

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - December 17, 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 | |
| 3. | CURRICULUM AND INSTRUCTION | |
| | A. Update on District Transition Program - L. Fildes, B. Johnson | 4 |
| 4. | FINANCIAL | |
| | A. Xcel Power Line Easement at Oakwood - A. Hopeman | |
| 5. | HUMAN RESOURCES | |
| 6. | SCHOOL BOARD | |
| | A. Legislative Action Committee Platform Discussion - S. Droegemueller, B. Noyed | 10 |
| | B. School Board Member Compensation - L. Cohen | 18 |
| | C. Tentative Board Agenda for January 14, 2008 - L. Cohen | 19 |
| 7. | ADJOURN | 21 |

POSTED: December 13, 2007

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 – December 17, 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	_____	_____

Memo

To: Wayzata Public Schools Board of Education
From: Lori Fildes, Director of Special Services
CC: Dr. Jane Sigford, Bonnie Johnson
Date: 12/13/2007
Re: December 17, 2007 Report to the Board of Education

Wayzata Public Schools currently contracts with Intermediate District 287 to provide transition programming for youth ages 18 to 21 receiving special education and whose IEP teams determine education is required beyond their natural graduation year. Wayzata Public Schools is exploring the feasibility of providing this programming within the District. Bonnie Johnson and I will review with the Board, the progress we have made in studying this option.

The withdrawal date for programs affecting the 2008-09 school year is February 8, 2008. A final recommendation from the Board will be needed prior to this withdrawal date. We appreciate your time and attention to this study and look forward to meeting with you.

**Special Education Department
Transition Program Proposal**

Purpose

This report details a preliminary proposal to the Wayzata Public School Board for the development of a district program to provide transition services to students with disabilities ages 18-21 beginning the 2008-09 school year. District 287 currently provides these services to our students through programs such as Vector, Phase, and Invest.

Background Information

The Individuals with Disabilities Act of 2004 states that children with disabilities ages birth through 21 are entitled to a free and appropriate public education (FAPE). Specifically, Section 300.29 requires transition services to be discussed for students beginning at age 14 and continuing throughout high school. These services are considered a coordinated set of activities that support progress from school to post-school adult life. The transition areas defined in Minnesota include post secondary education, jobs and job training, community participation, home living, and recreation and leisure. Students with significant transition needs may receive services until their goals are met or until the age of 21 years. This service is a continuation of high school, in which the high school diploma is awarded upon completion of these transition goal areas as identified in the students' Individual Education Plans (IEP's).

In preparation for this proposal, three other within-district transition programs in the West Metro area were visited,¹ and supervisors/staff members were interviewed about all aspects of their program.

Advantages of Providing a District Transition Program

There are several compelling advantages to providing a transition program within District boundaries. The following reflect these positive aspects:

- Access to the community in which the student lives with an opportunity to learn life skills that can be implemented within the student's home town.
- Smooth transition from Wayzata High School to Transition Programming with the potential advantage of maintaining school secured work sites.
- Support the life skills learning of students who may continue to live within their local community.

¹ Programs visited include Transition Plus (Hopkins, St. Louis Park, and Minnetonka joint program), Osseo Secondary Transition Center, and Robbinsdale Transition Center.

- Direct access to District staff who are knowledgeable about the student.
- Continuation of curricular scope and sequence using the Ten Sigma program curriculum.
- The opportunity to develop additional partnerships with local businesses.
- The opportunity to provide administrative oversight and direct guidance in continuous program improvement.
- Full program implementation could result in lower costs.

Student Population Served

This proposed program would serve young adults ages 18-21 years with disabilities.² The students with disabilities must demonstrate significant continuing special education needs post high school. The current population of Wayzata Schools transition-aged students served in the District 287 programs consist primarily of students with educational disabilities in the categories of Autism Spectrum Disorders (ASD), Deaf/Hard of Hearing (D/HH), Developmental Cognitive Disability (DCD), and Physical and Health Disability (PHD). Other primary disabilities occasionally in need of transition services would be students with Emotional and Behavioral Disability (EBD), Other Health Disability (OHD), and Specific Learning Disability (SLD). The general criteria for students referred for these services are outlined below.

