D. Baufield	_____	_____
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Gary W. Landis	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Mr. Bob J. Ostlund, Ex Officio	_____	_____

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

ALTERNATIVE INSTRUCTION

POLICY: 629

The purpose of this policy is to give direction when alternative instruction is requested, parents/guardians may review the content of instructional materials to be provided to their minor child. Content of instructional materials means content included in District-approved core and supplementary textbooks, films, filmstrips, records, audio and video tapes, slides, and electronic media.

FIRST READING: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

ALTERNATIVE INSTRUCTION

REGULATION: 629-R

Procedures

A. Review

1. Parents/guardians wishing to review instructional materials to be provided to their child will present the request to the Principal or designee, being as specific as possible as to which materials they wish to review. The building Principal or designee will arrange an opportunity for review of the requested material.
2. If the parents/guardians object to the content for the child, they are to notify the Principal or designee of the specific objection and complete the form "Alternative Instruction Request Form."

B. Alternative Instructional Plan

1. Principal or designee will propose alternative content and/or instruction that is reasonable within available resources. The form "School Alternative Instruction Plan" will be completed and reviewed with the parent(s).
2. Alternative instruction may be provided by the parents/guardians if the alternative instruction offered by Principal or designee does not meet the concerns of the parents/guardians. The District is not required to pay for the costs of alternative instruction provided by parents/guardians. The parent should complete the form "Parent-Provided Alternative Instruction."
3. The parents/guardians will submit, in writing, their plan to provide the alternative instruction.
4. School personnel will evaluate and assess the quality of the student's work produced as part of alternative instruction.
5. School personnel will not impose an academic or other penalty on a student merely for arranging alternative instruction under this policy.
6. Neither objection to the content of instructional materials nor provision of alternative instruction for any one student is to interfere with the rights of others to receive the regular instructional content.

7. Credits earned under alternative instruction will be documented as a "pass."
These credits will not impact class rank or grade point average.

EFFECTIVE:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

HOME SCHOOLING

POLICY: 630

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

Minnesota law provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

FIRST READING: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

HOME SCHOOLING

REGULATIONS: 630-R

A. Conditions

The person in charge of a home school and the school district must provide instruction and meet the requirements as specified by Minnesota statute.

B. Immunization

The parent of a home-schooled child shall submit statements as required by Minnesota statute to the Superintendent of the school district in which the child resides by October 1 of each school year.

C. Textbooks, Instructional Material, Standard Tests

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials and standardized tests and loan or provide them for use by a home-schooled child as provided in Minnesota statute. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minnesota statute.

D. Pupil Support Services

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minnesota statute. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minnesota statute for any of these purposes.

E. Extracurricular Activities

By Minnesota statute resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

F. Shared Time

Enrollment in class offerings of the school district:

1. .A home schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.

2. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

EFFECTIVE:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VIDEO RECORDING ON SCHOOL BUSES

POLICY: 729

Video cameras may be placed on school buses under this policy.

A. Placement

1. Every full-sized bus owned, leased, contracted, or operated by the District must be equipped with an enclosed box for placement and operation of a video camera. Buses that are not full-sized may also be equipped with a box for a video camera.
2. A video camera will not necessarily be installed in each and every school bus, but cameras may be installed in any bus without prior notice to passengers, District employees, contractors, or contractors' employees.
3. A video camera will be placed on a particular bus to observe and record behavior on the bus.

B. Notice

1. Each bus equipped with a camera box must have a conspicuously placed sign notifying riders that their conversations or actions may be recorded.

C. Use of Videotape

1. A video recording of the actions of student passengers may be used by the school district as evidence in any criminal proceeding or disciplinary action brought against any student.
2. A video recording may also be used by the District or the District's transportation providers as evidence in any criminal proceeding or disciplinary action brought against District employees, contractors, or contractors' employees.
3. A video recording will be retained by the District or its agent for a period of one week, or until the conclusion of criminal or disciplinary proceedings in which the video recording is used as evidence.

D. Release of Video Recording

- 1. A video recording will be released only in conformance with the Minnesota Data Practices Act and the Federal Family Educational Rights and Privacy Act.**

FIRST READING: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VIDEO SURVEILLANCE AND RECORDING
OTHER THAN ON BUSES

POLICY: 806

A. Placement

- 1. School district buildings and grounds may be equipped with video cameras and recording equipment.**
- 2. Video surveillance and recording may occur in any school district building or on any school district property.**

B. Notice

- 1. Public entrances to buildings equipped with video surveillance and recording equipment must have a conspicuous notice stating that the facility employs video surveillance and recording equipment for security purposes, and that the equipment may or may not be monitored at any time.**

C. Use of Video Recordings

- 1. Video recordings may be viewed by District personnel on a random basis or when problems have been brought to the attention of the District.**
- 2. A video recording may be used by the District as evidence in any criminal proceeding or disciplinary action brought against any student.**
- 3. A video recording may be used by the District as evidence in any criminal proceeding or disciplinary action brought against any District employee, contractor or contractor's employee, or visitor.**
- 4. A video recording will be retained for a period of at least 30 days before re-using the recording medium.**

D. Release of Video Recording

1. Video recordings will be released only in conformance with the Minnesota Government Data Practices Act, and the Federal Family Educational Rights and Privacy Act.

FIRST READING: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

EMERGENCY CLOSINGS

POLICY: 804

The Superintendent or designee may close school, delay the start of school, or dismiss school early because of extreme weather conditions or other emergency conditions.

Procedures for notifying the community of these actions shall be annually reviewed and publicized by the Superintendent.

The Superintendent shall also develop, annually review, and distribute the guidelines for staff attendance on days school is closed.

ADOPTED: March 9, 1970
AMENDED: April 11, 1983
AMENDED: December 9, 1985
AMENDED: November 8, 2004
REVIEWED: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

EMERGENCY CLOSINGS

REGULATIONS: 804-R

1. A decision to close or delay school due to inclement weather conditions will be made by the superintendent or designee. Such a decision will be made by 5:30 a.m. whenever possible.
2. School may be closed at the discretion of the superintendent or designee due to extreme cold if the wind chill factor is – 40 degrees Fahrenheit or more and the extreme cold is forecast to remain for a substantial period.
3. A two-hour late start may be implemented if weather conditions are uncertain.
4. If school is delayed, morning kindergarten and morning and afternoon Early Childhood Special Education classes will be canceled.
5. In the event of an early dismissal, school activities and community use of district facilities will be cancelled. Any exceptions must be approved by the superintendent or designee.
6. In the event of an early dismissal, Home Base will notify parents of Home Base children and allow at least one hour after school dismissal for parents to pick up their children.

EFFECTIVE:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**STUDENT TRANSPORTATION
MANAGEMENT SERVICES-NONPUBLIC
(OUTSIDE SCHOOL DISTRICT)**

POLICY: EEAAA 725

The School Board directs the Superintendent to establish procedures for payment of transportation services for students attending nonpublic schools located outside of the District 284 boundaries. Payment for each pupil shall equal 95 percent of the district's nonpublic pupil transportation aid per FTE pupil for the preceding school year. ~~be based on the District's in-district average transportation cost per eligible student for the previous year times the number of days transported. If the increase/decrease in the current year exceeds 5% of the previous year's average cost per eligible student, an adjustment payment/credit will be made the following year. All such transportation shall be by contract carrier and subject to the contract forms approved by the State Department of Children, Families, and Learning.~~

ADOPTED: August 14, 1972
AMENDED: June 21, 1973
AMENDED: December 9, 1985
FIRST READING: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**STUDENT TRANSPORTATION
MANAGEMENT SERVICES-NONPUBLIC
(OUTSIDE SCHOOL DISTRICT)**

REGULATIONS: EEAAR 725-R

WHO IS ELIGIBLE FOR REIMBURSEMENT ELIGIBILITY

- I. In accordance with Minnesota Statutes, the School District provides nonpublic schools an opportunity to request transportation assistance for all eligible students who are legal residents of the School District. To be eligible for transportation aid, nonpublic elementary grade students must 1) reside more than one mile from their school, and secondary grade students must reside over two miles from their school, or students must be eligible for hazard aid at least the same distance from a nonpublic school actually attended as public school pupils are transported in the district; or 2) require transportation because of hazards encountered on the student's walking route. Students must also be transported more than 20 days per school year to qualified nonpublic schools maintaining grades or to departments not maintained in the District.
- II. The School District may offer the nonpublic school transportation on District buses to the boundary, to the school, or to a safe collection point within the District from where nonpublic out-of-the-District transportation must be coordinated by the attending school, or the District may offer the nonpublic school transportation reimbursement for the in-district portion of the student's transportation to the school.
- III. The nonpublic school seeking "reimbursement payments" from the School District must ~~request and~~ submit an application to the District and must ~~enter into contract with the District agreeing to oversee the transportation methods, regulations, and safety practices for each student's transportation. The contract, on the other hand, commits the District~~ District's only obligation is to pay the transportation reimbursement for eligible students requested by the nonpublic school. The transportation of the nonpublic students is entirely the responsibility of the nonpublic school and/or parent or guardian.
- IV. ~~The nonpublic school requesting reimbursement must first assure that transportation provided by the nonpublic school may be is provided either by the school or through contract agreement between them the nonpublic school and the a contractor, or parent, or guardian. The District assumes no liability for damage to property, injury, or death associated with the nonpublic transportation. for driver and vehicles used, which the school must specify and oversee that all requirements are in force. A signed~~

~~contract and insurance certificate naming the school and the School District as additional insured for every vehicle used, listing the students transported, must be on file within 30 days of the student's start of school, and such files at the nonpublic school shall be made available at certain times for audit by the District as required.~~

METHOD OF REIMBURSEMENT

- I. The nonpublic school requesting aid is required to complete and submit the necessary application requests, contracts, and reports as required by the District so that the District may ~~become eligible~~ meet requirements for State transportation aid for such transportation.
- II. For the transportation service provided, the District will make payment ~~agrees to pay~~ to the nonpublic school ~~and the school agrees to accept one total maximum payment for all eligible students on or before by June 30. Payment will be based on the number of eligible nonpublic students times the District's (in-district) transportation cost per eligible student for the previous year. If the increase/decrease in the current year exceeds 5% of the previous year, an adjusted payment/credit will be made the following year. The number of students will be adjusted in May to include the number transported over 20 days.~~
- III. The nonpublic school shall administer contracts, keep them on file, and make payments to the parent/contractor based on the pro-rata share of the cost, geographics, and days transported. The nonpublic school shall be responsible for reimbursing the parents for every dollar received from the District and to advise each parent: "That a reimbursement check was received from the District" and that you are either enclosing a check or that you are crediting their account.

PROCEDURE

~~Attached~~ The following are the application forms which must be submitted to the School District certifying that the school applying for transportation assistance is qualified in accordance with Minnesota Statutes 120.10, Subd. 2, and Sections 123.76-123.79. by a nonpublic school to qualify for the nonpublic transportation reimbursement. The forms are available from the District transportation department. They are:

~~Please read the following information before completing the forms:~~

Form 1000 – Parent Request for Transportation Reimbursement

This form must be submitted to the nonpublic school by the parent or guardian. The nonpublic school must retain the form on file for at least four years after the end of the school year and make such forms available to the district upon request.

Form 1001 - Application by Nonpublic School

~~This form verifies that you're the school is state certified. The private school is responsible for initiating the reimbursement process by making an application to the District each year. Complete all areas on the form and must be submitted it to the District by October 31.~~

~~Form 1002 – Contract: Public and Nonpublic School~~

~~This contract commits the District to pay transportation reimbursement to your school only when all required forms and contracts are completed and on file. You will receive a copy of this contract with all requisite signatures when the District is satisfied that all requested information is on file. Submit this contract to the District by October 17.~~

~~Nonpublic School Certification – Return October 31.~~

~~Form 1003 – Student Roster~~

~~You make as many copies of this form as you need. The This form will be submitted to the District two times during the school year:~~

~~October 31 – The roster should be completed, except for data on number of days attended, through the first nine columns and signed by your school representative and sent in with your applications.~~

~~Add any new students who have enrolled since September 1. At this time you should have all parent and/or company contracts and accompanying insurance certificates on file in your office; they are not to be sent to the District. Simply certify that the information you are including on the student roster is accurate by signing the document.~~

~~May 15 – All columns (1-10) should now must be completed, including the addition of. Again, add any new students who have enrolled since October 31. Days of attendance must be provided for all students.~~

~~The roster should include all District students attending your the nonpublic school, whether they are transported by your school's vehicle, private cars, or contracted service.~~

~~Form 1004-A – Contract with nonpublic school/parent~~

~~Form 1004-B – Contract with nonpublic school/contractor~~

~~Keep these signed contracts on file at your school. This contract is an agreement between your school, which is responsible to arrange safe and adequate transportation for the District's students, and the~~

~~transportation provider (parent or bus company). As co-signer of this contract, your school officials must be satisfied that:~~

- ~~A. The driver is properly licensed and insured.
 - ~~1. For school bus - drivers must be properly qualified and trained and must have Class B Endorsement (Contract with Private Contractor).~~
 - ~~2. The family car - driver must have a driver's license (Contract with Parent).~~
 - ~~3. The School District is not responsible for students riding with other students in vehicles or with drivers not shown on the parent/contract. The parent must take that responsibility if they allow students to ride with others (Contract with Parent).~~~~
- ~~B. That all legal requirements for student transportation are being fulfilled.~~
- ~~C. That, if the transportation provider is a private company, its drivers are properly trained and its vehicles properly maintained and inspected.~~
- ~~D. Insurance: That the owners of all vehicles used to transport students have adequate insurance for the passengers they are carrying. All vehicle owners must request their insurance company to send the school a certificate of insurance naming both the school and the School District as additional insured - this must be attached to the contract within one month of the start of transportation. Owners of vehicles should be notified that there will be no payment if insurance certificates are not on file within one month.~~

EFFECTIVE: December 9, 1985
MODIFIED: April 1, 1987
MODIFIED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**INSTRUCTIONAL PROGRAM PLANNING,
EVALUATION, AND REPORTING**

POLICY: 623

The District 284 Board of Education is committed to the establishment and support of a systematic process for instructional program assessment, development, and implementation. In accordance with Minnesota statute, this systematic process shall include the following components:

INSTRUCTIONAL GOALS

Prior to the beginning of each school year, the Superintendent shall recommend to the Board of Education for action a set of District instructional goals or priorities to be incorporated by reference into District policy for a period of one year.

INSTRUCTIONAL PLAN

The Administration is to be assisted by licensed personnel in the development of an instructional plan that is designed to implement the instructional goals. Insofar as possible, the instructional plan shall include the District's efforts in instructional effectiveness processes as well as the efforts toward integration of curriculum and technology. Within the established six-year curriculum review and development cycle, academic standards for targeted instructional areas for each subject area at each grade shall be developed and/or reviewed for appropriateness each year.

EVALUATION

An ongoing evaluation shall be made of the progress in meeting the established instructional goals. A part of the evaluation shall utilize test results and may include other performance data and faculty interpretations and judgments. A second and equally important part of the evaluation are periodic and targeted surveys of the opinions of adult residents and students in the School District.

IMPROVEMENT PLANS

The Board of Education shall annually review the results of the evaluation and instruct the Superintendent to recommend plans and programs designed to provide improvements where established goals have not been reached.

REPORTING

The District's annual PER instructional goals, evaluations, and improvement plans shall be printed as a report and made available to the citizens of the School District each year. The title of the report will contain the name and number of school district and read "Annual Report on Curriculum and Student Performance." Distribution of the report shall be made no later than **October 15** for the preceding year.

ADVISORY COMMITTEE

In an effort to encourage active community participation in this process, the Board of Education is to appoint an advisory committee which shall include administrative staff, teachers, parents, and other community residents. The function of the committee is to assist administration and faculty with the curriculum review process and to advise the Board of Education in matters of curriculum goals, evaluation, and reporting the results of curriculum evaluations. Membership on the advisory committee will be solicited by newspaper announcements and contacts with building PTSO organizations. Interested members should contact the Superintendent by August 15. Each member will serve a one-year term.

RESOURCE PLAN

The Superintendent or his designee is directed to develop and maintain a plan for the allocation of fiscal and human resources (staff time) for the overall process in the District. This plan will be reviewed annually and will include adequate resources to support the curriculum review process.

ROLES AND RESPONSIBILITIES

The Superintendent or designee is directed to develop and maintain written role and responsibility descriptions for all participants in the curriculum review process including the advisory committee, staff, and administration.

ADOPTED: January 14, 1985
AMENDED: January 11, 1988
AMENDED: November 9, 1992
REAFFIRMED: November 8, 1993
AMENDED: August 16, 2004
FIRST READING: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**INSTRUCTIONAL PROGRAM PLANNING,
EVALUATION, AND REPORTING**

REGULATIONS: 623-R

Responsibilities during the **ASSESSMENT PHASE** include collection of current trend information in the relevant curriculum area; preparation of statements of philosophy and District-wide goals for the relevant curriculum area; preparation and administration of assessment material (e.g., tests, attitude surveys); and collection and analysis of the data gathered. Community involvement would occur in this phase through the Curriculum Advisory Committee.

