

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## BOARD OF EDUCATION

Regular Meeting - October 25, 2010 - 4:10 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

### AGENDA

1.	CALL TO ORDER/ROLL CALL	3
2.	ADMINISTRATIVE	
	A. Instructional Intervention Update - C. Anderson - <i>20 minutes</i>	
	B. Board Policy and Regulations 403 and 403-R - "Harassment and Violence" - <i>5 minutes</i>	4
	C. Board Policy and Regulations 415 and 415-R - "Mandated Reporting of Child Neglect or Physical or Sexual Abuse" - <i>5 minutes</i>	11
3.	TEACHING AND LEARNING	
	A. Professional Learning Teams - J. Johnson, S. Nelson - <i>15 minutes</i>	
	B. West Middle School Site Plan Overview - S. Sommerfeld - <i>20 minutes</i>	18
4.	FINANCIAL	
	A. Facilities Planning Update - J. Westrum, Wold Architects & Engineers - <i>30 minutes</i>	
	B. Attendance Areas for 2010-2011 - J. Westrum - <i>15 minutes</i>	36
	C. Enrollment Update - J. Westrum - <i>10 minutes</i>	37
	D. Budget Calendar - J. Westrum - <i>5 minutes</i>	39
	E. Status of Minnesota Grant Agreement for the Facility Cost Share Project - J. Westrum - <i>5 minutes</i>	40
5.	HUMAN RESOURCES	
6.	BOARD REPORTS	
7.	SCHOOL BOARD	
	A. Tentative Board Agenda for November 8, 2010	43
8.	ADJOURN	45

# 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 – October 25, 2010**

**AGENDA SECTION:** 1. CALL TO ORDER/ROLL CALL

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Peterson

**Susan H. Droegemueller, Board Clerk, will call the roll:**

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

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**HARASSMENT AND VIOLENCE**

**POLICY: 403**

The District recognizes each employee's right to individual respect and dignity and is committed to establishing and maintaining a professional, respectful working environment for all employees.

It is the policy of the District to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The District prohibits any form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the District to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by regulations. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.)

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the District to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.

The District will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

ADOPTED: March 10, 1986  
AMENDED: September 16, 1991  
AMENDED: September 13, 1993  
AMENDED: July 11, 1994  
AMENDED: December 11, 1995  
AMENDED: May 14, 2001  
AMENDED: July 12, 2004  
REVIEWED: October 9, 2006  
AMENDED: September 10, 2007  
REVIEWED: October 13, 2008  
REVIEWED: October 12, 2009  
FIRST READING: October 11, 2010

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**HARASSMENT AND VIOLENCE**

**REGULATIONS: 403-R**

To implement the School Board policy prohibiting harassment & violence, the District will utilize the following definitions, reporting procedures, District action and training regulations:

**I. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED**

**A. Sexual Harassment;**

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
  - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
  - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
  - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
2. Sexual harassment may include but is not limited to:
  - a. unwelcome verbal harassment or abuse;
  - b. unwelcome pressure for sexual activity;
  - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
  - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

**B. Racial Harassment;**

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- 3. otherwise adversely affects an individual's employment or academic opportunities.

**C. Religious Harassment;**

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- 3. otherwise adversely affects an individual's employment or academic opportunities.

**D. Sexual Violence;**

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
  - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
  - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;

- c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
  - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.
- E. Racial Violence; Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.
- F. Religious Violence; Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.
- G. Assault; Assault is:
  - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
  - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
  - 3. the threat to do bodily harm to another with present ability to carry out the threat.

**II. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the District, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this policy. The District encourages the reporting party or complainant to use the report form available from the principal\_of each building or available from the District office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a District Human Rights Officer or to the Superintendent.
- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult District personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately. The principal will take appropriate action to investigate student-to-student complaints and resolve the matter in a timely fashion.
- C. If the complaint involves an adult, the principal must notify the District Human Rights Officer immediately, without screening or investigating the

report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the Human Rights Officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the Executive Director of Human Resource Services by the reporting party or complainant.

