

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - May 21, 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. Alternative Compensation Update - Mary McKasy | 4 |
| | B. Update on Administrative Professional Development - Annie Doughty, Jane Sigford | 27 |
| 3. | CURRICULUM AND INSTRUCTION | |
| | A. Central Middle Site Plan Presentation - Steve Root | 36 |
| 4. | FINANCIAL | |
| | A. Draft of Preliminary Budget for 2007-2008 - Alan Hopeman | |
| 5. | HUMAN RESOURCES | |
| 6. | SCHOOL BOARD | |
| | A. Partisan Politics Guidelines - Linda Cohen, Susan Droegmueller, Gary Landis and Bob Ostlund | 54 |
| | B. Tentative Board Agenda for June 12, 2007 - Linda Cohen, Board Members, Bob Ostlund | 55 |
| 7. | ADJOURN | 57 |

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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 – May 21, 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



Alternative Compensation Plan 2006-2007



Vision



Wayzata's primary goal is to increase student learning by providing each teacher with the support and tools to maximize his or her effectiveness as a teacher and encourage professional growth throughout the teacher's career.



Peer Coaches



- ⌘ Cultural Shift
- ⌘ Collaboration
- ⌘ Trusting Relationships
- ⌘ Reflection

Site Goal



- ⌘ Provided a building focus
- ⌘ Encouraged teacher leadership & professional growth
- ⌘ Required data driven decisions
- ⌘ Promoted data retreat

Academy for Wayzata Educators



- ⌘ Promoted teacher leadership
- ⌘ Organized learning opportunities
- ⌘ Provided choices
- ⌘ Encouraged collaboration & reflection
- ⌘ Related to student achievement



Coaching/Evaluation



- ⌘ Raised an awareness
- ⌘ Discussed effective teaching practices
- ⌘ Promoted reflective conversations
- ⌘ Encouraged self-reflection

Challenges



- ⌘ Multiple initiatives
- ⌘ MAP data/MCA results
- ⌘ Inter-rater reliability
- ⌘ Equal responsibility in building goal & study group



Focus Groups

- ⌘ What has been beneficial?
- ⌘ What could make the program stronger?
- ⌘ What encourages your professional growth?
- ⌘ What do you think about the proficient/distinguished areas?

Peer Coach Survey Results

| Statements: | Strongly Agree | Agree | Disagree | Strongly Disagree | Total responses |
|--|----------------|--------|----------|-------------------|-----------------|
| Encourages thoughtful reflection | 319 | 143 | 3 | 1 | 466 |
| Interactions support my growth as a professional | 316 | 143 | 6 | 1 | 466 |
| Fosters a caring and respectful relationship | 403 | 63 | | | 466 |
| Provides detailed and accurate feedback in a timely manner | 383 | 82 | 1 | | 466 |
| Flexible and responds to my needs/interests | 393 | 72 | 1 | | 466 |
| Continually works toward establishing a level of trust | 383 | 82 | 1 | | 466 |
| | 2197 | 585 | 12 | 2 | 2796 |
| Percentages | | | | | |
| Encourages thoughtful reflection | 68% | 31% | 0.64% | 0.21% | 100% |
| Interactions support my growth as a professional | 68% | 31% | 1.29% | 0.21% | 100% |
| Fosters a caring and respectful relationship | 86% | 14% | | | 100% |
| Provides detailed and accurate feedback in a timely manner | 82% | 18% | 0.21% | | 100% |
| Flexible and responds to my needs/interests | 84% | 15% | 0.21% | | 100% |
| Continually works toward establishing a level of trust | 82% | 18% | 0.21% | | 100% |
| | 78.58% | 20.92% | 0.43% | 0.07% | 100% |

Peer Coach Feedback



My peer coach has been fantastic. Our discussions have been very fruitful and I continue to use the information gained to improve my instruction. Whoever said, “You can’t teach an old dog new tricks” is sadly mistaken!



Academy Course Results

Academy Course Evaluation Results

As of 5/1/07 with 17/20 courses completed

Statements:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Total responses |
|--|----------------|--------|----------|-------------------|-----------------|
| Learned concepts which increased effectiveness as a teacher | 132 | 84 | 8 | 1 | 225 |
| As a result of Academy, more focused on strategies to enhance learning | 109 | 109 | 4 | 1 | 223 |
| The instructor was well-prepared and knowledgeable | 187 | 38 | 2 | 0 | 227 |
| I would like to see this course offered again | 145 | 66 | 3 | 1 | 215 |
| I plan to take an Academy offering next year | 163 | 53 | 2 | 0 | 218 |
| | 0 | 0 | 0 | 0 | 0 |
| | 736 | 350 | 19 | 3 | 1108 |
| Percentages | | | | | |
| Learned concepts which increased effectiveness as a teacher | 59% | 37% | 3.56% | 0.44% | 100% |
| As a result of Academy, more focused on strategies to enhance learning | 49% | 49% | 1.79% | 0.45% | 100% |
| The instructor was well-prepared and knowledgeable | 82% | 17% | 0.88% | 0.00% | 100% |
| I would like to see this course offered again | 67% | 31% | 1.40% | 0.00% | 100% |
| I plan to take an Academy offering next year | 75% | 24% | 0.92% | 0.00% | 100% |
| | 66.43% | 31.59% | 1.71% | 0.27% | 100% |

Study Group Results

Academy Study Group Evaluation Results

As of 5/1/07 with 19/34 study groups completed

Statements:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Total responses |
|--|----------------|--------|----------|-------------------|-----------------|
| Learned concepts which increased effectiveness as a teacher | 67 | 35 | 0 | 0 | 102 |
| As a result of Academy, more focused on strategies to enhance learning | 66 | 37 | 1 | 0 | 101 |
| All participants took an active role in the learning process | 82 | 15 | 1 | 2 | 100 |
| I would like to see this study group offered again next year | 57 | 31 | 5 | 0 | 93 |
| I plan to take an Academy offering next year | 74 | 17 | 2 | 0 | 93 |
| | 0 | 0 | 0 | 0 | 0 |
| | 343 | 135 | 9 | 2 | 489 |
| Percentages | | | | | |
| Learned concepts which increased effectiveness as a teacher | 66% | 34% | 0.00% | 0.00% | 100% |
| As a result of Academy, more focused on strategies to enhance learning | 62% | 37% | 0.99% | 0.00% | 100% |
| All participants took an active role in the learning process | 82% | 15% | 1.00% | 2.00% | 100% |
| I would like to see this study group offered again next year | 61% | 33% | 5.38% | 0.00% | 100% |
| I plan to take an Academy offering next year | 80% | 18% | 2.15% | 0.00% | 100% |
| | 70.14% | 27.61% | 1.84% | 0.41% | 100% |

Academy Course Feedback



This class is an example of staff development that really works. Teachers were given excellent instruction, time for hands on practice, time to think and plan, and the opportunity to have their new learning impact current practices.