Responsibilities during the **DEVELOPMENTAL PHASE** include preparation of specific instructional objectives and learning standards into District-wide philosophy and goals; determination of K-12 scope and sequence for the particular curriculum area; selection and/or development of curriculum materials; and establishment of an appropriate evaluation process. District staff are responsible for implementing the development phase.

Responsibilities during the **IMPLEMENTATION PHASE** include development of in-service to provide for smooth and complete implementation; evaluation of implementation process; and adjustment of improvement when necessary. District staff are charged with responsibility of conducting the implementation phase.

Per Curriculum Preview And Development Cycle

	ASSESSMENT PHASE	DEVELOPMENT PHASE	IMPLEMENTATION PHASE
2004-05	Science Art Math	Language Arts/Reading Media	Music Focus/Tap Special Services Guidance 9-12 Social Studies
2005-06	Business Education K-5 Health Fine Arts Vision 21	Science Art Math	Language Arts/Reading Media
2006-07	Physical Education 6-12 Health World Language FACS	Business Education K-5 Health Fine Arts Vision 21	Science Art Math
2007-08	Social Studies Technology	Physical Education 6-12 Health World Language FACS	Language Arts
2008-09	Music Focus/Tap Special Services Guidance 9-12 Social Studies	Social Studies Technology	Physical Education 6-12 Health World Language FACS
2009-10	Language Arts/Reading Media	Music Focus/Tap Special Services Guidance 9-12 Social Studies	Social Studies Technology
2010-11	Science Art Math	Language Arts/Reading Media	Music Focus/Tap Special Services Guidance 9-12 Social Studies

	<u>ASSESSMENT PHASE</u>	<u>DEVELOPMENT PHASE</u>	<u>IMPLEMENTATION PHASE</u>
<u>2006-07</u>	<u>Bus. Ed</u> <u>Health/PE</u> <u>Ind. Tech/CTE</u> <u>Lang. Arts</u>		
<u>2007-08</u>	<u>Math</u> <u>World Language</u> <u>Music</u>	<u>Bus. Ed</u> <u>Health/PE</u> <u>Ind. Tech/CTE</u> <u>Lang. Arts</u>	
<u>2008-09</u>	<u>Art</u> <u>Technology*</u> <u>ALC Programs</u> <u>FACS</u>	<u>Math</u> <u>World Language</u> <u>Music</u>	<u>Bus. Ed</u> <u>Health/PE</u> <u>Ind. Tech/CTE</u> <u>Lang. Arts</u>
<u>2009-10</u>	<u>Science</u> <u>Special Services</u> <u>Counseling</u>	<u>Art</u> <u>Technology*</u> <u>ALC Programs</u> <u>FACS</u>	<u>Math</u> <u>World Language</u> <u>Music</u>
<u>2010-11</u>	<u>Lang. Arts</u> <u>Media</u>	<u>Science</u> <u>Special Services</u> <u>Counseling</u>	<u>Art</u> <u>Technology*</u> <u>ALC Programs</u> <u>FACS</u>
<u>2011-12</u>	<u>Social Studies</u> <u>Vision 21</u> <u>Technology*</u>	<u>Lang. Arts</u> <u>Media</u>	<u>Science</u> <u>Special Services</u> <u>Counseling</u>
<u>2012-13</u>	<u>Bus. Ed</u> <u>Health/PE</u> <u>Ind. Tech/CTE</u> <u>Lang. Arts</u>	<u>Social Studies</u> <u>Vision 21</u> <u>Technology*</u>	<u>Lang. Arts</u> <u>Media</u>

* Due to the rapid changes in technology it will be reviewed every three years.

EFFECTIVE: July 1, 1990
MODIFIED: November 9, 1992
MODIFIED: August 16, 2004
MODIFIED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**STUDENT PROGRESS REPORTS TO
PARENTS**

POLICY: 624

The School Board recognizes the school's obligation to provide parents and students with timely periodic reports of a student's progress. These reports are a vital form of communication between the schools and the parents. The Superintendent is directed to establish and maintain a reporting system of student progress for the District.

ADOPTED: August 11, 1986
AMENDED: September 13, 2004
FIRST READING: April 9, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**STUDENT PROGRESS REPORTS TO
PARENTS**

REGULATIONS: 624-R

1. It is recognized that reporting may take place through the use of letters, grades or other symbols to indicate class achievement. Narrative statements may either supplement or replace symbol grading where appropriate. Decisions in such matters should be made in light of student maturity and the nature of instruction.
2. In addition to periodic reports, parents will be notified when a student's performance requires special notification.
3. Written reports and conferences on student progress will be made available to non-custodial parents on request unless forbidden by a court order on file in the principal's office. It will be the responsibility of the non-custodial parent to request such reports from the principal.
4. Parent-teacher conferences are encouraged and generally represent an excellent basis for exchanging information about a student.

EFFECTIVE: August 11, 1986
MODIFIED: September 13, 2004
MODIFIED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

TECHNOLOGY USE

POLICY: 403 631

~~The mission of the Wayzata Public Schools is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.~~

~~In carrying out this mission, the Wayzata School District may provide employees and students with access to computers and other equipment enabling them to access the Internet, to use electronic mail, to create Internet Web pages, and to send, receive, and store documents. Use of this equipment shall be limited to educational purposes, including classroom instruction, educational research, and curriculum and professional development.~~

~~The use of this equipment is a privilege, not a right. All uses of this equipment shall be in compliance with the School District's policies and regulations and all state and federal laws. The School District may revoke the privilege to use this equipment for students and staff who violate these policies and regulations or state or federal law. In addition, the School District may take disciplinary or legal action against students and staff who violate these policies and regulations or state and federal laws.~~

~~The School Board recognizes that making resources such as the Internet available to students and staff carries some risks that students and staff may encounter material on the Internet that is offensive or is otherwise not suitable for an educational environment. The School District does not have the resources necessary to screen or filter out all inappropriate material or to prevent students from inappropriately disclosing information about themselves on the Internet, nor is it technologically possible to do so. However, the Board of Education believes the benefits of providing students and staff with access to the Internet outweighs the potential harm. In order to minimize these risks, the School District will endeavor to educate staff and students regarding how to use the School District's computers and communication technology responsibly.~~

The Superintendent is directed to develop and implement regulations and procedures that will:

- A. Utilize appropriate computer software and hardware to allow students and staff to gain access to the Internet and that will protect the School District's data and equipment from unauthorized access or use; and
- B. Limit the use of the School District's computers and communication equipment to educational purposes, including classroom instruction, educational research, and curriculum and professional development.

ADOPTED: May 11, 1998
AMENDED: July 12, 2004
REVIEWED: March 13, 2006
AMENDED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

TECHNOLOGY USE

REGULATIONS: ~~103-R~~ 631-R

I.1. Definitions

The following definitions shall be used in implementing the Technology Use Regulations.

District System

The "District System" includes all of the School District's computers and communications equipment, including but not limited to all computers, Internet access, electronic mail systems, voice mail systems, databases, network storage devices (i.e., hard drives), facsimile machines, cable television system, and all other audio and video systems.

I.2. Responsibilities

A. Superintendent

The Superintendent or designee shall serve as the coordinator to oversee the District System and to work with other state, regional, or federal organizations as necessary to continue to provide or improve the District System. In addition, the Superintendent may appoint a Director of Technology or other staff members, who shall:

1. Provide students and staff access to the District System as appropriate;
2. Protect the District System and data stored on the District System from unauthorized access, distribution, or manipulation;
3. To the extent practicable, filter, block, or otherwise prevent the use of the District System for the transmission of any comment, request, suggestion, proposal, image, or other communication which:
 - a. Is obscene, indecent, or sexually explicit; or
 - b. Is intended to promote or incite violence towards persons or property; or
 - c. Violates the School District's policies or regulations or state or federal law regarding harassment or discrimination.
4. Prevent the unauthorized disclosure of data stored on the District System;
5. Establish procedures to audit the District System for compliance with School District policies and regulations, state and federal law, and vendor contracts,³⁰

6. Develop processes for creating electronic mail ("e-mail") accounts for students and staff;
7. Establish limits for file storage on the District System;
8. Establish routine procedures to make backup copies of data stored on file servers on the District System;
9. Establish virus protection procedures;
10. Establish "firewalls" and other security measures to maintain the security of the data stored on the District System;
11. Establish procedures and policies governing access to the District System from computers outside the District System;
12. Establish procedures and policies for student, staff, and classroom Web pages; and
13. Provide information for parent(s)/guardian(s) and students regarding District Technology Use Policy and Regulations in student handbooks and School District Web site.

B. Building Principals

School building principals or their designees shall serve as the building-level coordinators for the District System in conjunction with the Director of Technology. They shall have the authority to approve building-level activities using the District System, subject to review by the Superintendent and the Board of Education. Principals or their designees will also oversee training of students and staff regarding the use of the District System.

C. School District's Educational Staff

The School District's educational staff shall:

1. Educate themselves about technology and how it may be used in the classroom setting to educate students;
2. Use the District System appropriately in the classroom, including previewing resources that will be used as part of classroom instruction;
3. Supervise student's use of technology resources in the classroom to help them learn, identify information appropriate to their age and educational levels, and evaluate and use information to meet their educational goals;
4. Monitor students who access the District System to ensure they are abiding by the District's policies and regulations; and
5. Prevent the unauthorized disclosure of data stored on the District System.

D. Staff

Staff members, including all employees, independent contractors and volunteers, may be provided access to the District System. If such access is obtained, staff members must abide by all School District policies and regulations, state and federal law, and vendor contracts. If staff members obtain access to the District System from their homes or other remote locations, such use shall also be controlled by these regulations. Any data or other information downloaded or copied to a staff member's home computer from the District System shall remain the property of the School District. Staff members obtaining such access shall also take the required steps to prevent the unauthorized disclosure of data stored on the District System.

E. Students

Students using the District system shall read (or have read and explained to them) and abide by the District's Technology Use Policy and Regulations.

Students in elementary and middle school shall not receive individual electronic mail accounts unless a teacher has established a valid educational need for an exception to be made to this regulation. The Director of Technology shall have the authority to implement this regulation and to make exceptions where appropriate.

F. Parents/Guardians

There is a wide range of material available on the Internet, some of which may not comport with the moral standards or values of the families of students. It is not economically nor technologically feasible for the School District to prevent students from encountering certain information when they use the Internet. It also is not possible to prevent students from disclosing information about themselves to others via the Internet.

The School District permits students to use the Internet at school as part of classroom activities. Parent(s)/guardian(s) must notify the Director of Technology in writing if permission is not granted. (Notification form available through school principal or Technology Department.) Parents or guardians who permit a student to use the Internet at school: (a) recognize the risks of allowing students to access the Internet; (b) are responsible for reviewing the Technology Use Policy and Regulations with the student; and (c) are responsible for teaching the student how to make wise choices regarding the use of the Internet, including understanding what material is acceptable for them to review on the Internet.

III-3. Services Available on District System

The School District may make any of the following services available to students and staff for use in a manner which is consistent with the limited educational purposes of the District System, School District policies and regulations, state and federal law, vendor contracts, and available resources. The services to be made available may include:

1. Internet access;
2. Creation of student, staff, or classroom Web pages;
3. Electronic mail; and
4. Network Folder.

Other services may be made available at the discretion of the Superintendent with the advice and consultation of the Director of Technology, based upon the service's ability to meet the educational goals of the School District, compliance with School District policies and regulations, state and federal law, vendor contracts, and available resources.

IV.4. Use of the District System

A. Compliance With Other School District Policies and Regulations

Use of the District System must not violate the School District's other policies and regulations, including but not limited to the School District's policies on Nondiscrimination (AC), Racial, Religious, Offensive Behavior/Sexual Harassment and Sexual Violence (ACA), and Hazing Prohibition (JGB).

Users are prohibited from using the District System to transmit (send), or receive messages, pictures, or computer files which are fraudulent, illegal, pornographic, obscene, indecent, sexually explicit, discriminatory, harassing, defamatory, or which are intended to promote or incite violence against persons or property.

In addition, users are prohibited from: (i) violating copyright laws; (ii) using other user's passwords; (iii) trespassing in other folders, works or files; (iv) intentionally wasting limited District System resources.

B. Student Safety and Privacy

Students shall not disclose information via the District System such as last names, home addresses, or telephone numbers or other information that may identify themselves or other students.

Students shall notify their teacher, parent, or guardian when they encounter material or messages on the District System that are inappropriate or that make them feel uncomfortable.

C. Political and Commercial Activity

Because all electronic mail messages or other forms of communication sent using the District System will be identifiable as originating from the School District, the District System shall not be used for political lobbying, including the endorsement of political candidates, with the exception that students and staff may use the District System to communicate with their elected representatives and to express their opinions on political issues. In addition, the District System shall not be used for personal commercial activity, including selling, purchasing, advertising, or soliciting goods or services. The School District will not be responsible for any financial obligations arising from a user's activities on the District System.

D. Publication of Material on the Internet

The Director of Technology or his or her designee shall establish a process and criteria for the creation and posting of material on the School District's Web servers. All student, staff, or classroom Web pages shall adhere to these criteria:

1. Student, School, and Classroom Web Pages

Schools and classes may create and publish Web pages that present information about the school or their classroom activities. Students may be permitted, but shall not be required to publish their school projects on a Web page. Links to commercial sites without a clear educational connection and/or sites supported by advertising should be discouraged.

2. Extracurricular and Community Support Organizations

With the approval of their school building principal or designee, school-sponsored extracurricular organizations and community groups that exist to support school programs and activities may be permitted to create and publish Web pages on the School District's Web servers, provided that the material is consistent with the School District's policies and regulations and relates to the activities of the organization. In the interest of providing for smooth transitions from year to year and in order to ensure continued support and maintenance and protecting the name and logos of District 284 and the Wayzata Public Schools, Web sites relating to and/or supporting school activities must be hosted on the School District's servers with the support and guidance of Director of Technology or his or her designee and under the supervision of the activity advisor or designee.

3. Staff Web Pages

Staff members are encouraged to create and publish material on the School District's Web site. Published material must be consistent with the limited educational purposes of the District

System, the School District's policies and regulations, state and federal law, and available resources. Staff who wish to purchase commercial web services for school use will check with the Director of Technology or his or her designee prior to purchase. The use of Free Web services supported by advertising is discouraged. Outside Web services used by staff must be accompanied by the following disclaimer: "This Web site is not part of the official Wayzata Public Schools Web site. Independent School District 284 is not responsible for accuracy or content of this page or external links to this site."

4. Links to Community and Community Organization Web Sites

Wayzata Public Schools may provide links to community organization Web sites where appropriate. Examples include community Web sites, community youth organizations, community youth athletic organizations, park and recreational organizations, etc. Such links are provided at the complete discretion of Wayzata Public Schools. Organizations may request that their Web site be linked to or removed from Wayzata Public Schools Web pages by contacting the Director of Technology or his or her designee. Wayzata Public Schools declines any responsibility for the content or accuracy of such sites.

5. Web Logs (Blogs) in General

Wayzata Public Schools will not authorize Web logs open to the public for anonymous comment. If people wish to share ideas, web pages are already available for that purpose. Staff may create web pages to share their ideas in a blog-like manner.

6. Classroom Blogs or e-Zines

A web log or e-zine is appropriate use of technology for learning purposes. Student contributions must be supervised by the teacher and must be appropriately identified adhering to all student behavior policies in the student handbook and applicable district policies and, specifically, policies regarding technology use and offensive behaviors. Students should not use last names. No anonymous contributions from the general public will be permitted. Participation in a web log or e-zine will require parental permission.

7. Professional Blogs

Departments or curriculum teams may use web logs for professional communication if they wish. Groups wishing to create a blog should make a proposal to their supervisors and the Director of Technology or his or her designee stating the goals of the Web log, the audience and why it would be an appropriate use of district resources.

8. Online Learning Web Sites

Wayzata Public Schools may provide access to online learning Web sites. Students may participate in online discussions and have access to other online educational services provided that such participation is not anonymous or open to the general public.

E. Employee Use

Employees may use the District technology system for reasonable personal use, except for activities denied or prohibited in these regulations. If there is a question regarding reasonable personal use, please contact your supervisor or principal.

V.5. System Security

A. Passwords

Users will be assigned or will create passwords that enable them to access certain computer or communication equipment. Users are responsible for protecting the security of these passwords.

B. Software

Copyrighted or licensed software shall only be used in accordance with its license or purchase agreement. Users are prohibited from copying any unlicensed computer software onto the District System. Users are prohibited from using the District System to make copies of unlicensed or copyrighted software.

Users are prohibited from using software that is designed to destroy data, provide unauthorized access to computer or communication equipment, or which would disrupt the District System in any way. This includes, by way of example only, using any software viruses, Trojan horses, worms, or other invasive software.

C. Virus Protection

The School District shall install software on all computer equipment which is designed to detect and destroy computer viruses or other software which could damage the computers or violate the integrity of information stored on the computers. Users are required to use this

software and are prohibited from tampering with it, turning it off, or disabling it.