- D. The School Board hereby designates the Executive Director of Human Resource Services as the District Human Rights Officer to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves the Human Rights Officer or if the complainant would be more comfortable, the complaint shall be filed directly with the Superintendent.
- E. The District shall conspicuously post the name of the Human Rights Officer, including mailing address and telephone number.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

### **III. INVESTIGATION**

- A. By authority of the District, the Human Rights Officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the

nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the District may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. The investigation will be completed as soon as practical. The District Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

#### **IV. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a report, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and District policies.
- B. The result of the District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the District in accordance with state and federal law regarding data or records privacy.

#### **V. REPRISAL**

The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

#### **VI. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota

Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

**VII. HARASSMENT OR VIOLENCE AS ABUSE**

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes may be applicable.
- B. Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged harassment, violence or abuse.

**VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to each District employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The District will develop a method of discussing this policy with students and employees.
- E. This policy shall be reviewed at least annually for compliance with state and federal law.

EFFECTIVE: March 10, 1986  
MODIFIED: September 16, 1991  
MODIFIED: March 13, 1992  
MODIFIED: July 22, 1992  
MODIFIED: November 23, 1992  
MODIFIED: September 13, 1993  
MODIFIED: April 30, 2001  
MODIFIED: July 12, 2004  
REVIEWED: October 10, 2005  
MODIFIED: October 9, 2006  
MODIFIED: September 10, 2007  
REVIEWED: October 13, 2008  
REVIEWED: October 12, 2009  
REVIEWED:

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**MANDATED REPORTING OF CHILD  
NEGLECT OR PHYSICAL OR SEXUAL  
ABUSE**

**POLICY: 415**

The District will comply with Minnesota Statutes requiring school personnel to report suspected child neglect or physical or sexual abuse.

It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused.

ADOPTED: November 20, 2003  
AMENDED: July 12, 2004  
REVIEWED: October 10, 2005  
AMENDED: November 13, 2006  
AMENDED: September 10, 2007  
REVIEWED: October 13, 2008  
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**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**MANDATED REPORTING OF CHILD  
NEGLECT OR PHYSICAL OR SEXUAL  
ABUSE**

**REGULATIONS: 415-R**

These regulations will be adhered to in accordance of Policy #415, Mandated Reporting of Child Neglect or Physical or Sexual Abuse.

**I. DEFINITIONS**

- A. "Child" means one under age 18.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "Mandated Reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused.
- D. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:
  - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so and including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
  - 2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
  - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
  - 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
  - 5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first

- year of life that medically indicate prenatal exposure to a controlled substance;
6. medical neglect as defined by Minn. Stat. § 260C.007, subd. 4, clause (5);
  7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
  8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- E. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the

child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- F. "School Personnel" means professional employee or professional's delegate of the District who provides health, educational, social, psychological, law enforcement or child care services.
- G. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.
- H. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- I. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- J. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

**II. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason

to believe is happening or has happened to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- D. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- E. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- F. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

**III. INVESTIGATION**

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child

on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the District shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the District shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The District shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

**IV. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A, shall be destroyed by the school only when ordered by

the agency conducting the investigation or by a court of competent jurisdiction.

**V. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

**VI. DISSEMINATION OF POLICY**

- A. The District will develop a method of disseminating this regulation with school personnel.

EFFECTIVE: September 28, 1987  
MODIFIED: May 14, 1990  
MODIFIED: September 28, 1992  
MODIFIED: November 13, 2001  
MODIFIED: July 12, 2004  
REVIEWED: October 10, 2005  
MODIFIED: November 13, 2006  
MODIFIED: September 10, 2007  
REVIEWED: October 13, 2008  
REVIEWED: October 12, 2009  
REVIEWED:

# Wayzata West Middle School 2010-2011 School Improvement Plan

**October 25, 2010**

**A Model of Excellence Among  
Learning Communities**

18

*Wayzata Public Schools*

# The Story

A Model of Excellence Among  
Learning Communities

# Q-Comp Academic Achievement Goal Wayzata West Middle School

★ **53.2% of all students who participate in Spring MAP testing will meet or exceed their individual NWEA Math RIT target growth score.**