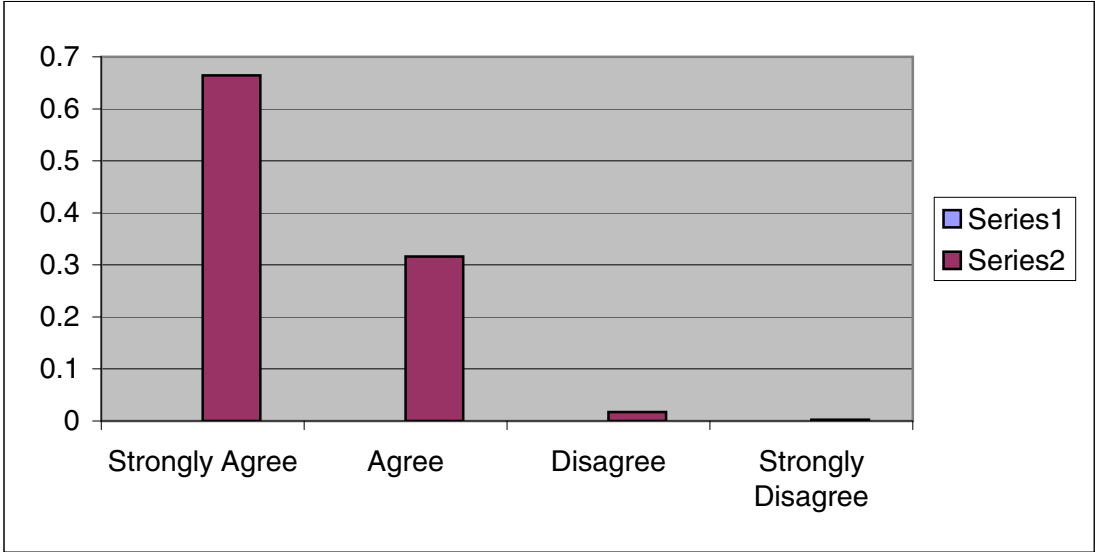


Academy Course Evaluation Results

As of 5/1/07 with 17/20 courses completed

Statements:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Total responses |
|--|----------------|--------|----------|-------------------|-----------------|
| Learned concepts which increased effectiveness as a teacher | 132 | 84 | 8 | 1 | 225 |
| As a result of Academy, more focused on strategies to enhance learning | 109 | 109 | 4 | 1 | 223 |
| The instructor was well-prepared and knowledgeable | 187 | 38 | 2 | 0 | 227 |
| I would like to see this course offered again | 145 | 66 | 3 | 1 | 215 |
| I plan to take an Academy offering next year | 163 | 53 | 2 | 0 | 218 |
| | 0 | 0 | 0 | 0 | 0 |
| | 736 | 350 | 19 | 3 | 1108 |
| Percentages | | | | | |
| Learned concepts which increased effectiveness as a teacher | 59% | 37% | 3.56% | 0.44% | 100% |
| As a result of Academy, more focused on strategies to enhance learning | 49% | 49% | 1.79% | 0.45% | 100% |
| The instructor was well-prepared and knowledgeable | 82% | 17% | 0.88% | 0.00% | 100% |
| I would like to see this course offered again | 67% | 31% | 1.40% | 0.00% | 100% |
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| | | | | | |
| | 66.43% | 31.59% | 1.71% | 0.27% | 100% |

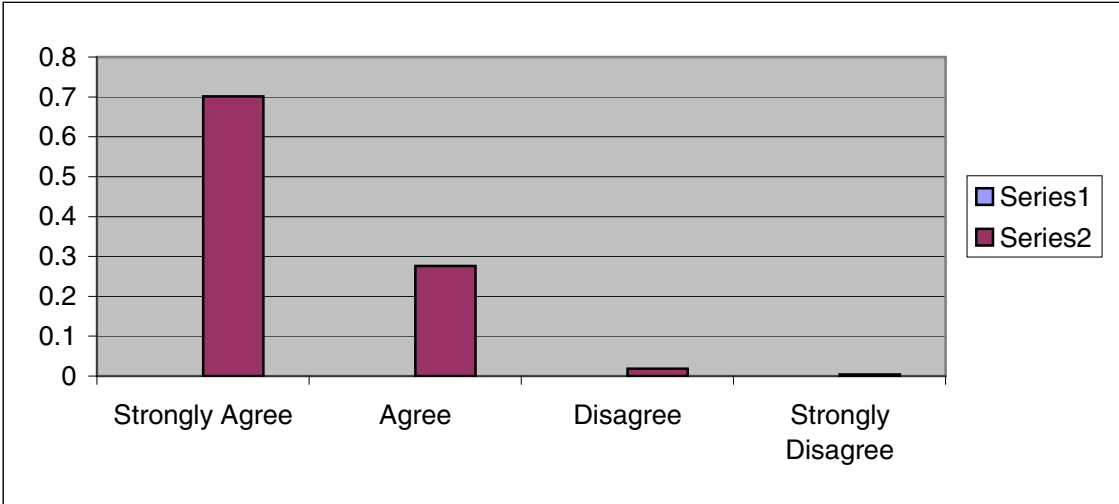


Academy Study Group Evaluation Results

As of 5/1/07 with 19/34 study groups completed

Statements:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Total responses |
|--|----------------|--------|----------|-------------------|-----------------|
| Learned concepts which increased effectiveness as a teacher | 67 | 35 | 0 | 0 | 102 |
| As a result of Academy, more focused on strategies to enhance learning | 63 | 37 | 1 | 0 | 101 |
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| I plan to take an Academy offering next year | 74 | 17 | 2 | 0 | 93 |
| | 0 | 0 | 0 | 0 | 0 |
| | 343 | 135 | 9 | 2 | 489 |
| Percentages | | | | | |
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| I would like to see this study group offered again next year | 61% | 33% | 5.38% | 0.00% | 100% |
| I plan to take an Academy offering next year | 80% | 18% | 2.15% | 0.00% | 100% |
| | | | | | |
| | 70.14% | 27.61% | 1.84% | 0.41% | 100% |



Academy Evaluation Comments

While all of our courses and study groups are not completed, here is a sampling of responses we have received on the evaluations:

What were the most valuable components you were able to incorporate into your classroom/work setting?

- Having time to apply each concept before a new one was learned
- Science is very visual & I am glad I had an opportunity to learn a photo software program
- Data-based approach for addressing behavior
- Research based techniques that I could use the day after class
- I changed a few parts of my reading instruction and the changes have worked! It is so energizing to have things that I've learned actually work 😊
- I plan to make videos on dissection so students know what to expect in advance
- Rewriting common assessments
- I most valued the time spent with my colleagues in an "academic" setting beyond our usual discourse on department curriculum. This gave us an opportunity to research an important issue in our field and to discuss it in depth
- It was most valuable to see how our discipline connects to other disciplines at our school. It makes us more aware of creating connections.
- Time to actually meet with my 3rd-5th grade colleagues
- Watching lessons being taught
- Learned to incorporate different scaffolding techniques to meet the needs of my students

What could have been done differently?