D. Firewalls

The School District shall install software and/or hardware (a “firewall”) that limits access to the School District’s computers. Users are prohibited from using software or hardware that is designed to circumvent these firewalls or to allow unauthorized access to the School District’s computers.

E. Personal Computers

Computers that are not owned by the District must not be connected to the District’s network unless the user has first obtained permission from the Technology Department. Permission to connect such a computer will not be granted unless the computer contains current virus software and has an operating system that is compatible with the District’s systems.

F. Performance of District System

Users are prohibited from doing anything which would degrade the performance of the School District’s computers or communication equipment, including but not limited to deliberately crashing a computer or the computer network.

VI.6. Privacy

- A.** The District System is to be used only for educational purposes. The School District reserves the right to read, listen to, or otherwise access files and information stored on the District System. Users should therefore have no expectation of privacy in any message or file created, sent, stored, or received using the District System.

Users are prohibited from forging, altering, or otherwise concealing the identity of the person sending messages or other forms of communication with the District System.

All electronic mail communications must be drafted in the same manner and with the same care as any communication in printed form on School District letterhead. All communications, whether electronic, voice, or printed, must be in accordance with the School District’s policies and procedures, as well as local, state, and federal laws.

- B.** Many District publications may be electronically distributed. If a parent/guardian chooses to provide the District with a family e-mail address, the District cannot guarantee that the address will be encrypted in mass electronic mailings.

Family e-mail addresses may be provided to agencies with educational interests.

VII.7. Intellectual Property Rights

Users will respect the rights of others in their intellectual property, including copyrights and trademarks. Users shall not make unauthorized copies of nor plagiarize the works of others.

Users shall not copy nor post on the Internet the works of others without the owner's written permission.

If a user desires to make copies of material found on the Internet, such copies shall be made only in accordance with the principles of "fair use" as that term is defined in the federal Copyright Act.

Works created by students are the property of the student.

Works created by staff members in the course of their duties and using the District System are the property of the School District as works made for hire.

For educational purpose, the School District may publish or exhibit examples of student projects and activities, including photographs of students and/or videotape of students, on

the District Web site or on the District cable station. Parent(s)/guardian(s) must notify the Director of Technology in writing if permission is not granted. (Notification form available through school principal or Technology Department.)

VIII.8. Investigation of Violations

The School District will investigate any alleged violations of the Technology Use Policy or Regulations, and any rules or policies promulgated in accordance with these Regulations. As a part of any such investigation, the School District may access (read or listen to) computer files or messages stored on the District System. Because the School District is obligated to ensure the District System is used in compliance with the School District's policies and regulations; state, local, and federal laws; and contracts with vendors; the School District reserves the right to monitor the equipment and all information stored on it or transmitted with it. Accordingly, users should not have any expectation that messages or files they send, receive, or create using the School District's computer and communication equipment will be kept private.

IX.9. Enforcement of the School District's Technology Use Policy and Regulations**A. Students**

Violations of the School District's Technology Use Policy and Regulations and any rules or policies promulgated in accordance with these Regulations may be grounds for discipline, including required training or education or penalties including but not limited to revocation of the privilege to use the District System and other disciplinary actions as

outlined in the Student Discipline Policy (JG) and its regulations and the Pupil Fair Dismissal Act and other state and federal laws.

B. Staff

Violations of the School District's Technology Use Policy and Regulations, and any rules or policies promulgated in accordance with these Regulations, by staff may be grounds for discipline in accordance with School District policies, regulations, practices, contracts, and state and federal law.

X.10. No Warranty Regarding the District System

The School District makes no warranties of any kind, either express or implied, that the function of the services provided by or through the District System will be error-free or without defect. The School District will not be held responsible for any damage users may suffer, including but not limited to loss of data or interruptions of service. The School District does not guarantee that students using the District System will not encounter inappropriate material. The District is not responsible for the accuracy or quality of the information obtained through or stored on the District System.

XI.11. Acknowledgment Forms

Users are provided access to the District System in accordance with the District Technology Use Policy and Regulations. If a user (or their parent(s)/guardian(s) on behalf of a user) does not agree with the terms of this policy, written notice of such disagreement must be provided to the Director of Technology or its designee, at which time that user's access to the District System shall be terminated. (Notification form available through school principal or Technology Department.)

EFFECTIVE: May 11, 1998
MODIFIED: May 28, 2002
MODIFIED: July 12, 2004
MODIFIED: March 13, 2006
MODIFIED:

9th Grade Success

Wayzata High School School Board Work Session April 23, 2007

I. Vision

- All Wayzata 9th grade students will be ready for 10th grade without remediation. Student success will be supported through transition programs, age appropriate best practices in instruction, and safety nets for catch-up.

II. Interdisciplinary Teams

- 100 students
- 4 teachers
 - Physical Science
 - Math
 - Communications
 - Civics 9
- Common prep time
- Literacy across curriculum
- Dedicated 9th grade counselor meetings

III. Strategies

- Collaboration
- Instructional Strategies (NUA)
- Safety-Nets

STUDENT FEEDBACK

Regarding consistencies between curriculums:

“I felt that all the test and quiz days were spread out because the teachers put effort into not having two tests or quizzes on the same day.”

“We would do something in science or math first and then we would go to the other class knowing how to do it. It was good though because if one teacher explained it in a way that was difficult for me to understand then I could learn it from the other teacher.”

“Most of the time in science, the math would fall into place with what we would be learning in math class.”

“Teachers communicated on what they were doing for each day. It helped when it came to test time and homework.”

“[Communications and civics have the same] five paragraph formations.”

Regarding social transition from 8th to 9th grade:

“You get to know people better, and make good friends so that it is not awkward.”

“Being a part of the team helps me get out of my comfort zone and talk more.”

“I was happy to see familiar faces during the whole year.”

“I was not as afraid to go and talk to other kids.”

“It helped me be more comfortable being outgoing because it felt like I knew my classmates a lot more. I make some friends because of the team.”

Regarding academic transition from 8th to 9th grade:

“I could learn more actively, and it helped that I really go to know my classmates because I was able to feel more comfortable and confident participating in class.”

“The teachers were able to get to know an individual better & find out the strengths and weaknesses so they know how to help.”

“Whenever I have to talk in front of the class I always get nervous. But once I got to know the people in my classes better, it made it easier to get up in front of the class resulting in a better grade.”

Regarding school connectedness:

“It helped me because I wanted to come to school.”

“I feel more connected to people I normally wouldn’t see much if I wasn’t on a team.”

“I feel that since I knew a lot more people now it has made me feel more connected to the high school; I actually enjoy school because of the team.”

Regarding relationships with teachers and counselors:

“They always helped me whenever I needed it and stayed after school to help me if I felt that I was falling behind.”

“This is one of my favorite years.”

“Counselors were great. I enjoyed meeting with mine. They made it fun for me to participate.”

“If you know your teachers well you can ask for help easily.”

“[Relationships are] a lot better than regular teachers.”

“Because now that both teachers knew all of us it was easier to get help.”

“It was easy to talk to them about the other class because they communicate with the other teacher.”

“I think that having the team makes more personal relationships with teachers. They don’t have as many different students so they can see how you learn best and give extra help.”

“The teachers and counselors really care about you.”

Regarding whether they would choose to be on a team based on their experience:

“Yes. It was a lot of fun. Do it next year.”

“In the beginning I wouldn’t have, but I think in the end it was good because it helped me be more confident.”

“Yes. I think that it was really helpful socially and academically.”

“Yes. Even though you may meet more people when you are not on a team, I feel safer when I know everybody.”

“Absolutely. I have lots of people I can ask questions to if I don’t understand. I feel that I learn better with the team, I feel confident about my knowledge.”

“It’s great for meeting new people and getting used to the high school.”

“I loved it and would love to have a new team every year or even have these same kids on my team.”



K-12 Science Review

2004 - 2007



MN Science standards

- Standards were adopted by legislature in May of 2004.
- Standards were in place in the classroom in the 2005-2006 school year.
- Standards have been put in 4 different bands, K-2, 3-5, 6- 8 and 9 – 12.



MN Science standards

Banding of standards

- can be taught anywhere within the band
- build from Kindergarten on
- content areas repeat, but each time it does students are expected to understand at a more complex level
- some content area are addressed ONLY once in the K-2 band then again in 3 – 5 and so on

Overview of K-5 MN Science standards

	History & Nature of Science			Life Science							Earth Science			
Strand	History & Nature of Science	History & Nature of Science	History & Nature of Science	Life Science	Life Science	Life Science	Life Science	Life Science	Life Science	Life Science	Earth Science	Earth Science	Earth Science	Physical Science
Substrand	Scientific World View	Scientific Inquiry	Scientific Enterprise	Cells	Diversity of Organisms	Interdependence of Life	Heredity	Biological Populations Change Over Time	Flow of Matter & Energy	Human Organism	Earth structure & processes	Water Cycle, Weather & Climate	Universe	Structure of Matter
K		Scientific Inquiry - observe & describe			Diversity of Organisms living & non-living things					Human organism - 5 sense		Weather daily weather & Seasons		
1		Scientific Inquiry - compare & Contrasts			Diversity of Organisms plant life cycles		Heredity - match adult animals & plants to offspring		Flow of matter & Energy - organisms have basic needs	Human organism - body parts		Weather daily weather & Seasons	Universe - sun & moon	Structure of Matter physical properties
2	Scientific World View - see science in their world	Inquiry - raise questions, make observations			Diversity of Organisms - animal life cycles	Interdependence of Life - organisms live in different environments		Biological Populations - extinction			Earth structure & processes			Structure of Matter - sort & classify by property
3	Scientific World View - explore science as a tool	Scientific Inquiry - nature of scientific investigations			Diversity of Organisms - functions of animals & plants	Interdependence of Life - changes in habitat	Heredity - inherited and acquired characteristics					Weather daily weather & clouds	Universe - solar system	
4	Scientific World View - how to use science in the natural world	Scientific Inquiry - controlled scientific investigation		Cells	Diversity of Organisms - classification					Human Organism - germs	Earth structure & processes environmental issue	Weather - water cycle	Universe - sky, stars	Structure of Matter - observe heating & cooling
5	Scientific World View - communication is essential in science	Scientific Inquiry - process of scientific investigations	Scientific Enterprise - science & technology					Biological Populations - recognizing changing of species over time	Flow of matter & Energy - food webs		Earth structure & processes: soil, earth's components			



MN Science standards

- Standards are divided into the 3 main content strands:

Physical Science

Life Science

Earth Science

- A 4th component is the process strand:
The History and Nature of Science



MN Science standards

The science standards are then broken down more specifically into sub-strands.

- History and Nature of Science
Scientific World View, Scientific Inquiry, Scientific Enterprise
- Physical Science:
Structure of Matter, Chemical Interactions, Energy Transformations, Motion, Forces of Nature
- Life Science
Cells, Diversity of Organisms, Interdependence of Life, Heredity, Biological Populations Change over Time, Flow of Matter and Energy, Human Organism
- Earth Science
Earth Structure and Processes, Water Cycle, Weather and Climate, Universe



MN Science standards

From these sub-strands then come the standards and the benchmarks.

The benchmarks are what are tested and what we write essential questions for.

Example:

II. PHYSICAL SCIENCE

A. Structure of Matter

Standard: The student will understand that objects can be sorted and classified based on their properties.

The student will:

1. Sort and classify objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets.



MCA II Science Test

On-line test

Piloted at Plymouth Creek, Greenwood, West,
East (07) & WHS in Spr 06 and 07

Operational district wide in May 2008

Given in:

- 5th grade – all standards in 3-5 band
- 8th grade – all standards in 6-8 band
- 10th grade (for Wayzata) – Life science and history and nature of science ONLY



MCA II Science Test

Sample Item



K-5 Science

Findings of curriculum review:

- Desire to keep hands-on science
- Current system met most of the standards
- Re-assigning of kits to grade levels was needed
- Kits needed to be required
- Some standards will be met outside of kits
- Professional development was needed for kit specific training



Wayzata Science Center

Serves the K-5 science program
with 272 kits
which are delivered via the pony

Kits are refurbished a total of 800 times
during a school year



Science Notebooks

Purpose

To make meaning out of hands-on science

To show student thinking

Concern for upcoming MCA II test

Pilot

Birchview - grades 1-5

20 other classrooms since Jan 2

Next steps

One day training in June and August

Academy course 07-08



6-8 Science

6th grade

Completely new curriculum

7th grade

Alignment to standards and cross building discussions

8th grade

Moved to a full year course to meet state standards



9 - 12 Science

Aligned to standards

New AP course

3 year science requirement & now 4 year
requirement

Common Assessment



Technology Integration 06-07

Ceiling mounted projectors in ALL 6-12 science classrooms

SMART boards 10 WHS, 16 middle schools

Document cameras

Vernier Probeware – all middle schools,
Physics classrooms, mobile cart

Mobile cart with GPS and GIS software



Future Plans/Considerations

MCA II Test

STEM

Chemistry OR Physics required for class of 2015

Science Notebooks

Common assessment

Continued evaluation of curriculum and instructional strategies in classroom (appropriate uses and integration of technology, differentiation, scientific literacy)



Attachments

The following are a sample of essential questions from:

K-5

6-12

Essential Questions are on the e-curriculum
K-9, still working on 10-12



K-5 Essential Questions

In each kit there is a sheet explaining the essential questions and standards that are to be taught.

Balance and Motion

Essential Questions for the Kit:

In what ways can objects move?

II. Physical Science

D. Motion

Standard: The student will know that objects move in various ways.

The student will:

1. Observe and describe how objects move in a variety of ways, including, but not limited to, a straight line, a curve, a circle, back and forth and at different speeds.

Investigation 2, parts 1 – 3, Investigation 3, parts 1 – 3

2. Observe that push and pull forces can make objects move.

Investigation 2, parts 1 – 3, Investigation 3, parts 1 – 3



6-12 Essential Questions

Established Goal:

II. PHYSICAL SCIENCE

D. Motion

The student will describe the motion of objects.

Essentials Question:

How can you describe the position and motion of an object?

Skills and Content:

Students will understand that, or students will know or students will be able to:

1. Use a frame of reference to describe the position, speed, and acceleration of an object.

Motion, Forces and Energy Chapter 1, Sect 1 p. 6 – 27

Discovery Activity How Fast and How Far?

Discover Activity How slow can it flow?

Discover Activity Will you Hurry Up?

Skills Lab Stopping on a Dime



6th grade Science

6th grade is unique

Teachers are not necessarily science teachers.

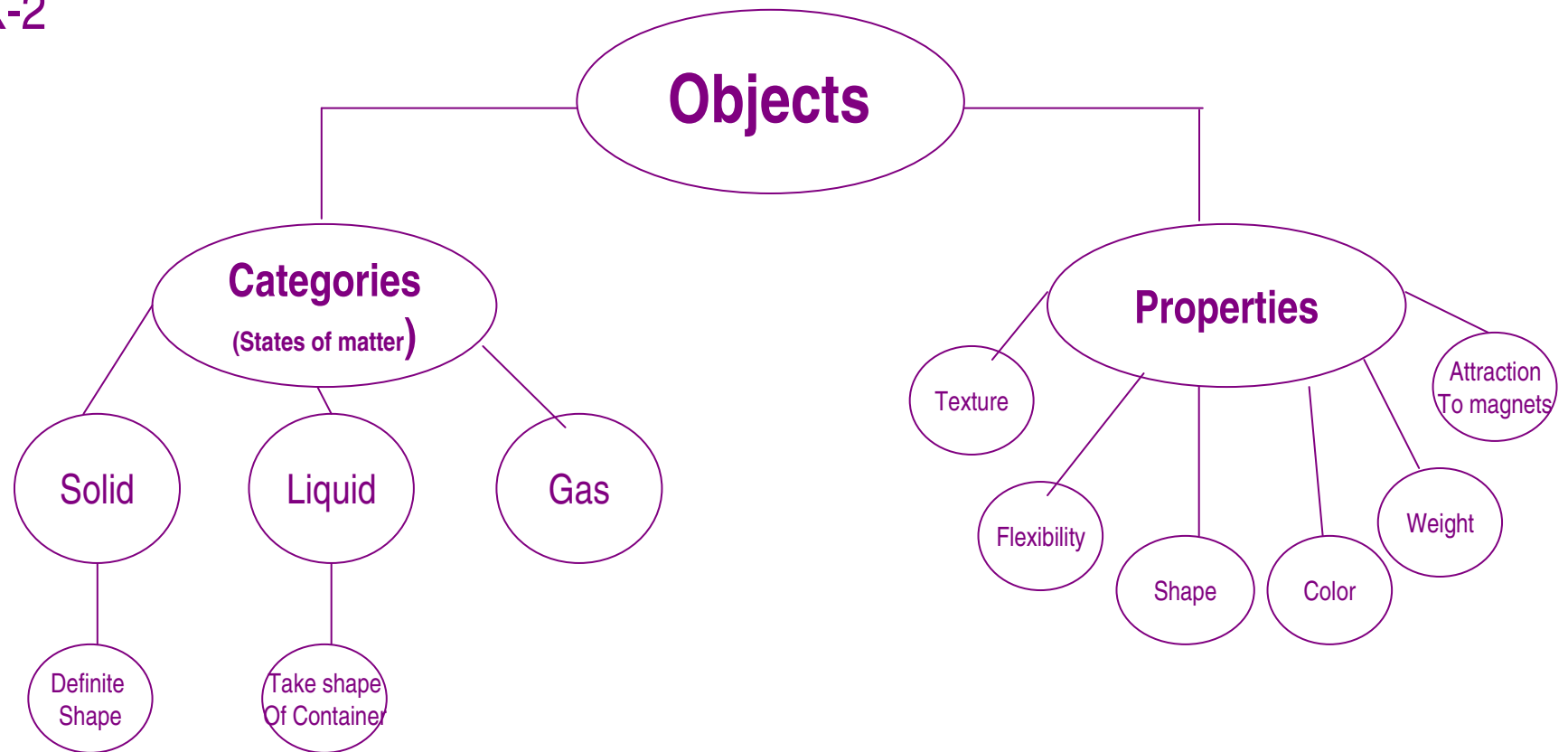
Content is new to them.