General criteria for Students Referred to Transition Programs

1. The student requires direct special education service for about half of their school day.
2. The student's graduation requirements have been modified by their IEP.
3. A transition evaluation, which includes evaluation tools that provide normative data on the student's transition abilities, will be completed and will identify significant deficits in three or more transition areas.
4. The student will have needs in the transition areas identified in their evaluations and reflected in their IEP goals/objectives as they advance through WHS.
5. The student will have taken classes that address transition areas at the high school, e.g. work seminar and on-the-job training classes, Independent Living, Child Development, Creative Foods, and/or attended the technical college to help determine if continued special education services are required to meet their transition needs.

² In specific but rare cases, the Wayzata Schools have determined that a student may require the services of a transition program at age 17 or prior to the end of their senior year of high school.

Cost Analysis

Current tuition costs for transition programming for students from the Wayzata Public Schools

Average daily membership (ADM) in Vector, Phase and Invest for the 2007-2008 school year ³	25.00
Total approximate tuition costs for Vector, Phase and Invest	\$815,787 ⁴
Approximate cost per ADM- 2007-08	\$ 32,631

Costs include within-the-school-day transportation but do not include the cost of transportation to and from the program. Since the program will be located within the district it is estimated that transportation costs to and from the program will be reduced.

The tuition costs for 287 programming are offset by revenue that flows directly to Wayzata. This revenue is based on the costs reported by Intermediate District 287 to the Minnesota Department of Education.

Projected cost estimate for full implementation of a district program (current estimate of enrollment – 30 students)

Teaching staff ⁵		
3 teachers at a cost of \$54,301	\$162,903	(\$222,600) 287 staff
1 teacher/supervisor	\$ 85,000	
.25 FTE speech/language clinician	\$ 13,575	
.25 FTE social worker	\$ 13,575	
Paraprofessional support		
6 paras including job coaches (6 hours/day)	\$145,080	
Receptionist/clerical staff	\$ 28,210	

³ This number reflects current enrollment

⁴ Tuition costs are an average between all three programs. Each program has its own daily rate. According to 287 administration, these rates have not been finalized.

⁵ Cost estimate from current budget manual for average cost of a teacher. Intermediate District 287 administration estimate the number of 287 probationary teachers to be at seventy-five. Partial implementation will not likely result in tenured lay-off. With full implementation, if 287 tenured staff are laid off, the cost of a licensed FTE from 287 is approximately \$74,200.

Start up costs at \$1,000 per pupil (instructional materials and supplies)	\$ 30,000	
Within the day transportation needs	\$ 32,000	
Leasing costs and building maintenance	\$200,000	
Total costs of above	\$710,343	(\$770,040) 287 staff
Cost per pupil	\$ 23,678	(\$25,668) 287 staff

The District will report expenditures to the Minnesota Department of Education and will generate revenue based on the reported expenditures. Staff costs are reimbursed at 68% of the salary cost, materials and supplies are reimbursed at 52% of the purchased cost, and transportation is fully reimbursed. Expenditures that would not be reimbursed include staff benefits, office supplies, and general classroom supplies such as student desks.

Projected cost estimate for partial implementation and phase-in (for 16 students)

Teaching staff	
2 teachers at a cost of \$54,301	\$108,602
1 teacher/supervisor	\$ 85,000
.15 speech/language clinician	\$ 8,145
.15 social worker	\$ 8,145
Clerical/receptionist	\$ 28,210
Paraprofessional support (3 including job coach)	\$ 72,540
Start up costs at \$1,000 per pupil (classroom materials and supplies)	\$ 16,000
Within day transportation needs	\$ 20,000
Leasing costs	\$200,000
Total Costs of above	\$546,642
Costs per student	\$ 34,165

The District will generate offsetting revenue based on the same formula described above. However, partial implementation would require continued use of Intermediate District

287 transition programming, resulting in a higher cost total for transition services until the phase out process is completed.

Additional funding issues to consider

- The District will most likely gain some revenue for students from other districts through open enrollment or non-resident agreements and the tuition billing process.
- Full implementation would result in a major reduction of services through Intermediate District 287. This could require us to offer positions to 287 staff at their current comparable salary. A partial implementation and phase in process should not be significant enough to require tenured staff at 287 to be laid off.
- Lease costs will impact the final cost/ADM of this proposal.