- Have the software available on my classroom computer or a laptop available so I could take it home and practice
- Less time between technology classes
- Minimum competency prerequisite for technology classes
- More discussion time; more time for our own follow-up and application
- Set clearer expectations for equal participation in study groups
- The study group was too large, a smaller group would have been better
- More examples of how teachers have incorporated the ideas into their classrooms

Other comments:

- Instructor was willing to send subject specific materials to us
- This discussion was so valuable because it was relevant to my everyday work
- I could have met more. I really enjoyed the content and the discussion
- Thanks for a great class experience. I have come out of this with so many great ideas that I have already used!
- Thanks for sharing – it makes us all better teachers and it benefits students
- We appreciated designing a study group that met our needs
- Thanks. Without this group, I would not have started guided reading this year
- Wonderful opportunity-feel confident with my very low readers.
- Nice opportunity to process content with my teammates each week
- Liked the small group and the flexibility. We had a lot of chances to use the strategies in the classroom
- Very worthwhile. There is so much information out there, we could surely continue with this group.
- The time to talk with our colleagues is invaluable. Looking forward to another class.
- This course challenged me – to grow, stretch, and change. It inspired me to be a more effective classroom teacher.

Peer Coach Survey Comments

She has been very helpful as my peer coach. I feel her feedback has been objective and helpful. She is always available and responsive. She is a perfect candidate for this position due to her knowledge and expertise with special education.

My coach was excellent at identifying strategies I was using that I couldn't necessarily think about while I was teaching. What becomes automatic was explained step by step from the viewer's eye. She was helpful, encouraging and respectful.

She is an outstanding peer coach. She is engaging, easy to work with and brings a wealth of experience to her role. Her observations are thorough and detailed and she is clearly invested in providing helpful feedback and being supportive.

My peer coach is excellent. What she gets out of an observation is amazing. She sees so many things at once. She is insightful, has great suggestions, is supportive and the kids love it when she comes. I have received great suggestions and know I am better in some weak areas because of her. What a great person to have for my first time through this process.

She empowers us! We really appreciate her and how she relates to teachers.

She has always shown a caring, respectful, professional attitude in everything she's done. As a first year teacher, I have felt comfortable seeking advice from her and have found value in everything she's shared. She makes the usually uncomfortable experience of being observed painless. I look forward to her observations and input.

The amount of note taking that takes place during a lesson is amazing, and the feedback for it encourages reflection. Our peer coach is super trustworthy.

The most valuable piece is the discussion and reflection that occurs after the observation.

Our discussions have been very fruitful and I continue to use the information gained to improve my instruction. Whoever said "You can't teach an old dog new tricks." is sadly mistaken!

This has been a professional and comfortable experience for me because of your leadership style. Your guidance, suggestions and comments have been helpful. I have enjoyed and used your tips. I also appreciate your kindness.

We trust one another to encourage improvements in teaching skills. I did not feel threatened or nervous throughout my encounters with her. She is positive and supportive.

She made me feel very comfortable and confident. She gave me wonderful information for ideas on how to use her services and instructional ideas.

I look forward to my peer coach visit because I receive honest and supportive feedback. It is important to have an outside view of what is happening and I feel it has made me a better teacher.

My peer coach's openness and willingness to listen, share and suggest ideas has really put me at ease and reassured me about the whole Q. Comp process.

I love the program. It is helping me grow as an educator. The program and coach have been assets to my personal and professional growth.

I am very impressed with the program and my peer coach. This program has really helped me reflect on and perfect my teaching. I look forward to next year.

I have been shown my strengths, my skills have been celebrated and I have been affirmed as a teacher, respected as a professional and given a positive message about what I do everyday. I have been given clear and gentle direction on how I can improve.

My peer coach makes me think critically about my practices. Just sitting down to talk with him brings up many areas of reflection that I may not come up with on my own. He is always so positive and has the students' best interests in mind.

I feel my teaching has improved because of the peer coaching both through the observations and the opportunity to collaborate with other teachers.

He has helped me tremendously, especially as a sounding board to bounce ideas off as I try to quickly gain classroom experience. His years of experience have given me countless ideas to try in the classroom to better the learning experience for all students.

My peer coach has helped me to believe in the process of learning from our peers. She is very knowledgeable about teaching strategies and methods for the classroom. This spans all curricular areas. She is also very approachable. I never once felt uncomfortable talking to her or having her in the classroom. I definitely feel as though I have grown as a teacher because of the help from her this year. I only hope that the peer coaching program continues.

Our peer coach is a great asset to our school. It has been nice meeting with her about my lessons and planning. I have made several changes in my teaching as a result of meeting with her and hopefully these are positively impacting my students' learning.

Thank you for your thoughtful and encouraging comments. While I had initial doubts about the program, I now see it as extremely beneficial in helping all of us do our best. Much of the program's success will rest on the development of trusting relationships, which you work very hard to foster.

When we started this process I thought we would have people in our discipline evaluating and collaborating with us. While I think this would be more effective, I do like the system in place for promoting reflection and new ideas.

My peer coach has been very flexible in accommodating me. She is very specific in answering questions and has guided me appropriately whenever I have needed guidance. She was also prompt in giving feedback after each session.

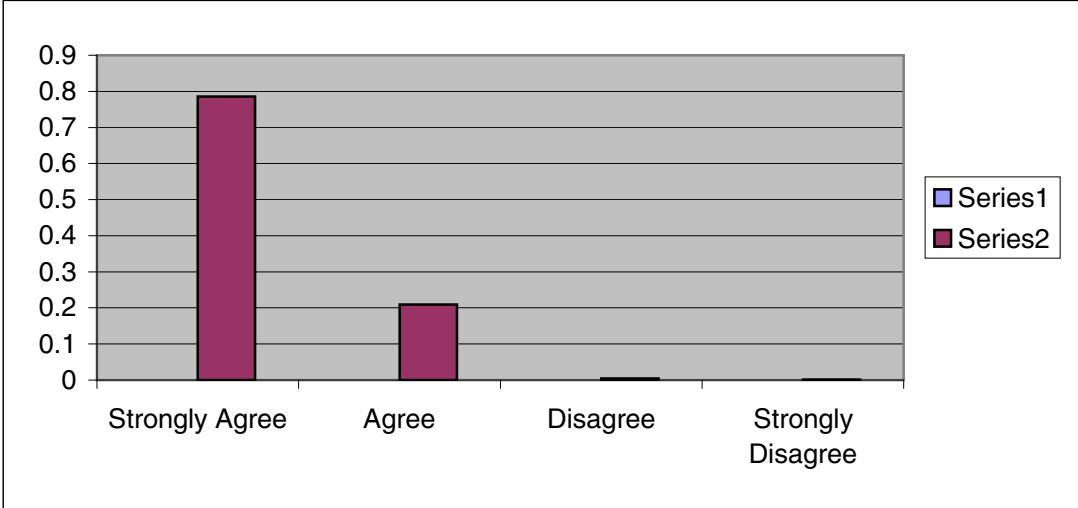
I think the program is great and it's good having someone outside my discipline observe and critique me.