Maps were created showing content 6-12 and in some cases K-12

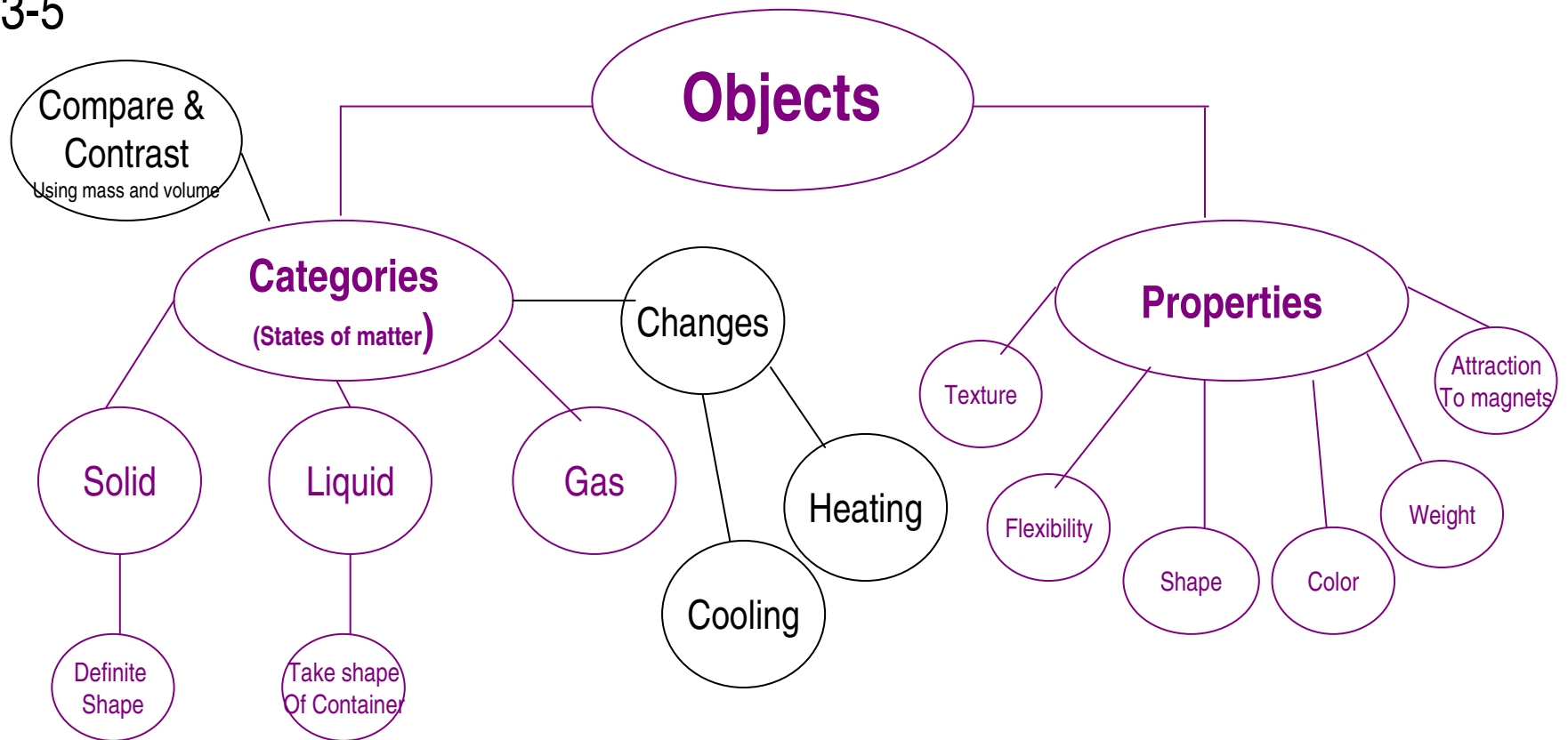
In some cases 9th grade teacher wrote unit plans for 6th grade curriculum

Then essential questions were written

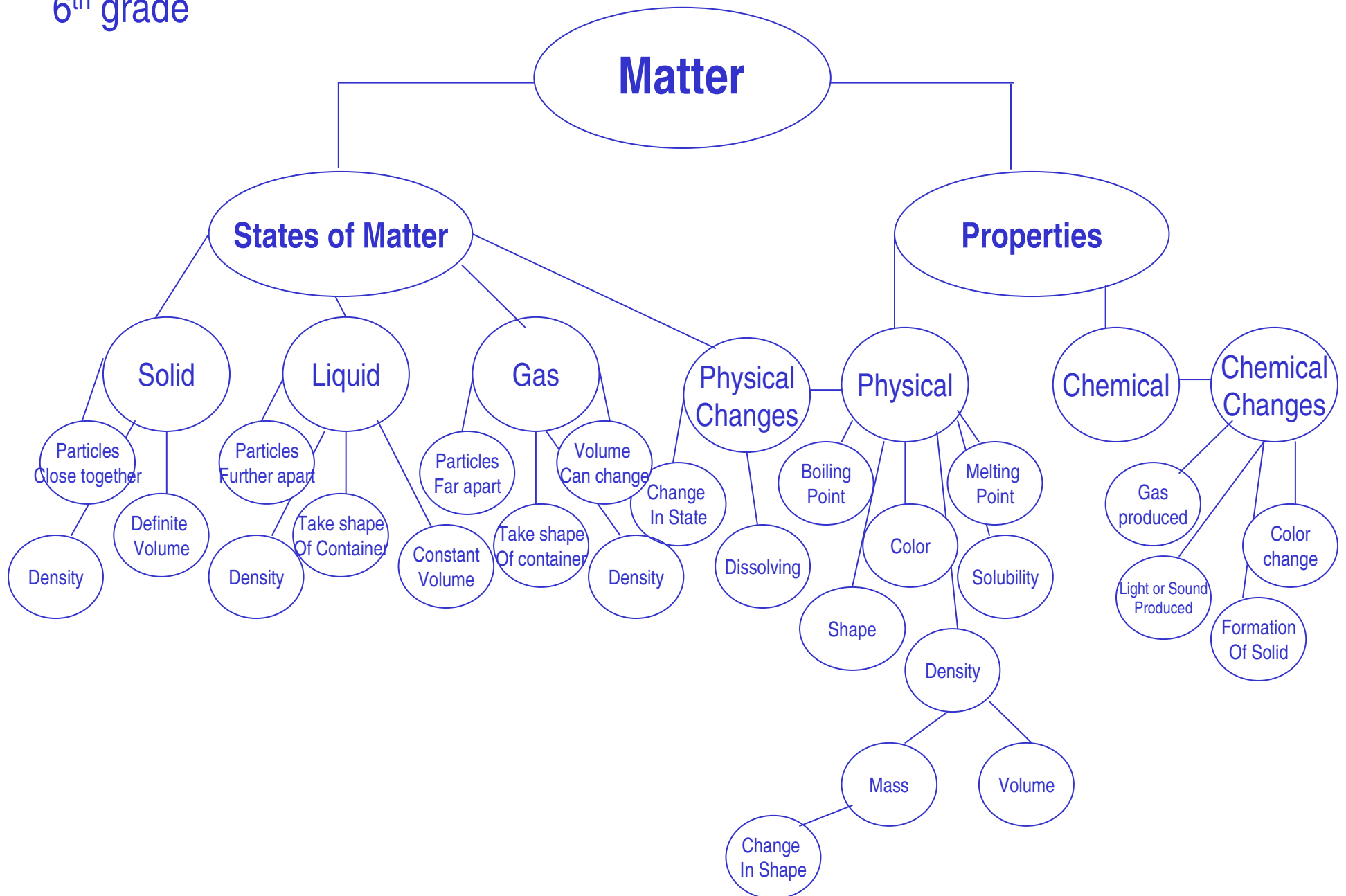
K-2



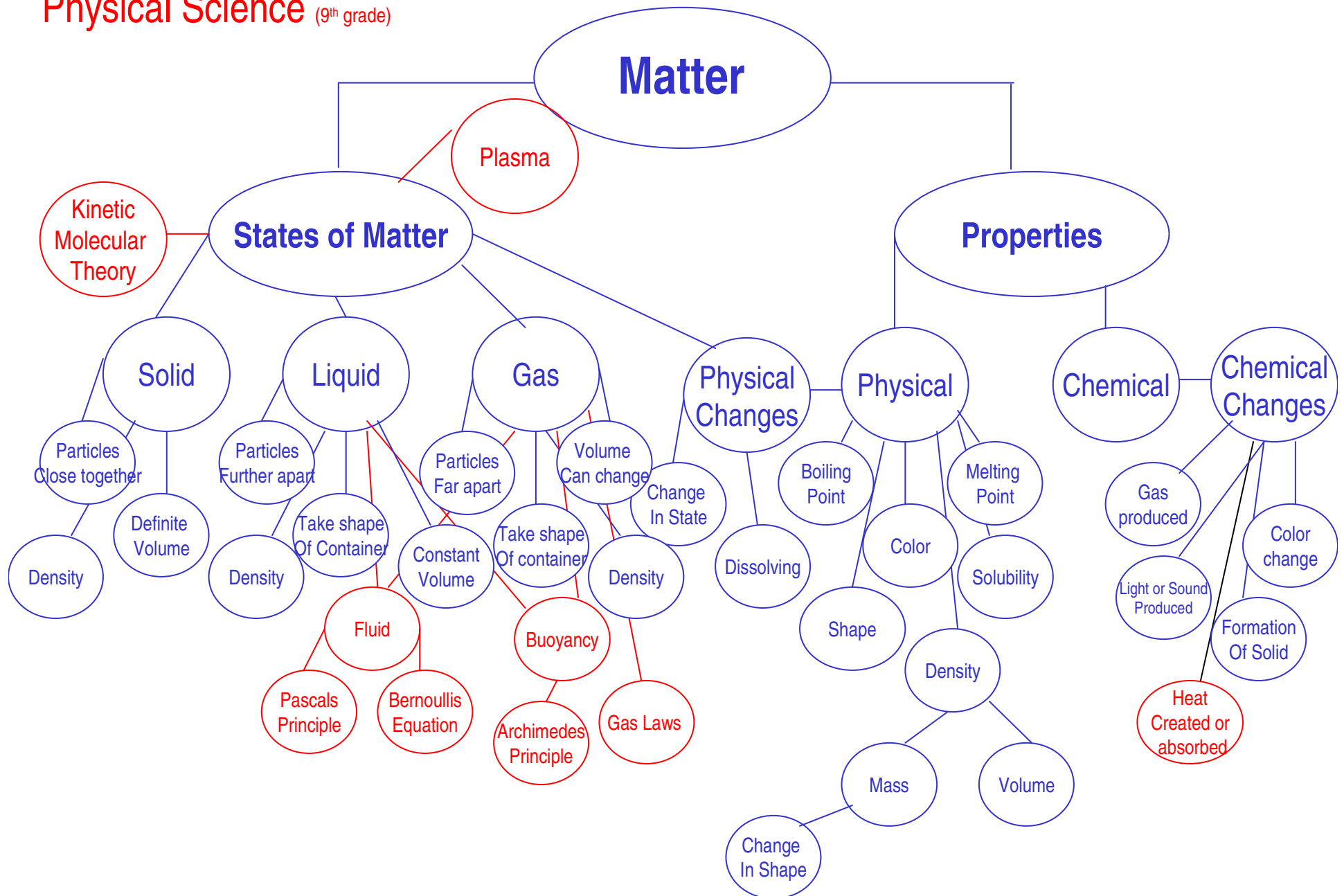
3-5



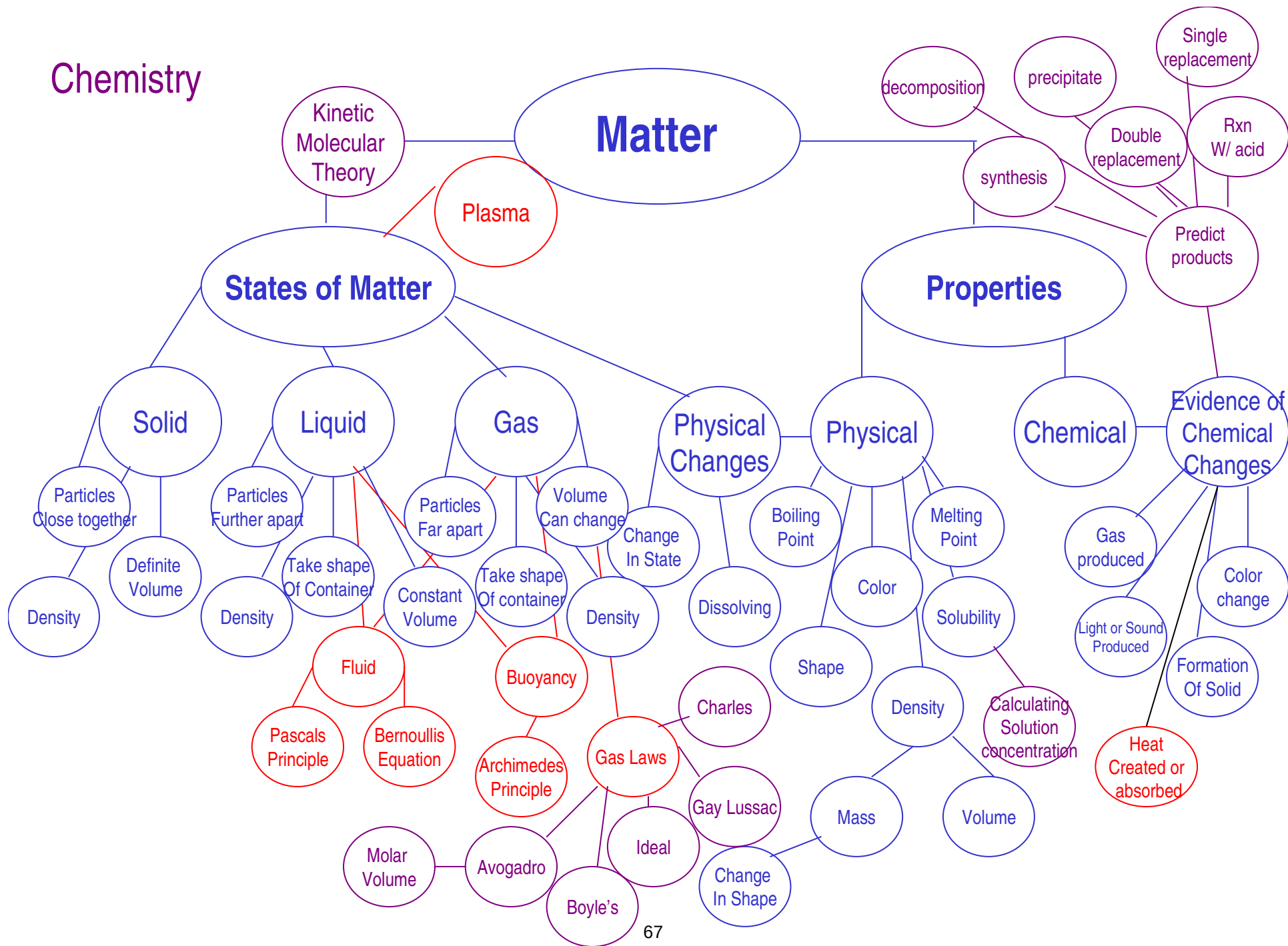
6th grade



Physical Science (9th grade)



Chemistry





Timeline 2004-2005

K-5 Review, alignment to standards and Essential Questions

Conclusions:

- Keep hands-on science
- Our current system met most of the standards

Results:

- Required kits at each grade level
- Purchase of 100 additional kits

6-8 Review, alignment to standards, new curriculum & Essential Questions

Conclusions:

- Current kit based 6th grade program would not meet state standards
- Earth Science standards could not be met with a half year course

Results:

- 8th grade Earth Science – full year course
- 6th grade would cover Physical Science content and move to a textbook series
- 7th grade Life Science – align to standards

9-12 Gathered data

Removal of Barometers (Mercury)