Final Considerations for the Board

Several advantages to a District offered transition program were described in the beginning of this document. Prior to moving forward with any final recommendations, the Board may wish to consider the following potential disadvantages:

- Appropriate space still needs to be secured that meets square footage needs, location requirements, and falls within public zoning guidelines.
- The District would be leaving established programs to create something new.
- It is unknown whether 287 tenured staff will need to be assumed due to lay-offs and what background, skills and experience these employees bring.
- A final decision must be made by February 8, 2008 to comply with the Intermediate District 287 program notification requirement.

The Special Services Department appreciates the Board's consideration of this information. We welcome the input of the Board and look forward to a discussion about the information and any resulting final decision.



Legislative Action Committee – 2008 Platform

(DRAFT – December 12, 2007)

The School Board of Wayzata Public Schools and its Legislative Action Committee (LAC) has established the following legislative priorities for the 2008 session:

Appropriate and Stable Investment in Education

The financial issues that affect school districts are multi-faceted, complex and interrelated. School funding must be considered from a systemic perspective to achieve an appropriate and stable investment in education. In order to provide school districts with this level of funding and to improve the ability of local school boards to plan for future years, we recommend that the Minnesota Legislature:

- Increase the basic funding formula by at least two percent for the 2008-2009 school year to avoid funding shortfalls.
- After taking significant steps to provide additional funding for special education, continue this direction by fully funding the state special education formula.
- Revise the current education funding formula to provide resources necessary to allow school districts to meet high academic standards. The first priority in revising the formula should be to implement and fund a location equity index to recognize market-based labor cost differentials.
- Include an inflation factor on funding for the alternative compensation program.

More Reliance on Local Decision Making

Although all schools share the common goal of providing their students the best education possible, school districts vary greatly in many other aspects including size, number of schools, labor and transportation costs, and level of parent involvement. Given these differences, Wayzata Public Schools believes that local school boards should be given the discretion and flexibility to make decisions that are best for their district. In order to allow for local decision making and flexibility, we recommend that the Minnesota Legislature:

- Support any legislation that allows districts to spend financial resources on areas that best meet local needs.
- Support any legislation that would reduce or eliminate mandated reports and other requirements that create “busy work” for school districts and distract from the overall mission of a district.
- Oppose any legislation that would mandate all school districts to participate in a statewide health insurance pool.

School Readiness

Having all children ready to start school has long been a priority for Wayzata Public Schools. There is little disagreement among educators and parents that investing in school readiness programs has a strong payoff. School districts already have several programs that address early learners, but certainly more are needed. Early childhood programs, preschool offerings, targeted school readiness programs for at-risk students and optional all-day, every-day kindergarten are just some of the possible programs to improve school readiness of children. We recommend that the Minnesota Legislature:

- Provide additional funding to allow districts to provide enhanced programs and services to preschool children and their families.
- Allow flexibility to school districts in using funds designated for school readiness programs to meet local needs rather than mandating specific programs for all districts. If the Legislature does not fully fund all-day, every-day kindergarten, the priority for Wayzata Public Schools is to emphasize programs that prepare children who are most in need of school readiness.

**Association of Metropolitan School Districts
2008 Legislative Platform**

Make Education and Funding Click

Provide Adequate Funding

The funding bill approved during the 2007 legislative session took some positive steps toward restoring previous cuts to various education programs. The most significant restoration occurred in the area of special education. However, even with this additional investment the state is falling short of funding its own special education formula. Furthermore, the vast majority of the approved funding was for the first year of the biennium -- the 2007-2008 school year. The average metropolitan school district will see a mere 1.2 percent increase in funding for the 2008-2009 school year under current law. It is essential that the Governor and Legislature provide supplemental funding during the 2008 session to avoid major school district budget shortfalls for the 2008-2009 school year. Specifically, the Governor and Legislature should:

- Increase the basic formula by an additional 2 percent – to \$5,226.00 - for the 2008-09 school year
- Fully fund the state special education formula
- Direct the Department of Education to present recommendations to the Governor and the Legislature by November 1, 2008 for implementing a location equity index to recognize market-based labor cost differentials

Protect and Preserve School Buildings and Infrastructure

It is important that school districts have the ability to maintain school facilities to preserve public assets and ensure the safety of students and staff. In addition, school districts must have the capacity to invest in technology that will enhance student achievement and prepare our students for the workplace. Specifically, the Governor and Legislature should:

- Increase access to the Alternative Levy and Bonding Program by eliminating the square footage threshold for participation in the program
- Increase Deferred Maintenance Revenue to \$100.00 per pupil to ensure that school districts are able to properly maintain and operate safe buildings
- Increase lease levy authority to \$150.00 per pupil so school districts can meet their facilities needs in a strategic, cost effective manner. Likewise, increase the lease levy authority available to Intermediate School Districts through their member districts from \$25 per pupil to \$50 per pupil
- Provide a reliable and sustainable funding stream for technology infrastructure, software and ongoing staff development

Reduce Mandates and Preserve Local Control

Reduce mandates and allow locally elected school boards and administrators to work with their communities to address unique local needs and challenges. Specifically, the Governor and Legislature should:

- Continue to allow school districts to have local control and flexibility in designing benefit plans that meet the needs of their employees
- Allow local school boards to determine when it is necessary to conduct a primary election for school board races
- Eliminate reports that are of little value such as the annual superintendents targeted passage rate report
- Repeal the requirement that school districts provide information and application forms to each student on the availability of Minnesota health care programs
- Simplify and clarify the ballot language required for operating referendum renewal elections
- Repeal the prohibition of starting the school year before Labor Day

Intermediate School Districts

...Innovation through Collaboration



2008 Legislative Session

Legislative proposals prepared by Intermediate School Districts #287, #916, and #917 for legislators and member districts to use as a resource in understanding the mission and critical needs of the Intermediates in serving career and technical, special education, and other academic needs of students. For questions or more information please contact:

Superintendent Sandy Lewandowski, #287 (763-550-7100)

Superintendent Connie Hayes, #916 (651.415.5656)

Superintendent John Christiansen, #917 (651.423.8226)

Valerie Dosland, Ewald Consulting Group, Inc. (612.490.3052)

Executive Summary

Intermediate School Districts 287, 916, and 917 are vital resources to our member districts and provide important programs and services to students. We are well positioned to not only continue but also to enhance our unique mission as both special school districts and regional service providers. With support from the 2008 Minnesota Legislature, the Intermediate School Districts can continue to provide quality programs and services in special education, career and technical education, and a variety of other specialty areas for our member districts and other customers. Responding to our legislative needs will also enhance our ability to serve as a model for the regional delivery of many of the programs and services needed by students and K-12 school districts. Collaborating in this manner provides significant economies of scale and enhanced opportunities for students.

As stipulated in statute, the role of the Intermediate School Districts, as direct service providers to participating school district students, has remained constant during the past 35 years. Although the delivery of programs and services is regional in nature, the Intermediate School Districts actually provide instruction and services directly to students, similar to our K-12 member districts and some other cooperative entities. As special school districts, the overwhelming majority of staff members (approximately 85%) are teachers, teacher aides, therapists, and support specialists. The unique mission of Intermediate School Districts, and in particular our role as direct providers of instruction, results in needs that are very similar to those of our K-12 member districts.

As three Intermediate School Districts, we have prepared this report for the Minnesota Legislature to provide insight into the core mission, special purposes, and unique needs of our educational organizations, and to propose mechanisms for addressing those needs. Our goal is to influence public policy and gain access to the necessary funding for the benefit of students, staff, and member school districts. Achieving our legislative goals will enable us not only to maintain but also to enhance the quality and availability of facilities, programs, and services to students.

Legislative Positions and Rationale

The Intermediate School Districts request that the 2008 Legislature amend or pass statutes consistent with the following proposals. Such action will ensure continuity of programs and services to students and member districts, preserve the considerable state and local investments in our school facilities, and enhance the availability of regional solutions for students participating in special education, career and technical education, and a broad array of other programs and services. The specific proposals are:

- **Allow Intermediate School Districts to access cash-flow borrowing.**

All K-12 districts to access cash flow borrowing to manage cash flow during the course of the fiscal year. This is a vital tool for school districts to meet financial commitments such as payroll and vendor obligations. The three Intermediates, as special school districts, experience similar cash-flow problems but do not qualify for cash flow borrowing as most of their revenue comes in the form of membership and/or tuition payments. Member districts

will also benefit as the Intermediates will have less need to pre-bill for future services, thus enhancing the cash flow of K-12 members.