I feel as though you contributed to my transition from another district to Wayzata, allowing it to be smooth and less stressful than I anticipated. It is apparent that your primary purpose is to provide teachers with advice and support which will ultimately help our students. I appreciate your advice, patience and flexibility.

This has been a very positive experience. I felt the experience was fair. The peer coach helped with some trouble spots, but wasn't biased when she came to observe. I like the combination of peer coach/observation. It feels like the focus is more on growth than just evaluation.

Peer Coach Survey Results 2007

| Statements: | Strongly Agree | Agree | Disagree | Strongly Disagree | Total responses |
|--|----------------|--------|----------|-------------------|-----------------|
| Encourages thoughtful reflection | 319 | 143 | 3 | 1 | 466 |
| Interactions support my growth as a professional | 316 | 143 | 6 | 1 | 466 |
| Fosters a caring and respectful relationship | 403 | 63 | | | 466 |
| Provides detailed and accurate feedback in a timely manner | 383 | 82 | 1 | | 466 |
| Flexible and responds to my needs/interests | 393 | 72 | 1 | | 466 |
| Continually works toward establishing a level of trust | 383 | 82 | 1 | | 466 |
| | 2197 | 585 | 12 | 2 | 2796 |
| Percentages | | | | | |
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| Fosters a caring and respectful relationship | 86% | 14% | | | 100% |
| Provides detailed and accurate feedback in a timely manner | 82% | 18% | 0.21% | | 100% |
| Flexible and responds to my needs/interests | 84% | 15% | 0.21% | | 100% |
| Continually works toward establishing a level of trust | 82% | 18% | 0.21% | | 100% |
| | 78.58% | 20.92% | 0.43% | 0.07% | 100% |



Leadership Series

2006-07

"Level 5 leaders are ambitious first and foremost for the cause, the organization, the work - not themselves - and they have the fierce resolve to do whatever it takes to make good on that ambition. A Level 5 leader displays a paradoxical blend of personal humility and professional will."

-Jim Collins, *Good to Great*

Attachments Included:

- A. Agenda Items
- B. Example Handouts -
 - a. Getting the Right People on the Bus
 - b. Legal Stuff - 101
 - c. What's Below Your Waterline?



AGENDA ITEMS

October 5, 2006 - May 3, 2007

"When the effective leader is finished with his work, the people say it happened naturally." -
Lao Tse

Session 1:

1. Welcome to the District 284 Team - B. Ostlund
2. Wayzata Public Schools - Culture/Expectations - S. Root
3. Servant Leadership/Level 5 Leadership - C. Paul, A. Doughty
4. Lessons Learned (or "What They Didn't Teach You in College") - "Seasoned Administrators"
5. Leadership Development Assessment - A. Doughty
6. Professional Development Survey - A. Doughty

Session 2:

1. "Choice Is Yours" Program Overview- Marcia Gronseth, WMEP
2. Employee Discipline - A. Doughty, ETC.
3. Collaborating with Employee Unions - A. Doughty, ETC.

Session 3:

1. District 284 Budget & Finance Process - A. Hopeman
2. Getting the Right People on the Bus - District 284 Hiring Standards -
A. Doughty, Etc.

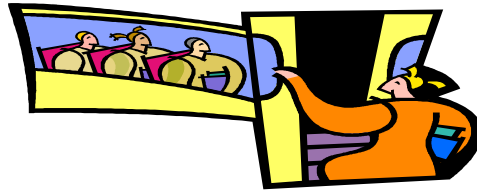
Session 4:

1. "If I Were a Principal, Here's What I Would Do To Improve Communication"
- B. Noyed
2. Legal Issues 101 - A. Doughty, Etc.

Session 5:

1. What's Below Your Water Line? How Emotional Intelligence Differentiates
Good Leaders from Great Leaders - Liz Reyer

Getting the Right People on the Bus!



"People are NOT your most important asset. The RIGHT people are" - Jim Collins

"Good is the enemy of great." - Jim Collins

"Of all the decisions an executive makes, none is as important as the decisions about people because they determine the performance capacity of the organization." - Peter Drucker

- Do your homework **BEFORE** the interview - know what you are looking for (licensure, etc), make phone calls, follow leads. Get the best candidates for the interview.
- Develop a strong interview committee. Remember - most people do not have interviewing skills. Make sure to inform the committee of their responsibility (and what is not their responsibility).
- Nepotism/Cronyism: As leaders we must be aware that any appearance of nepotism and/or cronyism may give the impression of unfairness and can weaken morale. Our personal ethics may be questioned not to mention our integrity. Remember, each individual MUST be hired on his or her own merits and not because of who the individual knows or is related to.

If you are considering an application of a candidate who is a relative of a current (or former) staff member or a friend, you must take additional steps beyond the utilization of an interview committee of grade level/department colleagues. In most cases, you should make sure to disclose their "contacts" to the committee. In order to dismiss the appearance of personal bias, follow the recommendation of the committee.

- Reference Checks - Must be contacted PRIOR TO THE OFFER!
 - Internal candidates - current supervisors and building administrators MUST be called.
 - External candidates -
 - Licensed staff - 3 reference checks required. Make sure you are calling supervisors (not colleagues).
 - Non-licensed staff - 2 reference checks required.
- Salary - if the candidate has additional education and/or experience, discuss the salary with Annie BEFORE the offer.
- After the candidate has accepted the position, contact all interviewees by phone.
- All interview notes must be kept for two years.

Legal STUFF - 101



- **Public & Private Personnel Data** (See Policy/Reg #418) – employee information should be shared only on a “need to know” basis. The following information is public data (the rest is private):

1. Name
2. Actual gross salary/Salary range/Value of paid fringe benefits
3. Job title/Bargaining unit/Job description
4. Education and Training Background
5. Previous work experience
6. Date of first and last employment
7. Existence and status of any complaints or charges against the employee
8. Final disposition of any disciplinary action
9. Terms of any agreement settling any dispute including buyouts – if more than \$10,000
10. Work location/Work phone number
11. Honors and awards

- Examples:
 - Reference Checks – remember, as long as you have a waiver from the employee you can state facts.
 - Staff e-mails

- **Equal Employment Opportunity** (See Policy #401) – all applicants and employees will be provided equal employment opportunities. District will not discriminate on the basis of:

- Race
- Color
- Creed
- Religion
- National origin
- Gender
- Marital status
- Status with regard to public assistance
- Disability
- Sexual orientation
- Age family care leave state
- Veteran status

- **Religious, Racial and Sexual Harassment and Violence** (See Policy/Reg. #403 and Admin. Handbook) - the District will maintain an environment for learning and working that is free from religious, racial and sexual harassment and violence. Remember:

- Harassment is in the “eye of the beholder”
- As a supervisor, you must report and/or investigate even if staff or student does not personally voice their concern.