Timeline 2005-2006

- K-5**
- Implementation**
- Optional professional development day BEFORE school started
 - Additional trainings for units new to district
 - Teacher survey – May 06
- Results**
- Purchase of 80 additional kits and teacher resources
- MCA II Science - Field test**
- 6 – 8**
- Implementation**
- Results**
- Need for mapping of content for 6th grade teachers
 - Need for specific content training for 6th grade teachers
 - Need for lower readable text for students 6-8
- MCA II Science - Field test**
- 9-12**
- Review, alignment to standards, new curriculum and Essential Questions**
- Conclusions**
- Physical Science standards – 9th grade Physical Science
 - Life Science standards – Biology
 - Earth Science standards – split between courses
- Recommendations**
- Need a new 3rd year course
- MCA II Science - Field test**



Timeline 2006-2007

- K-5**
- District wide Professional Development January 2**
 - Pilot new science kit in grade 1 – district wide adoption Spr 07**
 - Pilot of Science Notebooks at Birchview**
 - MCA II Science - Field test**
- 6 – 12**
- Technology Integration**
- Overhead projection systems in all science rooms 6-12
 - SmartBoards for teachers that requested them (10 high school, 16 middle school)
 - Document cameras
 - Vernier probeware:
 - Calculators and probes in each middle school
 - mobile cart with 10 computers and probeware
 - Physics probeware and computers in specific classrooms
 - Mobile 20 computer cart with probeware, GPS and GIS software
- MCA II Science - Field test**
- Common Assessment created for 9th grade physical science**
- Removal and replacement of mercury thermometers**



Timeline 2007-2008

- K-12** **Implementation of On-line test district wide**
Test preparedness
Continued evaluation of curriculum and instructional strategies in classroom i.e. appropriate uses of technology, integration of technology, differentiation, scientific literacy
- K-5** **Science Notebooks**
- 9-12** **STEM**
Chemistry or Physics for ALL starting with class of 2015
Legislative Direction
■ **MCA II covering all 9-12 standards**
Common Assessment



SCHOOL IMPROVEMENT PLAN

FOR

School Name: Wayzata East Middle School

Principal's Name: Mike Trewick



Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

DISTRICT DIRECTIONS for 2005-2007

- *Apply our vision to all components of District*
- *Erase organizational barriers that limit participation of all cultural groups*
- *Strive for smaller class sizes*
- *Work toward a more individualized model of education*
- *Promote a “client-centered” District*



**Shared Decision Agreement
Between School and the Wayzata
School Board for**

School Name: ***Wayzata East Middle
School***

This plan was reviewed on: _____

Signature of District Design Team _____

This plan was approved on: _____

Signature of School Board Chair _____



Shared Decisions Agreement Review Team Check List Form

Procedure:

Prior to presentation to the Board, Site Improvement Plans will be reviewed for compliance with statutes, contracts, policies, and administrative regulations. Site Teams are advised that plans should be submitted at least thirty (30) days prior to date of desired Board action.

- Site Improvement Plans are sent to the Office of the Superintendent of Schools.
- Copies of the Site Improvement Plan will be sent to the following members of the review team as designated by the District Shared Decisions Design Team.
- This response sheet will be returned by reviewer to the Superintendent's Office within ten (10) days.
- Any areas of concern will be noted on response sheet along with suggestions for waivers where applicable.
- All response sheets will be forwarded to the chair of the site team.
- Review team members will decide if the Site Improvement Plan should be reviewed by any other departments such as Transportation, Food Service, Building and Grounds, etc. and forward a copy with a cover sheet for check-off response to the appropriate individual.

Review Team Response

Office of the Superintendent

☐ Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Curriculum and Instruction

☐ Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Finance

☐ Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Human Resources

☐ Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Wayzata Education Association Representative

☐ Check here if an additional page is attached detailing questions or concerns.

Signature and Date



Site Team Members:

<u>Name</u>	<u>Position</u>	<u>Year</u>
Mike Trewick	Principal	2006-2007
Jill Rush	PTA President	2006-2007
Tom Combs	Parent	2006-2007
Marvin Hannon	Parent	2006-2007
Kris Machut	Parent	2006-2007
Lenny Newman	Parent	2006-2007
Katie Baker	Vocal Music Teacher	2006-2007
Kristi Corens	Seventh Grade Science Teacher	2006-2007
Jessi Huber	Eighth Grade Science Teacher	2006-2007
Kay Johnson	Computer Paraprofessional	2006-2007
Lisa Ophoven	Sixth Grade Teacher	2006-2007



School Name: Wayzata East Middle School

School Year: 2006-2007

- 1. Integrated, ongoing, site-based and teacher-led professional development activities to improve instructional skills and learning that are aligned with student needs under section 122A.413 and 122A.60 and led during the day by trained teacher leaders.**

Directions: Select one main goal from the district's education plan that will be the Q Comp focus. More than one goal may be selected with the understanding that each goal must link student achievement to teacher instruction, professional development and teacher evaluation. If two goals are selected, duplicate table below and fill out one table for each goal. If not all schools in the district have common goals because of disaggregated student data and different grade level needs, then each site should submit a separate table. *Note: A school site's or district's goals should be updated annually if necessary.*

Based on the selected focus, each school site will use their student data to develop a narrower focus for their site with a measurable objective.

2.1 District goal for Q Comp focus

Improve students' achievement in the areas of reading, math and writing as measured by performance on MCA IIs (Minnesota Comprehensive Assessment) and/or NWEA/MAP.

School Site goal for Q Comp focus

One percent of the students at East Middle School will improve student achievement in the area of reading as measured by the Minnesota Comprehensive Assessment II (MCA II).

Disaggregated student data used to determine each measurable objective

Measurable objective based on student achievement gains (site-targeted goal)

One percent of the students in grades 3-5 at Greenwood Elementary will improve student achievement in the area of reading by focusing on increasing subtest level scores on the MAP assessment in the areas of inferential comprehension, literal comprehension, and word acquisition.

<i>Number of Students</i>	<i>Number of Teachers</i>	
730	50 classroom teachers	1 Peer Coach, 1 District Reading Specialist, 1 full time Literacy Specialist



<i>Team configuration at elementary, middle school, high school, and other school sites</i> Peer Coach, Literacy Specialist, Content Specialist, Data Coach, Mentor, and classroom teachers tied to Alt. Comp goal.	<i>Number of teachers on the team</i> 8-10 teachers on a team.	<i>Team meeting length and frequency</i> Daily/Weekly Meetings										
Professional Development Activities: <i>(What types of activities will be included?)</i> Check all that apply and add others if needed.	<table border="0"> <tr> <td>☒ Team Meetings</td> <td>☐ Lesson Study</td> </tr> <tr> <td>☒ Modeling of Instructional Strategies</td> <td>☒ Analysis of Student Work</td> </tr> <tr> <td>☒ Demonstration Teaching</td> <td>☐ Peer or Cognitive Coaching</td> </tr> <tr> <td>☒ Team Teaching</td> <td>☐ Content Coaching</td> </tr> <tr> <td>☒ Mentoring</td> <td>☐ Other</td> </tr> </table>		☒ Team Meetings	☐ Lesson Study	☒ Modeling of Instructional Strategies	☒ Analysis of Student Work	☒ Demonstration Teaching	☐ Peer or Cognitive Coaching	☒ Team Teaching	☐ Content Coaching	☒ Mentoring	☐ Other
☒ Team Meetings	☐ Lesson Study											
☒ Modeling of Instructional Strategies	☒ Analysis of Student Work											
☒ Demonstration Teaching	☐ Peer or Cognitive Coaching											
☒ Team Teaching	☐ Content Coaching											
☒ Mentoring	☐ Other											
2.2 Describe how ongoing, site-based, and teacher-led professional development activities will be scheduled during the individual employment contract day for teachers at each site. (Attach a staff development calendar for the school year with professional development activities mapped out and a typical weekly meeting schedule of team meetings). See the example in the Sample Q Comp Application.												
2.3 Describe how the professional development model will ensure teacher's continuous improvement in content knowledge, instructional strategies, and the use of best practices. Through the professional development model teachers will continuously focus on instructional strategies to accelerate student achievement. They will share these strategies and best practice techniques with their colleagues during the scheduled professional development allotted time. The structure of the staff development time will also provide an opportunity for educators to focus on and develop a deeper understanding of the identified content knowledge. Teachers will continuously focus on assessment of student performance throughout this process. The terms Career Ladder and Career Advancement Options will be used interchangeably. The definition of both under the law is from 122A.414 subdivision 2 section b1: "describe how teachers can achieve career advancement and additional compensation..."												



Professional Development Program Evaluation Framework Worksheet (see Killion, manual references)		
Objective: What is the goal of the professional development offered and how will it change teachers' knowledge and skills?	Change in Teacher's Knowledge and skills	Measures of Teacher Success
Teachers will demonstrate proficiency in implementing: 1. Create and use a common vocabulary regarding compare and contrast to be used by all teachers and students. 2. Teach students to use graphic organizers and write constructed responses to increase student achievement in the strand area of Compare and Contrast following the direct instruction of terms and definitions. 3. Teach "Reading is Thinking" using teacher modeling of think-alouds.	1. Teachers will know and understand the definition and applications of compare and contrast and implement this strand into their curriculum. 2. Teachers will effectively use a variety of graphic organizers in their classrooms and require student practice of constructed responses. 3. Teachers will model think-alouds in a variety of situations.	1-3. Success will be measured by classroom observation rubric, individual growth plan and student assessments.



DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

Goal:

Summary/Interpretation of Data Analysis:

Goal Achieved:	Yes	No
-----------------------	------------	-----------



Please list other building initiatives.

Initiative:

To work with students on how to recognize bullying and what they can do about it if they feel this is happening to them.

Strategies/Activities: (copy format if need more)

- **Committee of teachers set up to work with teams.**
- **Monthly meetings with students about issues and strategies.**
- **Kick-off activity to start the school year.**
- **Posters throughout the building.**

Status:

Date Completed: **Ongoing: X**

•

Status:

Date Completed: **Ongoing: X**

Person/Group Responsible:

Trojan Pride Committee: Joe Hannon, Erin Boltin, Shelly Bloomquist, Kristi Corens, John Siegrist, Jeff Gagstetter, Curtis Miller, Erica Orcutt, Curt Slater, Mike Trewick

Timeframe: 2006-2007 and 2007-2008 school years



East Middle School

Student Demographics

Student Population by Grade

(Please insert 3 years of data provided by the Office of Assessment)

		2005-2006			2004-2005			2003-2004	
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
6	131	109	30	117	117	29.25	128	112	30
7	125	113	29.75	125	122	30.87	116	111	28.38
8	131	125	28.4	116	116	29	124	138	31.5
Total	387	347	29.4	358	355	29.7	368	361	29.6



Student Demographics East Middle School

Ethnic Distribution

	2005-2006	2004-2005	2003-2004
White American	610	603	624
African American	56	53	51
Asian American	44	34	36
Hispanic/Latino American	20	20	18
Indian American	4	3	0

Percent of Students on Free/Reduced

	2005-2006	2004-2005	2003-2004
Free	11%	11%	11%
Reduced Price	4%	4%	4%

Student Mobility

(Please insert 3 years of data provided by the Office of Assessment)

The percent of students entering and leaving during the year, computed by dividing the number of transfers by the October 1 enrollment.

2004 - 2005	2003 - 2004	2002 - 2003
10.24%	7.13%	8.06%



East Middle School

Student Demographics

Average Daily Attendance

(Please insert three years of data provided by the Office of Assessment.)

2005-2006			2004-2005			2003-2004		
6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
96.2%	96.2%	95.4%	96.09%	95.72%	96.30%	96.22%	96.33%	96.49%

Percent of Parents Attending Conferences

(Please insert data provided by the individual building.)

2005 - 2006		2004 - 2005		2003 - 2004	
Fall	Spring	Fall	Spring	Fall	Spring
98%	97%	98%	96%	97%	95%



**Student Achievement
East Middle School**

READING GRADE 7

Year	2004-2005					2003-2004				
Average Score	1515					1513				
Percent Change	0.4%					N/A				
% of Students in each level	1 2	2 12	3 25	4 47	5 14	1 1	2 15	3 20	4 48	5 15
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Information Processing 86					Information Processing 86				
	Inference 83					Main Idea 84				
	Main Idea 80					Analysis 83				
	Analysis 77					Inference 79				
	Compare/Contrast 74					Compare/Contrast 73				

MATHEMATICS GRADE 7

Year	2004-2005					2003-2004				
Average Score	1532					1516				
Percent Change	1.1%					N/A				
% of Students in each level	1 1	2 7	3 29	4 29	5 34	1 1	2 15	3 24	4 28	5 32
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Procedures and Concepts 72					Shape, Space & Measurement 79				
	Shape, Space & Measurement 71					Procedures and Concepts 69				
	Chance and Data Handling 71					Chance and Data Handling 67				
	Patterns and Functions 69					Patterns and Functions 67				
	Problem Solving 67					Problem Solving 67				
	Number Sense 67					Number Sense 62				



**Student Achievement
East Middle School**

2006 MCA-II (Year 1)

	Grade 6 Math		Grade 6 Reading	
	% Proficient	Avg. Score	% Proficient	Avg. Score
East Middle	81.7	662.6	93.0	665.0
Wayzata	83.3	662.5	89.3	663.8
State	59.2	652.0	71.6	656.0

	Grade 7 Math		Grade 7 Reading	
	% Proficient	Avg. Score	% Proficient	Avg. Score
East Middle	83.3	761.9	85.6	762.6
Wayzata	85.8	763.0	89.1	764.0
State	57.5	751.2	66.6	754.6

	Grade 8 Math		Grade 8 Reading	
	% Proficient	Avg. Score	% Proficient	Avg. Score
East Middle	76.0	859.0	85.8	860.3
Wayzata	80.7	860.0	87.1	861.1
State	56.7	850.8	64.6	853.3



**East Middle School
Student Achievement**

Wayzata Achievement Level Testing

SS = Average Scale Score

PR = Average National Percentile Rank

2005-2006 WALT Reading	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	224	74	227	72
District	224	74	228	75
National	217	50	220	50

2004-2005 WALT Reading	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	224	71	228	73
District	225	74	229	75
National	217	50	221	50

2003-2004 WALT Reading	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	225	74	228	73
District	226	77	230	78
National	217	50	221	50

2002-2003 WALT Reading	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	224	71	227	70
District	225	74	228	73
National	217	50	221	50



East Middle School Student Achievement

Wayzata Achievement Level Testing

SS = Average Scale Score

PR = Average National Percentile Rank

2005-2006 WALT Math	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	241	87	244	82
District	240	85	246	85
National	224	50	229	50

2004-2005 WALT Math	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	240	86	244	81
District	240	86	244	81
National	220	50	227	50

2003-2004 WALT Math	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	239	84	243	80
District	238	83	243	80
National	220	50	227	50

2002-2003 WALT Math	Grade 6		Grade 7	
	SS	PR	SS	PR
East Middle School	240	86	239	73
District	238	83	241	76
National	220	50	227	50



Staff Demographics

(Please insert data provided by Human Resources Department.)

Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)				Education Profile of Staff (Percent of Licensed Staff by education/training)		
1 st Year	2 - 7	8 - 20	20+	BA	Masters	Doctorate
18%	42%	27%	13%	36%	64%	0%

Staff Roster

(Please include job title and grade level-data provided by Human Resources Department.)