- **Change the language of alternative teacher compensation (or Q-Comp) to better reflect the unique way in which Intermediates work.**

Currently, Intermediates can participate in the Q-Comp program but cannot access the majority of the revenue as revenue is based on the number of students enrolled at a site. Because Intermediate districts are services providers and do not directly enroll students, they are unable to access the funds in a way that allows for the implementation of Q-Comp. The Intermediates are asking to have the funding formula based on the number of licensed teachers rather than per pupil so that Intermediates will qualify for \$3800 per licensed teacher.

- **Increase lease levy amounts by \$25.**

Currently, a school district that is a member of an Intermediate School District may include in its lease levy authority \$25 per pupil for costs associated with leases of administrative and classroom space for Intermediate School District programs. This additional revenue would be used to maintain, upgrade, replace or expand school facilities in order to deliver programs and services to students, fulfill statutory requirements, and provide safe, high-quality teaching and learning environments.

- **Increase the retirement earnings limitations for part-time and substitute teachers.**

Current law permits a retired teacher to earn approximately \$13,000 per year after retirement and then additional earnings beyond that are offset from their Teacher Retirement Association (TRA) retirement pay. This amount of TRA pay is eventually paid back to the retired member at age 65 or one year after severing employment with a TRA employer. This earnings limitation makes it difficult for retired teachers to serve a part-time or substitute teachers. Intermediate school districts are experiencing a critical shortage of teachers in certain licensure areas and are challenged to find quality teachers in the low incidence areas of special education. This will only get more challenging and difficult in the future. Increasing the earnings limitation would provide a tool to encourage and persuade retired teachers to return to the classroom in these high need areas.

History and Background

The three Intermediate School Districts were formed in the late 1960s at the request of local school districts to deliver vocational and technical education. It was more cost effective to deliver programming regionally due to the need for smaller, safer classrooms and specialized laboratories, the limited number of qualified instructors, and the high cost of equipment. Special-education program and service delivery was added as a second component of the Intermediate School District offerings. Subsequently, the Intermediate School Districts responded to the needs of their member districts and provided an array of academic low-incidence programs and

services such as area learning centers, telecommunications, gifted and talented services, on-line learning, and other instructional offerings.

In all cases, the delivery model was intended to eliminate low-enrolled, costly programs and services offered in individual local school districts and replace them with higher-enrolled, more-cost-effective programs and services at one or more of the Intermediate School District sites. Central to this strategy was an effort to avoid duplicating expensive equipment and specialized facilities in K-12 districts in which enrollment was not sufficient to support quality programs.

Over time, experience confirmed the wisdom of the legislative decision to form the Intermediate School Districts. Participating member districts reduced or entirely eliminated high-cost, inefficient local programs and services. Meanwhile, the Intermediate School Districts responded by providing state-of-the-art curricula, equipment, and technologies for students in their member districts.

This evolution of program and service design and delivery between the Intermediate School Districts and their participating school districts continues today with minimal duplication of programs and services. In fact, very distinct, non-competitive market niches exist for each category of programs and services. This is particularly true in the case of major program expansions for at-risk students, gifted and talented students, and low-incidence academics such as world languages. Programs and services provided directly and delivered regionally by Intermediate School Districts will continue to evolve to meet the changing needs of students and K-12 school districts.

District	Compensation	Chair	Vice Chair	Clerk	Treas
2007/2008 (Survey 6-07)					
AVERAGE (CLC) w/o Way.	\$362.00	\$431.75	\$377.63	\$368.25	
273 Edina (CLC)	\$2,400 (\$200/mo) + Mileage/Conf. Exp.				
270 Hopkins (CLC)	\$4,761 (\$398/mo)	\$452/mo			
276 Minnetonka (CLC)	\$4,500 (\$375/mo) + \$50 per std. comm.mtgs.	\$500/mo	\$437.50/mo		
281 Robbinsdale (CLC)	\$5,700 (\$475/mo)	\$575/mo		\$500/mo	
284 Wayzata (CLC)	\$4,320 (\$360/mo) + \$50 per extra mtgs.	\$425/mo			