Legal Stuff – 101
Page 2

- **Tennessee Warning** – (See Admin. Handbook). Anytime we ask a student or employee to provide private data concerning themselves that may result in discipline.
 - You may provide verbally or in writing. If you give it verbally, note that you provided the information in your investigation notes.
 - Remember, investigation can be a very broad term.

- **Mandated Reporting Child Neglect and Physical or Sexual Abuse** (See Policy/Reg. #415 and Admin. Handbook) –
 - We are all mandated reporters.
 - We must report any “suspected” neglect or abuse.
 - Must report within 24 hours.

- **504 and Americans with Disabilities Act (ADA)** – (See Admin. Handbook) It prevents discrimination against individuals with disabilities in all aspects of employment.
 - All persons must be able to perform “essential functions” of the job.
 - Employees have a right to “reasonable accommodations” when they have a “condition that substantially limits one or more major life activities”.
 - Courts always are looking to see if a “good faith” effort was made to accommodate an employee’s disability.
 - Consult with the employee:
 - What are the precise limitations? (May need physician’s assessment.)
 - How the limitations could be overcome?
 - Assess potential accommodation’s effectiveness.
 - Select most appropriate accommodation for both employee and employer.

- **Fair Labor Standards Act (FLSA)** – (See Admin. Handbook) Federal law that covers six major topics: minimum wage, overtime, child labor, equal pay, retaliation and record keeping. The federal Department of Labor (DOL) enforces FLSA. The agency has a branch that does nothing but investigates alleged FLSA violations. Typically overtime is the most troublesome for school districts.
 - All employees paid on an hourly basis are eligible for overtime (over 40 hours in a work-week). This includes secretaries.
 - Teachers are specifically exempted from the law.

- **HIPPA** – Health Insurance Portability and Accountability Act
 - Number one cause of privacy violations; ‘harmless’ gossip or chit-chat.
 - Not just about ‘health information’ - see public and private personnel data.



What's Below Your Water Line?

The visible 10 percent (the "tip of the iceberg," if you will) represents leadership skills -- the practices, attitudes and behaviors that people see on a daily basis. The other 90 percent represents leadership character -- those defining qualities that make us who we are but can't be seen from the outside.

Experience shows us time and time again that it is the parts 'below the waterline' that really make the difference in terms of performance and interaction with others. It is an interesting fact that outstanding leaders tend to be differentiated from their more typical counterparts on the basis of what lies beneath the waterline - their 'Emotional Intelligence'. "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships." It is very rarely their management skills that set them apart. For any personal development to make a measurable and enduring difference to performance, considerable efforts must be on these 'below the waterline' elements.

Emotional Intelligence, as described above is, of course, at the heart of successful leadership and interaction with others. It helps to create an inspiring, honest and flexible approach to the motivation and direction of others.

Much of our influence as leaders flows from four unseen elements that make up our character. They are:

1. **Self discipline.** Simply stated, this is the ability to do what's right even if you don't feel like it. The most successful people I know have gotten where they are because they are extremely self-disciplined. They don't need others cheering them on every step of the way. They perform

well because they've trained themselves to do so. Needless to say, if we fail to practice self-discipline, we will miss the best that life has for us.

2. Core values. These are the principles that enable us to take a moral stand, to do the right thing, regardless of the circumstances. Our core values influence our behavior. They guide how we act on a personal level as within our larger organizational framework.

3. A sense of identity. This involves having a healthy image of who we are. It's the ability to be comfortable in our own shoes; to be comfortable with ourselves.

4. Emotional security. This includes the capacity to be emotionally stable and emotionally consistent.

The bad news about icebergs, as the folks on the Titanic discovered, is that it's what's below the surface that sinks the ship. The same is true when it comes to leadership. When our character is weak, when we are in any way lacking in self-discipline, core values, a strong sense of identity and emotional security, it will eventually hurt our capacity to lead.

On the other hand, the good news about icebergs is that it's what's below the surface that supports the tip of the iceberg. In the same way, a sound, ethical character will hold you up as you use your visible leadership skills to the benefit of everyone around you.

When a self-disciplined, emotionally secure leader has a healthy sense of identity and operates under a good set of core values - in other words, when the unseen portion of his/her leadership is on solid ground - he/she is well positioned to avoid leadership catastrophes of Titanic proportions, as well as to weather the typical storms that often arise on the high seas of leading.

What's Below Your Water Line?

Administrative Professional Development School Year 2006-2007

Throughout the year principals and other administrators are part of professional development. At principal meetings, for example, we read and discuss books and other articles. A sampling of some of the current year's events are:

- During principal meetings this year we set aside time to discuss *Results Now* by Mike Schmoker.
- Because of requests from district administrators who wanted to use our Ad Council meetings for professional development, this year we discussed *Future-Focused Leadership* by Gary Marx.
- The previous book was a follow-up from our Administrative Retreat last year when Bob Noyed and Jane Sigford did a presentation on Gary Marx's book, *16 Trends: Their Profound Impact on our Future*.
- Another resource provided for principals this year was *Qualities of Effective Teachers* by James Stronge.

Ad Council Retreat: summer 2007

- At our June retreat this year we will be doing something different. Instead of having an outside speaker do a presentation, we will be using an inductive process to "discover" and help shape our future. Our guiding question is: given the assumption that the future will be different, what do we need to do and how do we need to change to prepare our students for a world that will be significantly different from today's world? The theme of the retreat is "The Future is Here and it is US!"
- All administrators will read Jim Collins' *Good to Great: Social Sectors*, the abridged version of Gary Marx' *16 Trends: Their Profound Impact on our Future*, an article "Education in the Flat World: Implications of Globalization on Education" by Yong Zhao, and possibly one or two more articles, "Out of the Box Leadership" by Paul Houston and/or "An Epistemological Problem: What if we have the Wrong Theory" by Thomas J. Sergiovanni.
- At the workshop administrators will look at video clips, discuss readings, and derive the key points that have relevance for us. By the end of the day we plan to identify those factors which are the most urgent. We will generate a list of questions that remain and what we need to do to move forward.
- The content of the ad council fall retreat will be generated from those questions and needs.

Upcoming initiatives for 2007-2008

- On December 1, we will have a symposium where we will engage the community in a discussion facilitated by Gary Marx, author, as we look at the future of our district. The work from the ad council retreat will hopefully help us shape some of this discussion.
- Middle school principals are meeting over the summer to discuss *Turning Points*, a book about best practice middle school strategies. We will look at the focus group information that was completed five years ago in light of *Turning Points* to answer the questions "What is a best practice middle school of the 21st century?" Are we on the right track? How does our practice fit into the high school redesign?