Last Name	First Name	Area	Grade(s)
Andrews	Timmie	Paraprofessional	
Backes	Brenda	Sixth Grade	6
Bader	Ann	Paraprofessional	
Baker	Katie	Music/Vocal	6, 7, 8
Benezra	Beth	Media Specialist	6, 7, 8
Blevins	Jennifer	Science	7
Bloomquist	Shelly	Physical Education/Health	6, 7, 8
Boltin	Erin	Sixth Grade	6
Bongoye	Gideon	Custodian	
Bostrom	Terri	Industrial Tech	6, 7, 8
Bowar	Melissa	Mathematics	7
Cartford	Barbara	World Language	6, 7, 8
Corens	Kristi	Science	7
Critzer	Scott	Music/Band (C&I)	6, 7, 8
Dalbey	Lance	Communications	7
Ditter	Pam	Paraprofessional	
Duffy	Brenna	Paraprofessional	
Eberhardt	Jim	Sixth Grade	6
Efta	Pat	AOM Para	
Emry	Dani	Health Para	
Fischer	Phyllis	Family Consumer Science	6, 7, 8
Gagstetter	Jeff	Phyliscal Education/Health	6, 7, 8
Gjevre	Katie	Mathematics	8
Gruidl	Barb	Food Service	
Haas	Deb	Food Service	
Hanke	Cindy	Mathematics	7
Hanlon	Tom	Q Comp	
Hannon	Joseph	Sixth Grade	6
Hatcher	Irene	Food Service	
Helmke	Elisa	Sixth Grade	6
Henke	Linda	Physical Education/Health	8
Hill (Carlson)	Kathryn	Science/Social Studies	7
Huber	Jessi	Science	8
Johaneson	Linda	Art	6, 7, 8
Johnson	Amanda	Spec Ed	on leave
Johnson	Nicole	Communications	8
Johnson	Kay	Paraprofessional	
Johnston	Joanna	Evaluator	
Kim	Sue	Music/Band (C&I)	6, 7, 8
Kinzler	Catherine	Social Studies	7
Leonard	Julie	Paraprofessional	
Maddox	Kim	Paraprofessional	
Mathieson	Mary	Secretary	
Metzler	Jeff	Math	8
Miller	Curtis	Social Studies	7
Misuraco	Nicole	Science	8
Monson	Dee	Paraprofessional	
Murray	John	Custodian	
Narveson	Carolyn	Food Service	
Ness	Donna	Spec Ed	7
Norton	Kristi	Read 180 (CD)	

Ophoven	Lisa	Sixth Grade	6
Orcutt	Erica	Physical Education/Health	8
Patrias	Launa	Food Service	
Peters	Karen	Diversity/Cultural Proficiency	
Petersen	Sue	ELL	6, 7, 8
Peterson	Kristin	Spec Ed	6
Pieper	Thomas	Music/Orchestra (C&I)	6, 7, 8
Pote	Kevin	Sixth Grade	6
Rebai	Amy	Speech	
Redman	Irene	Food Service	
Reents	Brad	Custodian	
Rice	Mike	Diversity	
Schaeffer	Rachel	Communications	8
Scheidler	Matthew	Social Studies	8
Schumacher	Liz	Paraprofessional	
Sherman	Jed	Custodian	
Siegrist	John	Physical Education/Health	8
Simson	Kathy	Vision 21	6, 7, 8
Slater	Curt	Associate Principal	
Snuggerud	Dave	Sixth Grade	6
Sonju	Kristen	Counselor	
Stanga	Sarah	Paraprofessional	
Stewart	Laura	Sixth Grade	6
Stirratt	Andrea	Multicultural Advocate, ALC	8
Stokes	Otis	Communications	7
Thingvold	Gail	Food Service	
Thomas	Nancy	Social Studies	8
Tinglestad	Jerry	Custodian	
Trewick	Mike	Principal	
Van Dunk	Amy	Social Worker	
Warfield	Trish	Paraprofessional	
Whaley	Gloria	Psychologist	
Youngstrom	Madeline	Paraprofessional	

Music Visioning Process

History

- Last spring Jane Sigford was given the charge to establish a committee to derive descriptors of a music program that is a model of excellence for the 21st century.
- A committee of teachers who represented each of the music areas—elementary, vocal, band, and orchestra—parents from WMEB, and Jane Sigford have met over the past few months to have this discussion.

Process

- We used Jim Collins' *Good to Great: Social Sector* as a model to derive indicators.
- Over several meetings the committee derived indicators and got feedback from other teacher and parents. We currently have a document from the overall committee and from the parents.
- Then each group took the indicators to their respective groups and came up with ideas of how to implement.. I received documents that had proposals, action plans, and follow to the indicators.
- Realizing that many of the recommendations need to have money and time behind them and that more voices need to enter the conversation, we moved the curriculum review cycle up so that we can have money and time devoted to the discussion. Plus, we can enlist more voices in the discussion, e.g. administrators, parents, students and all the staff.
- The review cycle that was completed 4 years ago was very well-done and will stand. The task will be to marry the visioning from this committee into the curriculum to see where, and if, we need to make changes.

Next Steps

- I have posted for a half-time music coordinator as a TOSA (Teacher on Special Assignment) to work through the process next year.
- A curriculum review team consisting of staff, parents, administrators, and students will be formed.
- One of the first tasks will be to marry the visioning statements with indicators to the visioning statements from the review cycle.
- The committee will have to define a 21st century music program of excellence.

3/27/2007

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- Then the committee will look at the recommendations as established in the previous cycle, and the possibilities that were generated as part of our visioning committee to make recommendations.
- Next we will decide which of those recommendations will be implemented, recognizing that not everything will be.
- We will make a presentation to the C & I Board sub-committee and then to the Board of Education.
- Finally, we must implement.

- Process
- We used Jim Collins' "Good to Great: Social Sector as a model to derive indicators.
 - Over several meetings the committee derived indicators and got feedback from other teacher and parents. We currently have a document from the overall committee and from the parents.
 - Then each group took the indicators to their respective groups and came up with ideas of how to implement. I received documents that had proposals, action plans, and follow to the indicators.
 - Realizing that many of the recommendations need to have money and time behind them and that more voices need to enter the conversation, we moved the curriculum review cycle up so that we can have money and time devoted to the discussion. Plus, we can enlist more voices in the discussion, e.g. administrators, parents, students and all the staff.
 - The review cycle that was completed 4 years ago was very well-done and will stand. The task will be to marry the visioning from this committee into the curriculum to see where, and if, we need to make changes.

- Next Steps
- I have posted for a half-time music coordinator as a TOSA (Teacher on Special Assignment) to work through the process next year.
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 - The committee will have to define a 21st century music program of excellence.

3/27/2007
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3/27/2007 2
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Document # 1

(*These indicators are the result of work done by the Music Education Visioning Task Force established in June of 2006. Members of the committee were: Virginia Gardner, elementary music; Katie Baker, middle school-vocal; Rebecca Wyffels, high school-vocal; Scott Critzer, middle school-band; Chip Williams, high school-band; Mark Gitch-high school orchestra; Kathy Ernst, Kathy Burkett, and Pat Muradian, parents; Jane Sigford, curriculum director.

This document was the work product of the entire committee.)

The Wayzata Public Schools recognizes the following as indicators* of an excellent music program:

- Students are musically literate, technically competent, and artistically sophisticated.
- Students are inspired to embrace music as a means of illuminating our shared humanity.
- Highly qualified faculty incorporate model instruction, based on research and experience, for all levels of learners throughout all program offerings.
- Comprehensive program offerings in band, choir, orchestra, general music, and, at the high school, college preparatory classes. Program offerings remain open to the possibilities of emerging music disciplines.
- Important data, including student achievement and resource needs and allocation, is systematically tracked and reviewed to generate appropriate responses to student and organizational needs.
- All stakeholders, including students, staff, administration, parents and the community, collaboratively utilize their combined strengths and experiences to further improve instructional opportunities for all students.

Document 2

++These indicators were completed by a committee of parents, including Mary Hoffer, Ian Vayne, Gina Chamberlaine, Rebecca Olmscheid, Rich Frevert, Pat Muradian, Kathy Burkett, Eric Mueller, Kathy Ernst. ++

The parents of Wayzata music students recognize the following as indicators of an excellent music program:

1. The school board, district administrators, building principals, and teaching staff value music as an academic subject and recognize, as demonstrated by funding, programming, scheduling, that through the study of music students are capable of achieving important educational goals such as cognitive, emotional and social development, self-discipline, self-esteem, creativity, and cooperative skills.
2. Every District 28r student, regardless of race, gender, or economic status:
 - Is musically literate by the end of fifth grade
 - Knows the basics of playing at least one instrument, singing in a choral ensemble, or composing by the end of eighth grade (does not preclude starting instrumental instruction before middle school).
 - Who chooses to continue musical instruction in high school, increases his/her individual musical abilities and artistic sophistication.
3. The curriculum that guides the student learning is intentionally balanced between providing musical experiences and teaching musical skills.
4. Curriculum goals, learning activities, student outcomes, and expected K-12 progress are clearly communicated to parents and students at every grade level.
5. Conditions are continuously examined to remove barriers to student success in learning and enjoying music.
6. State-of-the-art educational and musical technology is utilized at all levels to inspire and engage students and help them learn more efficiently.

++Document 3: This document was prepared by Kathy Ernst with input from Mark Gitch, hs orchestra teacher.

Indicators of Excellence

Music Education Visioning Task Force Wayzata Public Schools

The Wayzata Public Schools and its many stakeholders recognize that an excellent music program begins with a community, school board, administration and staff that values music as an academic subject and recognizes, through funding, programming and scheduling, that through the study of music students are capable of achieving important educational goals such as cognitive, emotional and social development, self discipline, self esteem, creativity and cooperative skills.

The following can serve as leading indicators of an excellent music program:

1. Every District 284 student, regardless of race, gender or economic status, is musically literate, technically competent and artistically sophisticated.
2. Students have the opportunity to be engaged in the study of music through multiple modalities, including comprehensive programs in general music (including college preparatory courses), band, choir and orchestra, as well as emerging and non-traditional music disciplines.
3. Highly qualified faculty incorporate model instruction, based on research, experience and state and national standards, for all levels of learners throughout all program offerings.
4. Curriculum goals, learning activities, student outcomes, and expected K-12 progress are clearly communicated to parents and students at every grade level.
5. Important data, including student achievement, is systematically tracked and conditions are continuously examined to remove barriers to student success.
6. All stakeholders, including students, staff, administration, parents and the community, will collaboratively utilize their strengths and experiences to further improve instructional opportunities for all students.
7. Students are inspired to embrace music as a means of illuminating our shared humanity.

Elementary Survey: Reactions to Indicators of Excellence in The Twenty First Century

- 1. All of us are in agreement that the ideal scenario at the elementary level would be daily classes of music instruction, that we can make our own opportunities for "informances" within our buildings, as needed, that a Fine Arts Coordinator would be a wonderful thing, and that a district Honors Choir at Elementary level would be a good experience, as long as it does not interfere with the individual school choirs already in existence. The children selected to be in it from each school would need to be enriched and inspired by this extra-curricular experience.**
- 2. We do not believe that student / music teacher ratios have, or will ever be established, due to the differences in situations within the buildings.**
- 3. We already give the children many experiences in playing, listening, moving, performing, and their grades are based on demonstrating their own skill levels to us.**
- 4. Many of our elementary schools have grade level programs at every level already. Cooperation between the grade level teachers and the principals is what makes the difference as to how many grade level programs are actually performed.**
- 5. A program of excellence should have opportunities for Artist-in-residence programs within the schools and concerts performed by local artists, who would show the children how they could use their musicianship to accomplish many goals in their life. We already know music training makes children smarter and more successful.**
- 6. A program of excellence should give teachers more resources, such as needed musical instruments, recordings, and computer software/ lab opportunities.**
- 7. If a Benchmark Assessment test at the end of Fifth Grade is necessary and meaningful, the Middle school teachers need to collaborate with the Elementary level in creating this document. What are we trying to prove? How will it help Middle school make improvements in their programs?**
- 8. We feel the Middle school music programs need to become better organized and offer equal opportunities for their students. Children should not be thrown into choir in sixth grade as a punishment for not wanting to play a band or string instrument. Also, same sex choirs have been used very successfully in other school districts, and it sounds like a good time to begin the dialogue and make it happen.**

From: Rebecca Wyffels
To: Jane.Sigford@wayzata.k12.mn.us
Date: 1/19/2007 2:07 PM
Subject: secondary vocal music goals for Jan 24 meeting

CC: katie.baker,Jeff.Dahl@wayzata.k12.mn.us,Chris.larson,Jill Bowman-Cashman
Jane,

The Secondary Vocal Department has two immediate goals for consideration by the Music Visioning Committee. We look forward to the opportunity to present these on January 24 at 4:00.

They are:

1. Gender based choir scheduling in grades 7 and 8 in every middle school in our district.

Currently, plans are underway for 7th grade choirs at East and Central to be gender based as no additional cost to the District. West lacks the necessary staffing in band to be configured like Central and East Bands...which are scheduled based upon instrument section. If West gains the same configuration in band scheduling that Central and East have, choir sections scheduled by gender would be obtainable at little or no additional cost.

Jenny Berg and Mike Trevick were present at the American Choral Director's Association of MN fall clinic, gaining insight into the importance of gender based scheduling for successful middle school choral programs.

It should be stated that the bigger goal is for our 8th Grade Choirs to be gender based. 8th Grade is the grade during which the greatest vocal change takes place for most adolescent singers. We seek administrative support for this initiative.

2. Course offerings for 7th and 8th grade students in all middle schools which include a non-performance based encore class in music for those students who do not choose choir, band or orchestra. Possible units could include; guitars, keyboards, computer music technology, African Drumming.

Currently, course offerings for music classes in our middle schools are inconsistent. Although music is required, there are limited or no options for those students who are not interested in performing groups.

Rebecca Wyffels

Action Plan for Improvement

Goal: 100% of 6th grade orchestra students will be placed in groups according to demonstrated skills and musical abilities ("Blue Orchestra" for beginners and "Gold Orchestra" for experienced students).

Student/Stakeholder Focus: Addresses two of six department indicators of an excellent music program (literacy/competency/sophistication, tracking student achievement). Proposed implementation will be aligned with the district goals of more client-centered and individualized models for instruction.

Evidence of need: Although some progress has been made in this area, the need to teach beginning students separately from those with previously acquired skills has not been fully addressed. Doing so should improve student learning and increase customer satisfaction.

Process(es)	Leadership	Information	Faculty & Staff Focus	Resources Needed	Results	Timeline
What things do we need to do within our system to help us achieve the goal?	Who will provide the leadership to ensure this process is implemented?	What info do we need to develop this process?	What skills, knowledge abilities or opportunities are needed by our work core?		What evidence will we have that our plan (or this part of our plan) has been effective?	
Identify beginning and experienced 6 th grade students early in the registration process.		Auditions.				Spring 2007 or
Provide clear information to administrative teams on student placement.						Spring 2007
Administrative teams place students according to abilities.						Spring 2007
Implement instructional strategies specific to differentiated groups.						Fall 2007

Wayzata Public School Orchestra Program

Action Plan for Improvement

90% of 6th and 9th grade students will demonstrate instrumental skills at or above grade level by the spring of 2008.

takeholder Focus: Addresses two of six department indicators of an excellent music program (literacy/competency/sophistication, tracking student growth). Proposed implementation will be aligned with the district goals of more client-centered and individualized models for instruction.

of need: We believe that the string curriculum adopted by the district in 2004 is markedly disconnected from actual classroom practice. A lack of formal norms or benchmarks limits our ability to adjust instruction to meet curricular objectives. We believe that collecting data on student progress can also serve as a tool for program development and student improvement.

Issues	Leadership	Information	Faculty & Staff Focus	Resources Needed	Results	Timeline
How do we need to adjust the system to meet the goal?	Who will provide the leadership to ensure this process is implemented?	What info do we need to develop this process?	What skills, knowledge abilities or opportunities are needed by our work core?		What evidence will we have that our plan (or this part of our plan) has been effective?	
Provide for the future to the current		Current research Current best practices		Planning time and compensation	District string faculty will share a consensus view on the curriculum.	Spring 2007
Assessment We as indicators.					2-3 benchmark indicators will be identified.	Spring 2007
mark nd unctional						Spring 2007
unctional						Fall 2007
ments and nt data.						Spring 2008.
s and plan						Spring 2008

Wayzata Public School Orchestra Program Action Plan for Improvement

Goal: Implement string instrument instruction beginning in the fourth grade.

Student/Stakeholder Focus: Addresses three of six department indicators of an excellent music program (literacy/competency/sophistication, model practices and stakeholder involvement) and is aligned with the district goals of more client-centered and individualized models for instruction.

Evidence of need: Although the orchestra faculty embraces as our top priority the need to improve educational excellence for students learning within our current 3-12 curriculum, research, commonly accepted best practices and comparison to comparable districts all demonstrate that the Wayzata orchestra program cannot become a model of excellence for all learners without a beginning program in the elementary schools.

Process(es)	Leadership	Information	Faculty & Staff Focus	Resources Needed	Results	Timeline
What things do we need to develop within our system to achieve the goal?	Who will provide the leadership to ensure this process is implemented?	What info do we need to develop this process?	What skills, knowledge abilities or opportunities are needed by our work core?		What evidence do we have that our plan or part of our plan has been effective?	
Develop philosophical, pedagogical and practical applications in support of this change.		Current research Current best practices Formal area comparison		Planning time and compensation	Information has been gathered and disseminated.	
Develop stakeholder relationships necessary for implementation.		Who are the effected stakeholders?			Effected stakeholders acknowledge meaningful inclusion in the planning process.	
Develop implementation procedures (timeline, daily edule, etc.)						
Develop budget				Staff Materials Instruments (?)		
Implement 4 th grade string program.						Fall 2007 or 2008.

Sample #1

a. Here is where we want to get to-

Better student retention in terms of overall numbers, best players & balanced instrumentation

b. Here is how we want to get there-

- More performance opportunities, especially for middle school band students
- Clear, consistent and accurate information provided to students about how band relates to other school classes
- Greater individualized attention
- Special opportunities for best players and unique instrument groups
- Monitor our instrumentation to maintain balance

c. To achieve this, this is what we need-

- Have more in-the-community type concerts and/or field trip performances for middle school students
- Encourage more participation by students in special performance opportunities such as honor bands, solo/ensemble contests, etc.
- Better communication with band families and students
- "Meeting of the minds" with middle school and high school guidance counselors regarding consistent registration information being provided to students
- Give more feedback to individual students (and parents) about music skills- especially best students
- Correct band staffing inconsistencies at West Middle School
- If practical, provide occasional mentoring by high school students to middle school band students
- Bring in clinicians on unique instrument groups to make them feel important and valued in the band program.
- Adjust instrumentation to maintain balance from year to year

Sample #2

a. Here is where we want to get to-

Half-time (.5) Music Coordinator in the Wayzata Public Schools

b. Here is how we want to get there-

- Define position
- Request position

c. To achieve this, this is what we need-

- Time and money for a sub-committee to work on this project
- Research/investigate how this type of position works in other school districts
- Write a job description that would justify the time and money for this position
- Ask the district to approve the concept and provide the financial support necessary

Budget Update for 2007-08

Attached is a budget projection covering the next four years. Also attached is a spreadsheet showing the budget requests submitted by the Administrative Council.