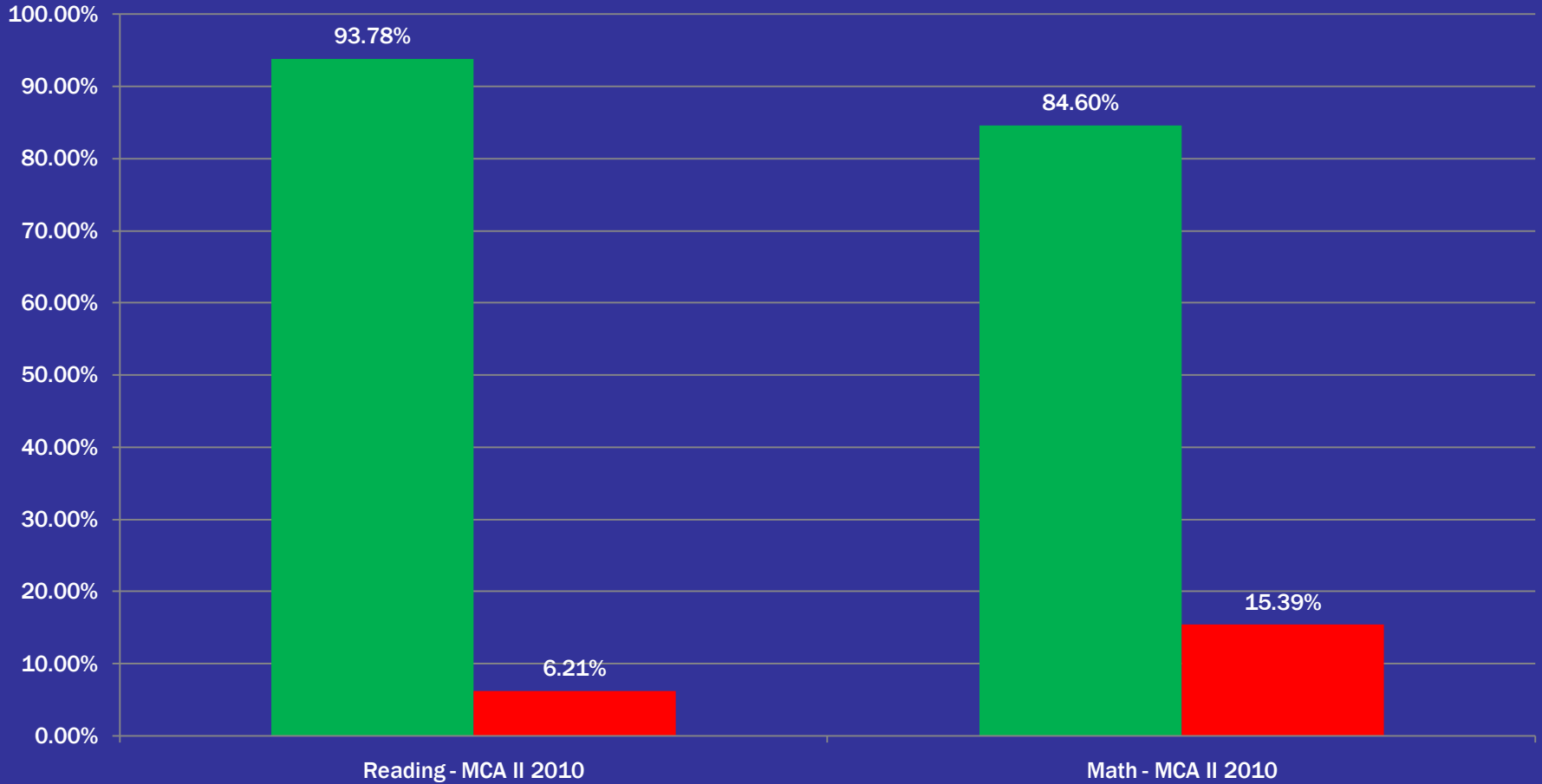
# Equity Goals

These goals were created based on 2010-2011 student data.