SCHOOL IMPROVEMENT PLAN

FOR

School Name: Central Middle School

Principal's Name: Steve Root



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: ***Central 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> |
|-------------------------|--------------------------------|--------------------|
| Steve Root | Principal | 2006-2007 |
| Amy Alexander | PTA President | 2006-2007 |
| Becky Heflin | Parent | 2006-2007 |
| Heather Page | Parent | 2006-2007 |
| Jenni Schnobrich | Parent | 2006-2007 |
| Diane Parks | Parent | 2006-2007 |
| Jill Baumtrog | Science Teacher | 2006-2007 |
| Jordan Herzog | Sixth Grade Teacher | 2006-2007 |
| Robby Jacobson | Industrial Tech Teacher | 2006-2007 |



School Name: Central Middle School

School Year: 2006-2007

| | |
|--|---|
| ED-02382-01 School Districts Page 13 | Application for Quality Compensation Aid (continued) |
|--|---|

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 goal from the district’s educational improvement plan that will be the Q Comp focus (more that one goal may be selected with the understanding that each goal must link student achievement to teacher instruction, professional development, and teacher evaluation).

Each site must complete all of section 2, using the same chosen district goal(s), an aligned site educational improvement goal, site specific disaggregated data, and a measurable objective based on that data.

NOTE: A school site’s and/or district’s goal should be updated annually as necessary. Both goals must align with each other.

2.1 District goal for Q Comp focus

Improve students’ achievement in the areas of reading, math and writing as measured by performance on Minnesota Comprehensive Assessments II (MCA II).

School Site goal for Q Comp focus

Goal: One percent of the students at Wayzata Central 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

Reading Grade 7

| Year | 2003-2004 | 2004-2005 |
|---|------------------------------|------------------------------|
| Average Score | 1520 | 1527 |
| Percent Change | | +1.0% |
| % of Students in each level | 1 2 3 4 5 1 7 26 46 20 | 1 2 3 4 5 2 6 26 50 17 |
| Rank order of strands Including the average % correct | Information Processing 90 | Information Processing 88 |
| | Main Idea 87 | Inference 85 |
| | Fiction 87 | Nonfiction 85 |
| | Analysis 85 | Reading 82 |
| | Reading 83 | Main Idea 82 |
| | Inference 81 | Analysis 80 |

| | | | | |
|---|---|--|--|----|
| | Non-Fiction | 80 | Fiction | 79 |
| | Compare/Contrast | 76 | Compare/Contrast | 76 |
| Measurable objective based on student achievement gains (site-targeted goal) | | | | |
| Increase the average percent correct in the strand area of Compare and Contrast as measured on the reading test of the Minnesota Comprehensive Assessment II (MCA II) | | | | |
| ED-02382-01 School Districts Page 14 | Application for Quality Compensation Aid (continued) | | | |
| Number of Students | Number of Teachers | Number of Lead Teachers (see career ladder*) 12 Peer Coaches, 7 .5 Literacy Specialists, 7 .5 Intervention Specialists, 8 .5 Content Specialists, 1 full time Literacy Specialist | | |
| Team configuration at elementary, middle school, high school, and other school sites Peer Coach, Literacy Specialist, Content Specialist, Data Coach, Mentor and classroom teachers tied to Alt. Comp goal | Number of teachers on the team 4-5 | Team meeting length and frequency Daily/Weekly Meetings | | |
| Professional Development Activities: (What types of activities will be included?) Check all that apply and add others if needed. | <input checked="" type="checkbox"/> Team Meetings <input checked="" type="checkbox"/> Modeling of Instructional Strategies Work <input checked="" type="checkbox"/> Demonstration Teaching <input checked="" type="checkbox"/> Team Teaching <input checked="" type="checkbox"/> Mentoring <hr/> | | <input type="checkbox"/> Lesson Study <input checked="" type="checkbox"/> Analysis of Student Work <input checked="" type="checkbox"/> Peer or Cognitive Content Coaching <input checked="" type="checkbox"/> 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...”

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School Districts
Page 15

Application for Quality Compensation Aid (continued)

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. Graphic organizers to increase student achievement in the strand areas of Compare and Contrast and Analysis
2. Word walls in their classrooms to increase student achievement in vocabulary comprehension.
3. Silent reading strategies and development of book lists to increase student achievement in reading comprehension.

1. Teachers will model using the thinking map strategy. Teachers will develop teacher-made assessments to measure student progress.

2. Teachers will model using the word wall and incorporate vocabulary words into their instruction.

3. Teachers will demonstrate effective use of a reading log and generate content specific reading lists.

1-3. Success will be measured by classroom observation rubric, individual growth plan, and student assessments

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School Districts
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Application for Quality Compensation Aid (continued)



Please list other building initiatives.

Initiative:

To integrate and sustain The Habits of Mind into the school culture.

Strategies/Activities: (copy format if need more)

- Introduce staff to Habits of Mind. Incorporate staff development activities throughout the year (school year 2005-06).

Status:

Completed: June 2006

Person/Group Responsible:

Habits of Mind committee

- Introduce Habits of Mind to students and reinforce them throughout the school year.

Status:

Ongoing: throughout 2006-07

Person/Group Responsible:

Staff / Teams

- Inform parents of Habits and how they apply to lives of students (parent newsletters).

Status:

Completed: December 2006 – March 2007

Person/Group Responsible:

Principal

- Staff development activities to heighten awareness of use with students (Habits of Mind committee; on-going throughout 2006-07).

Status:

On-going: June 2007

Person/Group Responsible:

Habits of Mind committee

- **Staff meeting with Art Costa for half-day to develop further understanding of Habits and how to use with students (March 21, 2007).**

Status:

Completed: March 2007

Person/Group Responsible:

Principal; Habits of Mind committee



Student Demographics

| | 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 | 139 | 134 | 29.5 | 160 | 143 | 30.3 | 139 | 141 | 29.6 |
| 7 | 157 | 150 | 30.8 | 148 | 152 | 32.6 | 143 | 133 | 30.8 |
| 8 | 150 | 151 | 26.9 | 144 | 133 | 31.2 | 139 | 138 | 31.6 |
| Total | 446 | 435 | | 452 | 428 | | 421 | 412 | |

Student Population by Grade

Ethnic Distribution

| | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|
| White American | 706 | 731 | 698 |
| African American | 64 | 58 | 57 |
| Asian American | 93 | 75 | 58 |
| Hispanic/Latino American | 14 | 10 | 11 |
| Indian American | 4 | 6 | 9 |

Percent of Students on Free/Reduced

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---------------|-----------|-----------|-----------|
| Free | 8.5% | 7.5% | 8.4% |
| Reduced Price | 2.6% | 1.9% | 1.1% |

Student Mobility

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 |
|-----------|-----------|-----------|
| | | |