The budget projection is intended to be a realistic, but somewhat conservative estimate of the district's general fund budget picture. It includes a 3% increase per year in the general education basic formula. Referendum revenue is also increased because the voters have already approved an increase in the referendum amount. Most other state aid items are increased only slightly, if at all. Other revenues are generally increased very modestly to reflect inflation, or not at all. On the expenditure side, it includes reasonable assumptions about the inflation in employee salaries, health insurance costs, and other goods and services. It also includes additional spending of \$300,000 for 2007-08.

The budget requests were reviewed by a committee consisting of the superintendent, some principals, and cabinet members. The committee developed two lists: a list totaling approximately \$300,000 and one totaling approximately \$500,000. The business manager recommends waiting until the Legislature has finished its work before deciding on these items, but believes that it is quite likely that the district's budget will be able to absorb at least the \$300,000 increase.

Some of the items in the \$300,000 list should be decided now in order to allow enough time to begin making staffing decisions. These items are shown in boxes and total \$59,250 in cost for 2007-08. The Administration recommends that these items be approved now. If later the Board decides not to adopt the \$300,000 in budget additions, these items would have to be included, at least for 2007-08.

April 17, 2007

NEUTRAL FORECAST APR 2007

GENERAL FUND - GENERAL ACCOUNT FUND BALANCE HISTORY

	Undesig. Fund	As Pct. of	Balance per Pupil
Date	Balance	Expenditures	Unit (Wtd. ADM)
6/30/02	4,112,180	5.67%	371
6/30/03	4,736,960	5.99%	417
6/30/04	5,029,590	6.59%	443
6/30/05	6,996,426	8.28%	616
6/30/06 (Actual)	6,735,123	6.90%	588
6/30/07 (Est)	7,193,697	7.25%	628
6/30/08 (Est)	7,943,902	7.82%	694
6/30/09 (Est)	7,683,768	7.33%	674
6/30/10 (Est)	7,026,771	6.51%	616

SUMMARY OF REVENUES, EXPENDITURES, AND FUND BALANCE

	2005-06	2006-07	Pct.	2007-08	Pct.	2008-09	Pct.	2009-10	Pct.	2010-11	Pct.
	Audited	Final Budget	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge
Total General Fund Rev's & Trfers	83,592,365	95,554,725	14.3%	99,677,232	4.3%	101,904,185	2.2%	104,185,284	2.2%	106,721,725	2.4%
Total General Fund Expenditures	84,497,952	97,674,321	15.6%	99,176,452	1.5%	101,553,979	2.4%	104,845,418	3.2%	107,878,721	2.9%
Change in Fund Balance	(905,587)	(2,119,596)		500,780		350,206		(660,135)		(1,156,996)	
Use of Designated Reserves	644,285	639,494		0		400,000		400,000		500,000	
Use of Desig., Unreserved	(261,303)	1,437,896									
Year-end Fund Balance	6,735,123	6,692,917		7,193,697		7,943,902		7,683,768		7,026,771	
Pupil Units (WADM or MCADM)	11,365.25	11,450.00	0.7%	11,450.00	0.0%	11,450.00	0.0%	11,400.00	-0.4%	11,400.00	0.0%
Resident ADM	9,230.15	9,234.22	0.0%	9,235.00	0.0%	9,235.00	0.0%	9,235.00	0.0%	9,235.00	0.0%
Resident WADM (for referendum)	10,692.24	10,692.24	0.0%	10,700.00	0.1%	10,700.00	0.0%	10,700.00	0.0%	10,700.00	0.0%
Ext Time WADM	34.60	31.20	-9.8%	31.20	0.0%	31.20	0.0%	31.20	0.0%	31.20	0.0%
Choice is Yours WADM		225.65		225.65	0.0%	225.65		225.65		225.65	
Revenues per Pupil Unit	7,355	8,345	13.5%	8,705	4.3%	8,900	2.2%	9,139	2.7%	9,362	2.4%
Expenditures per Pupil Unit	7,435	8,531	14.7%	8,662	1.5%	8,869	2.4%	9,197	3.7%	9,463	2.9%
Fund Balance per Pupil Unit	593	585		628		694		674		616	
Fund Balance as % of Expenditures	7.97%	6.85%		7.25%		7.82%		7.33%		6.51%	

MAJOR ASSUMPTIONS USED IN MODEL

	2005-06 Audited	2006-07 Final Budget	Pct. Chge	2007-08 Estimate	Pct. Chge	2008-09 Estimate	Pct. Chge	2009-10 Estimate	Pct. Chge	2010-11 Estimate	Pct. Chge
General Education Formula Allowance	4,783.00	4,974.00	4.0%	5,123.22	3.0%	5,276.92	3.00%	5,435.22	3.00%	5,598.28	3.00%
Maximum Referendum Amount	907.65	1,389.11		1,609.28	15.8%	1,609.28		1,609.28		1,609.28	
Referendum Levy Amount	901.98	1,389.11		1,443.72	3.9%	1,487.03		1,531.64		1,577.59	
Teacher salaries - projected change in average compensation, existing teachers			3.50%		3.5%		3.5%		3.5%		3.5%
Other salaries - projected change in average compensation, other employees			3.00%		3.0%		3.0%		3.0%		3.0%
General Inflation Rates:											
Supplies and utilities			2.00%		2.0%		2.0%		2.0%		2.0%
Health Ins.			4.6%		4.0%		4.0%		4.0%		4.0%

Key Assumptions:

1. After 2006-07, model assumes annual increase in gen.edu.rev.allowance as shown above. All other revenue formulas based on current law.
2. Salaries for FY06 and FY07 are based on approved working agreement, if in place; thereafter assumptions are as shown.
3. Staffing for FY07 includes addition of referendum-funded positions plus Qcomp

GENERAL FUND REVENUE PROJECTION												
		2005-06	2006-07	Pct.	2007-08	Pct.	2008-09	Pct.	2009-10	Pct.	2010-11	Pct.
		Audited	Final Budget	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge
68	Basic Gen Ed Revenue	54,338,515	56,952,300	4.8%	58,660,869	3.0%	60,420,695	3.0%	61,961,555	2.6%	63,820,401	3.0%
69	TRA & PERA rate change adjust. H	(519,766)	(519,766)	0.0%	(305,601)	-41.2%	(305,601)	0.0%	(305,601)	0.0%	(305,601)	0.0%
70	Referendum levy/aid A	9,664,345	14,748,790	52.6%	15,723,973	6.6%	15,911,238	1.2%	16,388,575	3.0%	16,880,233	3.0%
71	Integration Revenue	1,015,148	1,053,400	3.8%	1,053,400	0.0%	1,033,400	-1.9%	1,028,800	-0.4%	1,028,800	0.0%
72	Integration--Alt. Attendance	64,942	87,552	34.8%	87,552	0.0%	87,552	0.0%	87,552	0.0%	87,552	0.0%
73	Equity Revenue	560,124	261,464	-53.3%	707,657	170.7%	707,657	170.7%	707,657	0.0%	707,657	0.0%
74	Compensatory Revenue B	310,979	431,870	38.9%	481,961	11.6%	497,694	3.3%	513,900	3.3%	530,591	3.2%
75	LEP Revenue	117,300	118,480	1.0%	120,840	2.0%	120,840	0.0%	120,840	0.0%	120,840	0.0%
76	Transportation Sparsity	2,499	2,593	3.8%	2,634	1.6%	2,634	0.0%	2,622	-0.4%	2,622	0.0%
77	Operating Capital	2,270,057	2,281,871	0.5%	2,296,985	0.7%	2,300,191	0.1%	2,299,266	0.0%	2,310,780	0.5%
78	Deferred Mntnce Revenue	0	0		565,346 new		588,857	4.2%	605,829	2.9%	625,371	3.2%
79	Transition Revenue	125,431	12,824	-89.8%	12,824	0.0%	12,824	0.0%	12,654	-1.3%	12,654	0.0%
80	Extended Time Revenue	159,195	143,551	-9.8%	143,551	0.0%	143,551	0.0%	143,551	0.0%	143,551	0.0%
81	Q-Comp Revenue		2,519,660		2,567,030	1.9%	2,567,030	0.0%	2,567,030	0.0%	2,567,030	0.0%
82	--Other Levies--											
83	Safe Schools Levy	308,718	304,356	-1%	306,935	1.2% F	309,150	0.7%	307,800	-0.4%	307,800	0.0%
84	Health Benefits	45,248	15,289	-66.2%	6,725	-56.0% F	0	-100.0%	0		0	
85	Ice Arena Operating	124,403	137,592	10.6%	158,719	0.2% F	161,893	2.0%	165,131	2.0%	168,434	0.0%
86	Building Lease	637,477	777,476	22.0%	795,209	0.2% F	811,113	2.0%	827,335	2.0%	843,882	2.0%
87	Tech Down Payment C	2,029,738	4,252,373	109.5%	4,250,000	-0.1% F	4,250,000	0.0%	4,250,000	0.0%	4,250,000	0.0%
88	Judgment	0	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%
89	Career Tech	100,577	100,577	0.0%	100,577	0.0% F	100,577	0.0%	100,577	0.0%	100,577	0.0%
90	Interest Conversion Levy	141,208	141,208	0.0%	LAPSED	0.0%		0.0%	0		0	
91	Levy Adjustments	(50,847)	(51,894)		(75,408)	45.3% F	0	0.0%	0	0.0%	0	0.0%
92	Net Delinquencies	29,881	(43,877)		(44,755)	2.0%	(45,650)	2.0%	(46,563)	2.0%	(47,494)	2.0%
93	Abatement Levy Reduct.	0	0		0		0		0	0.0%	0	0.0%
94	--Local Revenue--											
95	Tuition D	647,649	585,000	-9.7%	605,475	3.5%	626,667	3.5%	648,600	3.5%	671,301	3.5%
96	Interest E	740,035	664,000	-10.3%	650,000	-2.1%	650,000	NA	650,000	0.0%	650,000	0.5%
97	Fees, Admissions	1,282,994	1,159,545	-9.6%	1,177,703	1.6%	1,187,871	0.9%	1,195,860	0.7%	1,201,840	0.5%
98	Gifts	175,937	163,625	-7.0%	90,398	-44.8%	92,205	2.0%	94,050	2.0%	95,931	2.0%
99	Other (includes e-rate)	801,830	749,856	-6.5%	804,853	7.3%	820,950	2.0%	837,369	2.0%	854,117	2.0%
100	--Other State Revenue--											
101	Special Educ. Aid	4,579,076	4,575,000	-0.1%	4,800,000	4.9%	5,100,000	6.3%	5,200,000	2.0%	5,200,000	0.0%
102	School-to-Work Aid	77,708	96,000	23.5%	99,360	3.5%	102,838	3.5%	106,437	3.5%	110,162	3.5%
103	Sp Ed Excess Cost Aid	434,974	405,000	-7%	450,000	11.1%	200,000	-55.6%	200,000	0.0%	200,000	0.0%
104	Abatement Aid	0	0		0		0		0		0	
105	Nonpublic Transp Aid	422,648	450,000	6.5%	459,000	2.0%	468,180	2.0%	477,544	2.0%	487,094	2.0%
106	'Deseg. Transportaion Aid	739,919	684,686	-7.5%	698,380	2.0%	712,347	2.0%	726,594	2.0%	741,126	2.0%
107	Other State Aid G	112,726	66,000	-41.5%	67,320	2.0%	68,666	2.0%	70,040	2.0%	71,441	2.0%
108	Gifted Revenue	45,125	103,050	128.4%	103,050	0.0%	103,050	0.0%	102,600	-0.4%	102,600	0.0%
109	Grants	37,690	148,580	294.2%	38,444	-74.1%	39,213	2.0%	39,997	2.0%	40,797	2.0%
110	--Federal Aid--	2,018,882	1,976,694	-2.1%	2,016,228	2.0%	2,056,552	2.0%	2,097,683	2.0%	2,139,637	2.0%
111	Total Revenues excl H & S	83,592,365	95,554,725	14.3%	99,677,232	4.3%	101,904,185	2.2%	104,185,284	2.2%	106,721,725	2.4%
112	Health and Safety & Alt Facs	2,323,187										
113	Tot. Gen Fund Rev & Trfers	85,915,552	95,554,725	11.2%	99,677,232	4.3%	101,904,185	2.2%	104,185,284	2.2%	106,721,725	2.4%

115 **NOTES REGARDING REVENUES**

116 A Referendum allowance per pupil increases by 3% for inflation after 05-06; reaches maximum of \$1609 in FY12

117 B Increase at same percentage as gen ed formula allowance, adjusted for \$415 referendum takeover

118 C Tech down payment levy set at \$4.25 million per year.

119 D Increase in proportion to teacher salary increase

120 E Assumes rates will neither rise nor fall.

121 F Actual certified levy amounts.

122 G Other State Aid in FY06 includes one-time energy assistance of \$41,400

123 H TRA/PERA rate change adjustment changes in fy08 by .5% TRA rate increase.

124 I Health and Safety excluded except for base (audit) year

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133 GENERAL FUND EXPENDITURE PROJECTION

134		2005-06	2006-07	Pct.	2007-08	Pct.	2008-09	Pct.	2009-10	Pct.	2010-11	Pct.
135		Audited	Final Budget	Change	Estimate	Change	Estimate	Change	Estimate	Change	Estimate	Change
136	Salaries											
137	Administrative (110/122)	4,065,731	4,913,163	20.8%	5,060,558	3.0%	5,212,375	3.0%	5,368,746	3.0%	5,529,808	3.0%
138	Teachers (100/101/113/140/185/189)	29,253,174	34,452,839	17.8%	35,658,688	3.5%	36,906,742	3.5%	38,198,478	3.5%	39,535,425	3.5%
139	Lic. Inst. Support (120/121/143)	3,020,382	2,948,580	-2.4%	3,051,780	3.5%	3,158,593	3.5%	3,269,143	3.5%	3,383,563	3.5%
140	Non-Lic Classrm Personnel (141/166/168)	3,526,343	3,246,757	-7.9%	3,344,160	3.0%	3,444,485	3.0%	3,547,819	3.0%	3,654,254	3.0%
141	Non-Lic Inst. Support (144)	746,076	747,499	0.2%	769,924	3.0%	793,022	3.0%	816,812	3.0%	841,317	3.0%
142	Sub. Teacher (145/176/178)	987,256	997,151	1.0%	1,032,051	3.5%	1,068,173	3.5%	1,105,559	3.5%	1,144,254	3.5%
143	Non-Instr. Support (125/138/139/150-163)	5,060,985	4,728,520	-6.6%	4,870,376	3.0%	5,016,487	3.0%	5,166,981	3.0%	5,321,991	3.0%
144	Other Wage Pmts (173/174/179/180/182)	0	0		0		0		0		0	
145	Sabbaticals (109)	84,252	186,483	121.3%	193,010	3.5%	199,765	3.5%	206,757	3.5%	213,994	3.5%
146	Severance/ERI (111/112)	825,000	700,000	-15.2%	700,000	0.0%	700,000	0.0%	500,000	-28.6%	500,000	0.0%
147	Benefits											
148	Medical (221)	5,647,655	6,836,769	21.1%	7,110,240	4.0%	7,394,649	4.0%	7,690,435	4.0%	7,998,053	4.0%
149	Medical: Teachers		0		0		0		0		0	
150	Medical: Custodians		0		0		0		0		0	
151	Medical: All Other		0		0		0		0		0	
152	Medical: Post-Retirement (291) F	2,615,845	1,506,419	-42.4%	1,500,000	-0.4%	1,500,000	0.0%	1,500,000	0.0%	1,500,000	0.0%
153	Workers Comp Insurance (270) C	272,681	225,000	-17.5%	250,000	11.1%	260,000	4.0%	270,400	4.0%	281,216	4.0%
154	PERA (214) D	628,221	607,375	-3.3%	663,824	9.3%	712,213	7.3%	762,907	7.1%	816,795	7.1%
155	TRA (218) E	1,763,766	2,069,223	17.3%	2,355,810	13.9%	2,438,264	3.5%	2,523,603	3.5%	2,611,929	3.5%
156	FICA (210)	2,774,532	3,116,579	12.3%	3,290,008	5.6%	3,400,804	3.4%	3,515,348	3.4%	3,633,766	3.4%
157	Medicare (211)	651,830	736,324	13.0%	784,748	6.6%	811,125	3.4%	837,814	3.3%	866,007	3.4%
158	Life Ins. (227)	299,810	458,140	52.8%	473,419	3.3%	489,207	3.3%	505,523	3.3%	522,382	3.3%
159	LTD (240)	135,044	155,172	14.9%	160,347	3.3%	165,695	3.3%	171,220	3.3%	176,931	3.3%
160	Dental (235) C	395,558	482,725	22.0%	502,034	4.0%	522,115	4.0%	543,000	4.0%	564,720	4.0%
161	TSA/Deferred Comp (250) D	740,576	884,931	19.5%	915,904	3.5%	947,960	3.5%	981,139	3.5%	1,015,479	3.5%
162	Reemployment Comp (280)	14,753	30,000	103.3%	30,000	0.0%	30,000	0.0%	30,000	0.0%	30,000	0.0%
163	Other Employee Benefits & Charges (295)	17,174	50,000	191.1%	50,000		50,000		50,000		50,000	
164	Purchased Svcs											
165	Utilities excl fuels (338/333/332)	1,136,868	1,111,650	-2.2%	1,133,883	2.0%	1,156,561	2.0%	1,179,692	2.0%	1,203,286	2.0%
166	Prop/Liab Ins (340-343)	357,511	350,372	-2.0%	357,379	2.0%	364,527	2.0%	371,818	2.0%	379,254	2.0%
167	Transportation [360/441-442/445]	4,979,188	5,318,530	6.8%	5,424,901	2.0%	5,533,399	2.0%	5,644,067	2.0%	5,756,948	2.0%
168	Travel/Conv/Conf [366/368-369] A	543,931	1,190,510	118.9%	1,226,225	3.0%	1,263,012	3.0%	1,300,902	3.0%	1,339,929	3.0%
169	Tuition Paid to Other Dists [907] B	3,165,920	2,352,765	-25.7%	2,450,112	4.1%	2,535,866	3.5%	2,624,621	3.5%	2,716,483	3.5%
170	Pmts to OSD-Cost Sharing [390-391+ B	1,048,214	1,050,296	0.2%	1,087,056	3.5%	1,125,103	3.5%	1,164,482	3.5%	1,205,239	3.5%
171	Interdept Chargebacks [398]	(317,978)	(302,580)	-4.8%	(302,580)	0.0%	(302,580)	0.0%	(302,580)	0.0%	(302,580)	0.0%
172	All Other Purch Svcs [305/320/329/35 A	3,500,790	2,986,285	-14.7%	3,046,011	2.0%	3,106,931	2.0%	3,169,070	2.0%	3,232,451	2.0%
173	Supplies/Materials											
174	General Supplies 401-403/406-409]	1,267,795	971,446	-23.4%	990,875	2.0%	1,010,692	2.0%	1,030,906	2.0%	1,051,524	2.0%
175	Instructional Supplies [430/433/470]	1,108,356	1,142,335	3.1%	1,165,182	2.0%	1,188,485	2.0%	1,212,255	2.0%	1,236,500	2.0%
176	Fuels [331/440/455]	874,009	942,000	7.8%	960,840	2.0%	980,057	2.0%	999,658	2.0%	1,019,651	2.0%
177	Textbooks/Workbooks/Tests [460/461]	323,132	540,268	67.2%	551,073	2.0%	562,095	2.0%	573,337	2.0%	584,803	2.0%
178	All Other Supplies [310/315/334/490]	111,938	57,967	-48.2%	59,126	2.0%	60,309	2.0%	61,515	2.0%	62,745	2.0%