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Organizational/Regular Board Meeting - January 14, 2008 - 7:30 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. OATH OF OFFICE TO NEWLY ELECTED/RE-ELECTED SCHOOL BOARD MEMBERS
3. ELECTION OF SCHOOL BOARD OFFICERS
4. APPROVAL OF AGENDA AND CONSENT AGENDA
 - A. Approval of Minutes
 1. Regular Board Meeting - November 13, 2007
 2. Regular Board Meeting - December 10, 2007
 3. Special Board Meeting - December 17, 2007
 - B. Finance and Business Recommendations
 - C. Bid Award: Central Middle School Indoor Air Quality Upgrade
 - D. Resolution for Machine-Signed Signatures
 - E. Human Resource Recommendations
 - F. Approve Board Standard Operating Procedures for 2008
 - G. Reaffirm All Current School Board Policies
5. STUDENT CURRICULUM PRESENTATION
6. SESQUICENTENNIAL MOMENT -
7. RECOGNITIONS
 - A. Employee of the Month -
 - B. Paraprofessional Recognition Week - January -, 2008
8. REPORTS FROM ORGANIZATIONS
 - A. Student Council
9. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Board Policies and Regulations - Reviewed (Per 3-Year Cycle) - No Changes
 - a. Board Policy 200 - "School Board Legal Status" - First Reading
 - b. Board Policy 202 - "Board Member Authority" - First Reading
 - c. Board Policy 203 - "School Board Elections" - First Reading
 - d. Board Policy 204 - "School Board Member Code Of Ethics" - First Reading
 - e. Board Policy and Regulations 205 and 205-R - "Board Member Conflict Of Interest" - First Reading
 - f. Board Policy 206 - "Board Organizational Meeting" - First Reading
 - g. Board Policy 211 - "Board Meeting Procedures" - First Reading
 - h. Board Policy 214 - "Policy Dissemination" - First Reading
 - i. Board Policy 215 - "Administrative Action In Absence Of Policy" - First Reading
 - j. Board Policy 216 - "Suspension Of Policies" - First Reading
 - k. Board Policy 218 - "Board Review Of Regulations" - First Reading
 - l. Board Policy 219 - "Board Member Development Opportunities" - First Reading
 - m. Board Policy 221 - "School Board Memberships" - First Reading
 - n. Board Policy 222 - "Board Vacancies" - First Reading
 - o. Board Policy and Regulations 223 and 223-R - "Public Hearings" - First Reading
 - p. Board Policy 224 - "Emergency Policy" - First Reading
 - q. Board Policy 226 - "Citizen Complaints" - First Reading

- r. Board Policy 227 - "Out-Of-State Travel By School Board Members" - First Reading
 - 2. Board Policies and Regulations - Reviewed (Per 3-Year Cycle) - Changes Made
 - a. Board Policy 201 - "School Board Powers And Duties" - First Reading
 - b. Board Policy and Regulations 207 and 207-R - "Board Officers" - First Reading
 - c. Board Policy and Regulations 208 and 208-R - "Board Committees" - First Reading
 - d. Board Policy and Regulations 212 and 212-R - "Public Participation In School Board Meetings" - First Reading
 - e. Board Policy 213 - "Policy Adoption And Amendment" - First Reading
 - f. Board Policy and Regulations 217 and 217-R - "Policy Review And Evaluation Opportunities" - First Reading
 - g. Board Policy and Regulations 217 and 217-R - "Policy Review And Evaluation Opportunities" - First Reading
 - h. Board Policy 220 - "Board Member Compensation And Expense" - First Reading
 - i. Board Policy and Regulations 225 and 255-R - "Criminal Or Civil Action Against School District, School Board Member, Employee Or Student" - First Reading
 - B. Curriculum and Instruction
 - 1. Approval of 2009-2010 Calendar
 - 2. Approval of Implementation of District Transition Program - L. Fildes, B. Johnson
 - C. Finance and Business Services
 - 1. Monthly Financial Reports
 - 2. Final Budget for 2007-2008 Fiscal Year
 - D. Human Resource Services
- 10. OTHER BOARD ACTION
 - A. School Board Member Compensation 2008 - L. Cohen
 - B. Approve Board Committee Structure and Appointments for 2008
- 11. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
- 12. BOARD REPORTS
- 13. NEW BUSINESS
- 14. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – December 17, 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.