Student Demographics

Average Daily Attendance

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

| 2004 - 2005 | | | | 2003 - 2004 | | | | 2002 - 2003 | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1 st | 2 nd | 3 rd | 4 th | 1 st | 2 nd | 3 rd | 4 th | 1 st | 2 nd | 3 rd | 4 th |
| 97.4 | 95.5 | 95.1 | | 97.4 | 96.1 | 95.8 | 95.9 | 97.5 | | | |

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 |
| 93.6% | 91.4% | 95.7% | 94.1% | 98.4% | 94.4% |



Student Achievement

Minnesota Comprehensive Assessment (MCA)

READING GRADE 7

| Year | 2004-2005 | | | | | 2003-2004 | | | | |
|---|---------------------------|--------|---------|---------|---------|---------------------------|--------|---------|---------|---------|
| Average Score | 1527 | | | | | 1529 | | | | |
| Percent Change | -0.1% | | | | | N/A | | | | |
| % of Students in each level | 1 2 | 2 6 | 3 26 | 4 50 | 5 17 | 1 1 | 2 7 | 3 26 | 4 46 | 5 20 |
| Rank order of strands including the average percent correct (average points earned divided by total points possible). | Information Processing 88 | | | | | Information Processing 90 | | | | |
| | Inference 85 | | | | | Main Idea 87 | | | | |
| | Main Idea 82 | | | | | Analysis 85 | | | | |
| | Analysis 80 | | | | | Inference 81 | | | | |
| | Compare/Contrast 76 | | | | | Compare/Contrast 76 | | | | |
| | | | | | | | | | | |

MATHEMATICS GRADE 7

| Year | 2004-2005 | | | | | 2003-2004 | | | | |
|---|-------------------------------|--------|---------|---------|---------|-------------------------------|--------|---------|---------|---------|
| Average Score | 1537 | | | | | 1520 | | | | |
| Percent Change | 1.1% | | | | | N/A | | | | |
| % of Students in each level | 1 0 | 2 9 | 3 19 | 4 37 | 5 35 | 1 1 | 2 8 | 3 28 | 4 36 | 5 26 |
| Rank order of strands including the average percent correct (average points earned divided by total points possible). | Chance and Data Handling 74 | | | | | Shape, Space & Measurement 80 | | | | |
| | Procedures and Concepts 74 | | | | | Procedures and Concepts 71 | | | | |
| | Patterns and Functions 73 | | | | | Patterns and Functions 70 | | | | |
| | Number Sense 70 | | | | | Chance and Data Handling 69 | | | | |
| | Problem Solving 67 | | | | | Problem Solving 66 | | | | |
| | Shape, Space & Measurement 67 | | | | | Number Sense 60 | | | | |



**Student Achievement
Central Middle School**

2006 MCA=II (Year 1)

| | Grade 6 Math | | Grade 6 Reading | |
|-----------------------|---------------------|-------------------|------------------------|-------------------|
| | % Proficient | Avg. Score | % Proficient | Avg. Score |
| Central Middle | 88.8 | 664.2 | 89.9 | 663.2 |
| 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 |
| Central Middle | 88.6 | 765.3 | 91.3 | 764.8 |
| 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 |
| Central Middle | 84.6 | 861.9 | 87.3 | 860.9 |
| Wayzata | 80.7 | 860.0 | 87.1 | 861.1 |
| State | 56.7 | 850.8 | 64.6 | 853.3 |



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 |
| Central Middle School | 224 | 74 | 230 | 80 |
| District | 224 | 74 | 228 | 75 |
| National | 217 | 50 | 220 | 50 |

| 2004-2005 WALT Reading | Grade 6 | | Grade 7 | |
|------------------------|---------|----|---------|----|
| | SS | PR | SS | PR |
| Central Middle School | 226 | 77 | 230 | 78 |
| District | 225 | 74 | 229 | 75 |
| National | 217 | 50 | 221 | 50 |

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

| 2002-2003 Reading | Grade 6 | | Grade 7 | |
|-----------------------|---------|----|---------|----|
| | SS | PR | SS | PR |
| Central Middle School | 226 | 77 | 229 | 75 |
| District | 225 | 74 | 228 | 73 |
| National | 217 | 50 | 221 | 50 |



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 |
| Central Middle School | 241 | 87 | 247 | 86 |
| District | 240 | 85 | 246 | 85 |
| National | 224 | 50 | 229 | 50 |

| 2004-2005 WALT Math | Grade 6 | | Grade 7 | |
|-----------------------|---------|----|---------|----|
| | SS | PR | SS | PR |
| Central Middle School | 242 | 88 | 244 | 81 |
| District | 240 | 86 | 244 | 81 |
| National | 220 | 50 | 227 | 50 |

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

| 2002-2003 WALT Math | Grade 6 | | Grade 7 | |
|-----------------------|---------|----|---------|----|
| | SS | PR | SS | PR |
| Central Middle School | 237 | 82 | 243 | 80 |
| District | 238 | 83 | 241 | 76 |
| National | 220 | 50 | 227 | 50 |



Staff Demographics

| 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 |
| 23% | 43% | 28% | 6% | 39% | 60% | 1% |

Staff Roster

Administrative

Berg, Jennifer *Associate Principal* Root, Steve *Principal*

Teaching (Certified)