179	Capital Outlay												
180	Sites [505/510/511/896]		498,237	348,500	-30.1%	348,500	0.0%	348,500	0.0%	348,500	0.0%	348,500	0.0%
181	Buildings [520/522]	G	1,610,220	1,506,500	-6.4%	1,521,614	1.0%	1,524,820	0.2%	1,523,896	-0.1%	1,535,410	0.8%
182	Equipment [530]		297,942	357,812	20.1%	364,968	2.0%	372,268	2.0%	379,713	2.0%	387,307	2.0%
183	Capital Leases [535/589/580-581]		506,506	430,280	-15.0%	438,886	2.0%	447,663	2.0%	456,617	2.0%	465,749	2.0%
184	Vehicles [550]		15,376	65,000	322.7%	65,000	0.0%	65,000	0.0%	65,000	0.0%	65,000	0.0%
185	Technology [555]	I	510,719	177,374	-65.3%	39,288	-77.9%	39,288	0.0%	39,288	0.0%	39,288	0.0%
186	Other Expenses/Trfs												
187	Dues [820-821]	A	87,074	391,870	350.0%	399,707	2.0%	399,707	0.0%	399,707	0.0%	399,707	0.0%
188	All Other 800/900 Series [898/899/910/911]		3,535	573,365	16120%	584,832	2.0%	584,832	0.0%	584,832	0.0%	584,832	0.0%
189	Transfer to Const Fund		542,000	4,252,373		4,250,000	-0.1%	4,250,000	0.0%	4,250,000	0.0%	4,250,000	0.0%
190	Estimated Carryover (unspent)			1,438,031			-100.0%	0		0		0	
	Capital Reserve spending offset					(581,000)		(592,620)	2.0%	(604,472)		(616,562)	
191	Changes												
192	Integration Rev Adjustments			14,142		0		0					
193	Project Interconnect -Tech			1,315		0		0		0		0	
194	Staff Dev-Blue Ribbon & NWEA			7,500		0		0		0		0	
195	Transforming Counseling			15,850		0		0		0		0	
196	Capital Outlay			5,144		(15,654)		(15,967)	0	(16,286)		(16,612)	
197	Deferred maintenance					565,346		588,857		605,829		625,371	
198	Bld Allocation			24,115		0							
199	WMEP Local Support			51,751		0		0		0		0	
200	Other Final Budget Grants etc			221,906		0		0					
201	Budget Additions Spring 07					300,000		310,500		321,368		332,615	
202	Contingency					200,000							
203	Changes due to Retirements			0		(300,000)		(600,000)		(100,000)		(200,000)	
204	Changes due to growth			0		78,000		25,000		0			
205	Total Expenditures		85,697,927	97,674,321	14.0%	99,176,452	1.5%	101,553,979	2.4%	104,845,418	3.2%	107,878,721	2.9%
206	Less H & S		1,199,975			0		0		0		0	
207	Net Gen Fund Expenditures		84,497,952	97,674,321		99,176,452		101,553,979		104,845,418		107,878,721	
208													
209	NOTES ON EXPENDITURES												
210	A Travel etc increases as same rate as formula allowance due to staff dev setaside												
211	B Increase at same rate as teacher salaries												
212	C Increase at same rate as medical												
213	D PERA Rate increases enacted in 2005, phased in over next 5 years												
214	E TRA rate increase from 5% to 5.5% effective 7/1/07												
215	F Post-retirement health contribution reduced to \$1.5 million FY08 and following, assuming reaching full funding												
216	G Expend. on buildings is increased by amount of operating capital revenue increase in FY06 and after												
217	H For 05-06 and beyond, pay texts from operating capital acct. Reduce equip/bldgs to cover.												
218	J FY08 Technology expenditures reduced by \$138,086 from PY due to Microsoft Cy Pres grant expended												
219													
220													
221	Total Salaries (info. only)		47,569,199	52,920,992	11.3%	54,680,547	3.3%	56,499,641	3.3%	58,180,297	3.0%	60,124,605	3.3%
222													
223													

ENROLLMENT (HEAD COUNTS) BY GRADE ^A

	2005-06		2006-07		2007-08		2008-09		2009-10	
	Audited	B	Final Budget	C	Estimate		Estimate		Estimate	
Kindergarten	682		673		618		640		667	
1st Grade	687		714		703		646		668	
2nd Grade	689		703		725		711		654	
3rd Grade	721		709		726		748		734	
4th Grade	691		715		722		738		760	
5th Grade	746		725		738		736		753	
Total, K - 5	4,216		4,239	0.55%	4,232	-0.17%	4,219	-0.31%	4,236	0.40%
6th Grade	750		756		759		763		761	
7th Grade	811		793		797		785		790	
8th Grade	781		844		814		809		798	
Total, 6 - 9	2,342		2,393	2.18%	2,370	-0.96%	2,357	-0.55%	2,349	-0.34%
9th Grade	780		810		869		829		824	
10th Grade	780		804		813		872		832	
11th Grade	790		787		788		797		855	
12th Grade	734		792		773		773		782	
Total, 9 - 12	3,084		3,193	3.53%	3,243	1.57%	3,271	0.86%	3,293	0.67%
Total, All Grades	9,642		9,825	1.90%	9,845	0.20%	9,847	0.02%	9,878	0.31%

0.005

Pupil Unit Weighting (Info only)

Pre-K.	1.25	1.25	1.25	1.25	1.25
K-Hdcp.	1.00	1.00	1.00	1.00	1.00
Kindergarten	0.557	0.557	0.557	0.557	0.557
Grades 1-3	1.115	1.115	1.115	1.115	1.115
Grades 4-6	1.06	1.06	1.06	1.06	1.06
Grades 7-12	1.30	1.30	1.30	1.30	1.30

NOTES ON ENROLLMENT

A Data in this table are actual or projected "head counts," as of October 1, of pupils enrolled in ISD 284 schools.

Includes FAIR and IDDS. Does not include tuition students enrolled in other districts, or ALC.

B 2005-06 and 2006-07 data are actual October 1 enrollments. Out years are based on B. Lukermann projection dated Jan. 2007 (merged grade progression and numeric survival models)..

REQUEST	Original Request	Target \$300K	Target \$500K	
Elementary				
Convert office paras to 10 mo, 8-hour postions	\$100,000	\$50,000	\$75,000	Cost reduced--no class change
Middle Schools				
1.0 FTE Counselor at each MS	\$162,900		\$81,450	0.5 FTE at each MS
.5 FTE additional Read 180 tchr at each sch	\$81,450	\$81,450	\$81,450	
Security Monitors at each school--8 hrs	\$85,560			Low Priority
MS Keyboarding teacher --.5 FTE for district	\$27,150			Delete
High School				
Math Center --1 FTE for 10th Grade	\$54,300	\$54,300	\$54,300	
Counselor -- 1 FTE	\$59,730		\$29,865	0.5 FTE
Secondary Instruction and Technology Repair				Delete
ALC				
HS--.33 FTE math		included	included	\$17,919 revenue offset or use reserve
HS--.33 FTE science		included	included	\$17,919 revenue offset or use reserve
HS--.33 FTE work experience coord.		included	included	\$17,919 revenue offset or use reserve
EMS--.5FTE Lang Arts or Soc Studies	\$27,150			
EMS--.5 FTE Math	\$27,150	\$27,150	\$27,150	drop one 0.5 FTE
EMS--6 hour para	\$21,390		\$21,390	
Special Services				
Deaf/HH teacher 1.0 FTE	(\$20,000)	(\$35,000)	(\$35,000)	Revised savings estimate
Setting 3 Related Service Professional 2.7 FTE	\$54,300	\$54,300	\$54,300	state aid approx 1/2 in 2 years
		(\$21,000)	(\$21,000)	Excess cost aid increase
	(\$77,390)			Fed savings of \$77,390 net
School Psychologist (replace contract) 1.0 FTE	\$60,000			Replace contract but keep in Federal
EBD Teacher @ WHS 1.0 FTE	\$54,300	\$54,300	\$54,300	State aid approx 1/2 in 2 years
		(\$41,000)	(\$41,000)	Excess cost aid & tuition billing
Health para support at WHS	\$3,224		\$3,224	

Districtwide Administration

Assessment: Add 1 hour to Secretary	\$6,500	\$6,500	\$6,500	
C & I: 1.5 FTE Resource teachers	\$81,450	\$54,300	\$81,450	Fund 1.0 FTE at 300K level
Human Resources: Clerical to 8 hr, 12-month	\$18,649	\$18,649	\$18,649	
Transportation: Clerical from 1/2 to 1.0 FTE	\$25,155	\$0	\$0	Deseg aid, fed special ed aid covers

Athletics and Activities

Athletics uniforms	\$0	\$0	\$0	
Supplies etc. for new & increased activities	\$7,500	\$5,000	\$5,000	

Total, all requests	\$860,468	\$308,949	\$497,028	
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In boxes: items recommended for immediate approval at total net cost of \$59,250

Memo

To: Board of Education
Superintendent Ostlund

From: Linda Aleksey, Benefits Coordinator
Annie Dougherty, Executive Director of Human Resource Services
Alan Hopeman, Executive Director of Finance

Date: April 19, 2007

Re: Preliminary Health Insurance Rates

Based on a three-year claims history, the re-insurance carrier, ING, initially recommended a 4.6% premium increase using a medical inflation trend of 17%.

The District 284 Insurance Committee met on Wednesday, April 18, 2007 to finalize their recommendation to the Board. At the May 14th Board meeting, several plan design changes will be recommended which result in a 3% increase in the overall group health plan renewal.

We would like to thank the Insurance Committee Members for their commitment of time and thoughtfulness to this important employee benefit.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - May 14, 2007 - 7:00 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 1. Regular Meeting - April 9, 2007
 - B. Finance and Business Recommendations
 - C. Bid Award: Pavement Rehabilitation
 - D. Human Resource Recommendations
 - E. Resolution for Membership in the Minnesota State High School League for 2007-2008
 - F. Required Board Review of Policies (per 3-year cycle)
 1. Proposed Amendments to Board Policies and Regulations - Second Reading and Adoption
 - a. Proposed Board Policy and Regulations 605 and 605-R - "Teaching About Religion"
 - b. Proposed Board Policy and Regulations 609 and 609-R - "Commercial Media Use"
 - c. Proposed Board Policy and Regulations 612 and 612-R - "Student Overnight Travel"
 - d. Proposed Board Policy and Regulations 620 & 620-R - "Student Activities Fees"
 - e. Proposed Board Policy and Regulations 621 and 621-R - "Interscholastic Athletics"
3. STUDENT CURRICULUM PRESENTATION
 - A. East Middle School Student Presentation
4. RECOGNITIONS
 - A. May Employee of the Month -
 - B. Wayzata Public Schools 2007 Retirees
 - C. Robert D. Snyder Memorial Scholarship Awards - 7:10 p.m.
 - D. Elementary Student Recognition
 1. Knowledge Master Open
 2. Continental Math League
 - E. Middle School Student Recognition - 7:35 p.m.
 1. American Mathematics Competitions
 2. Minnesota Band Directors Middle Level Honor Band
 3. Lego League
 4. Minnesota Math League
 - F. High School Student Recognition - 8:35 p.m.
 1. Chemistry Olympiad
 2. Business Professionals of America
 3. Future Problem Solvers
 4. SkillsUSA
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
 - A. Student Council
 - B. Empty Bowls - May 24, 2007 - Pat Gleason

6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS

A. Superintendent

1. Proposed New Board Policies and Regulations - First Reading
 - a. Board Policy and Regulations 629 & 629-R - "Alternative Instruction"
 - b. Board Policy and Regulations 630 & 630-R - "Home Schooling"
 - c. Board Policy 729 - "Video Recording On School Buses"
 - d. Board Policy 806 - "Video Surveillance And Recording Other Than On Buses"
2. Proposed Amendments to Board Policies and Regulations (Minor Changes) - First Reading
 - a. Board Policy 724 - "Student Transportation Services - Walkers and Riders"
 - b. Board Policy 726 - "Student Transportation Management Services-Nonpublic (Within School District)"
 - c. Board Policy 728 - "Operation of District-Owned Activity Bus"
 - d. Board Policy and Regulations 804 & 804-R - "Emergency Closings"
3. Proposed Amendments to Board Policies and Regulations (Major Changes) - First Reading
 - a. Board Policy and Regulations 723 & 723-R - "Student Transportation Safety"
 - b. Board Policy and Regulations 725 & 725-R - "Student Transportation Management Services-Nonpublic (Outside School District)"
4. Required Board Review of Policies (per 3-year cycle)
 - a. Proposed Amendments to Board Policies and Regulations - Second Reading and Adoption
 1. Proposed Board Policy and Regulations 601 and 601-R - "Graduation Requirements"
 - b. Board Policies and Regulations (No Changes) - First Reading
 1. Board Policy 622 - "Student Organizations"
 2. Board Policy and Regulations 623 & 623-R - "Instructional Program Planning, Evaluation, and Reporting"
 3. Board Policy and Regulations 624 & 624-R - "Student Progress Reports to Parents"
 4. Board Policy and Regulations 625 & 625-R - "Credit For Learning"
 5. Board Policy 626 - "Nonpublic Student Participation"
 - c. Proposed Amendments to Board Policies and Regulations (Minor Changes) - First Reading
 1. Board Policy and Regulations 617 & 617-R - "School Volunteers"
 2. Board Policy and Regulations 627 & 627-R - "Instruction Concerning Controversial Topics"
 3. Board Policy and Regulations 628 & 628-R - "Copyright Laws"
 4. Board Policy and Regulations 631 & 631-R - "Technology Use"

B. Curriculum and Instruction

1. Approval of Proposed East Middle School Site Plan - Mike Trewick

C. Finance and Business Services

1. Monthly Financial Reports

D. Human Resource Services

7. OTHER BOARD ACTION

A. Changes to School Board Meeting Schedule

B. Appointment of Representative to Intermediate District 287 Board -

8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD

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

9. BOARD REPORTS

10. NEW BUSINESS

11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – April 23, 2007

AGENDA SECTION: 7. Adjourn

ITEM: _____

COMMENTS BY: Board Chair Cohen

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