| | | | |
|---------------------|-----------------------------|----------------------|------------------------------|
| Allen, Stephanie | <i>Special Education</i> | Bartels, Chad | <i>Social Studies</i> |
| Baumtrog, Jill | <i>Science</i> | Bloomer, Ward | <i>Sixth Grade</i> |
| Boldt, Sara | <i>Physical Education</i> | Boschee, Dixie | <i>Language Arts</i> |
| Brisley, Sue | <i>Language Arts</i> | Calvert, Stacy | <i>Science</i> |
| Colanino, Leslie | <i>Reading</i> | Collier, Jennifer | <i>Mathematics</i> |
| Corbett, Nancy | <i>Special Education</i> | Crook, Adrienne | <i>Special Education</i> |
| DeVoe, Marc | <i>Physical Education</i> | DeWitt, Bob | <i>Social Studies</i> |
| Ebert, Lisa | <i>Sixth Grade</i> | Eugene, Samara | <i>Spanish/FCS</i> |
| Frawley, Karen | <i>Band</i> | Fuzzey, Jennifer | <i>Sixth Grade</i> |
| Hanson, Leslie | <i>Vision 21</i> | Herold, Mark | <i>Band</i> |
| Herzog, Jordan | <i>Sixth Grade</i> | Hintsala, Julie | <i>Art</i> |
| Horazdovsky, Amanda | <i>Mathematics</i> | Hover, Andrew | <i>Language Arts</i> |
| Hricko, Sandy | <i>Social Worker</i> | Jacobson, Robby | <i>Industrial Technology</i> |
| Jaeb, Theresa | <i>Spanish</i> | Jahnke, Cyndy | <i>Special Education</i> |
| Jones, Brennan | <i>Mathematics</i> | Karkela, Katie | <i>Sixth Grade</i> |
| Knudsen, Anne | <i>Language Arts</i> | Konair, Rachel | <i>Art</i> |
| Kulla, James | <i>Sixth Grade</i> | Kvittum, Dorothy | <i>Social Studies</i> |
| Lackas, Brent | <i>Mathematics</i> | LaRoche, Courtney | <i>Mathematics</i> |
| Larson, Chris | <i>Vocal Music</i> | McKernan, Alison | <i>Social Worker</i> |
| Meinke, Bob | <i>Social Studies</i> | Merz, Irene | <i>School Nurse</i> |
| Miller, Amanda | <i>Sixth Grade</i> | Miller, Joe | <i>Science</i> |
| Modrack, Tara | <i>Family/Consumer Sci.</i> | Neal, Nancy | <i>Industrial Technology</i> |
| Nelson, Shelly | <i>Dean/Counselor</i> | Newman, Steve | <i>Sixth Grade</i> |
| Nielsen, Dan | <i>Sixth Grade</i> | O'Neill, Steve | <i>Health</i> |
| Ogren, Lindsey | <i>Special Education</i> | Paar-Olson, Aimee | <i>Orchestra</i> |
| Petersen, Janal | <i>Special Education</i> | Peterson, Jim | <i>Media Specialist</i> |
| Pieper, Thomas | <i>Orchestra</i> | Prendergast, Jocelyn | <i>Band</i> |
| Ravnholdt, Tanya | <i>Sixth Grade</i> | Rebai, Amy | <i>Special Education</i> |
| Reinke, Michelle | <i>Science</i> | Richards, Mike | <i>Sixth Grade</i> |
| Rimington, Rob | <i>Social Studies/MAP</i> | Rosenboom, Nancy | <i>Peer Coach</i> |
| Sandmeier, Heidi | <i>Social Worker</i> | Schultz, Dave | <i>Physical Education</i> |
| Schwartz, Keith | <i>Language Arts</i> | Seim, Lindsay | <i>Social Studies</i> |
| Stephens, Rebecca | <i>Mathematics</i> | Swartchick, Kris | <i>Science</i> |
| Tanke, Katie | <i>Mathematics</i> | Topp, Anne | <i>Language Arts</i> |
| Zylla, Casey | <i>Language Arts</i> | | |

Support

| | | | |
|---------------------|------------------------------|---------------------|------------------------------|
| Arth, Mary | <i>School Secretary</i> | Batman, Jill | <i>Special Services Para</i> |
| Beck, Marie | <i>Culinary Express</i> | Borsheid, Dory | <i>Special Services Para</i> |
| Braatz, Darron | <i>Custodial</i> | Carlson, Judy | <i>Special Services Para</i> |
| Czech, Pete | <i>Custodial</i> | Dierks, Sue | <i>Culinary Express</i> |
| Faue, Jeanie | <i>Office Para</i> | Fautsch, Tom | <i>Custodial</i> |
| Heltemes, Sandee | <i>Culinary Express</i> | Hicks, Tim | <i>Custodial</i> |
| Hyttinen, Darrell | <i>Custodial</i> | Jones, Suzy | <i>Office Para</i> |
| Konkler, Peg | <i>Health Para</i> | McNutt, Joan | <i>AOM Para</i> |
| Meister, Tari | <i>Culinary Express</i> | Moffett, Laura Lee | <i>Culinary Express</i> |
| Neil, Karen | <i>Culinary Express</i> | Nelson, Ross | <i>Special Services Para</i> |
| Peterson, Lauri | <i>Secretary</i> | Rogers, Ron | <i>Custodial</i> |
| Schwendemann, Karen | <i>Special Services Para</i> | Singler, Deb | <i>Media Para</i> |
| Snell, Mary Kaye | <i>Special Services Para</i> | Souza, Jill | <i>AOM Para</i> |
| Stotz, Kristi-Ann | <i>Computer Lab Para</i> | Tombers, Lynn | <i>Computer Lab Para</i> |
| Wetzel, Susan | <i>Culinary Express</i> | Williams, Kim | <i>Special Ed Para</i> |
| Winterhalter, Janet | <i>Culinary Express</i> | Winzenberg, Charlie | <i>Custodial</i> |

Partisan Politics Guidelines

1. It is important to subordinate partisan or party politics to the interests of the School District.
2. It is important that Board members not let partisan or political involvement interfere with proper performance of School Board duties
3. There is a difference between the work of the Legislative Action Committee and party politics. The LAC promotes legislation in the School District's interest, rather than any political party interest.
4. One of the Board's great strengths is that it is not partisan.

The following are only examples of what is or isn't "O.K."- Not an all-inclusive list. If a Board member is in doubt, check it out with the Board Chair, who can then decide whether or not the question warrants further discussion with the whole Board.

Some examples of "O.K." types of partisan involvement:

- Political party membership
- Attendance at political party caucus or convention
- Endorsing a candidate for political office as an individual
- Contributing financially to a candidate's campaign
- "behind the scene" involvement in a partisan candidate's campaign for elective office
- Running for another elected office with party endorsement

Not "O.K."

- Seeking or accepting party endorsement when running for the School Board
- Endorsing a candidate for political office as a Board member
- Visible, active involvement in the campaign of a party endorsed candidate for elective office (i.e. campaign or fund raising chair)
- Letting partisan involvement impact the working relationship with other Board members

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - June 12, 2007 - 7:30 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 - May 14, 2007
 - B. Finance and Business Recommendations
 - C. Bid Approval: Classroom Projection Systems
 - D. Health/Safety Plan - Attachment 99
 - E. Indoor Air Quality 5-Year Plan Update
 - F. Human Resource Recommendations
 - G. Local Diversity Plan and Budget 2007-2008
3. STUDENT CURRICULUM PRESENTATION
 - A. Central Middle School Student Presentation
4. RECOGNITIONS
 - A. June Employee of the Month -
 - B. Minnesota State High School League Hall of Fame Inductee - Gail Sarff
 - C. National French Contest
 - D. National German Exam
 - E. ACDA Anacrusis State Choir - CMS
 - F. WMS -
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.
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Resolution Regarding Certification of District 284 Census
 2. Resolution Relating to Choosing Nominees for Election to the School Board and Calling the School District Primary Election
 3. Resolution Establishing Dates for Filing Affidavits of Candidacy for School Board Election
 - B. Curriculum and Instruction
 1. Approval of Proposed Central Middle School Site Plan - Steve Root
 - C. Finance and Business Services
 1. Monthly Financial Reports
 2. 2007-2008 Preliminary Budget
 3. Resolution Authorizing Participation in Minnesota Trust
 - D. Human Resource Services
 1. 2007-2008 Unaffiliated Pay Structure/Handbooks
7. OTHER BOARD ACTION
 - A. Approval of the School Board Meeting Schedule for 2007-2008 School Year
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 – May 21, 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.