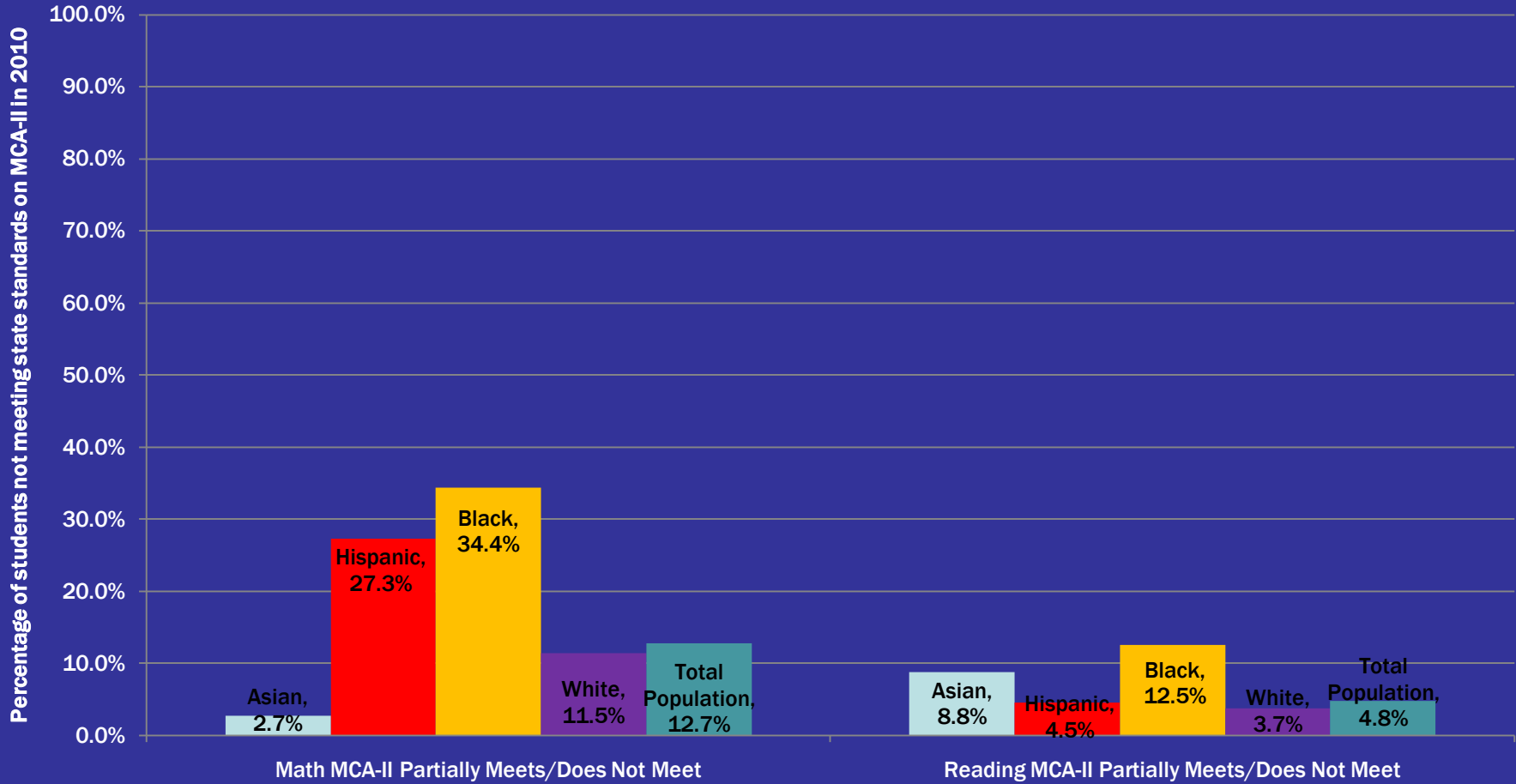
- ★ **Wayzata West Middle School will reduce the percent of students NOT proficient in math from 12.8% to 9.8%.**
- ★ **Wayzata West Middle School will reduce the percent of students NOT proficient in reading from 7.2% to 4.2%.**

# West Middle School 2010 MCA II - Proficiency at a Glance

Proficient Not Proficient



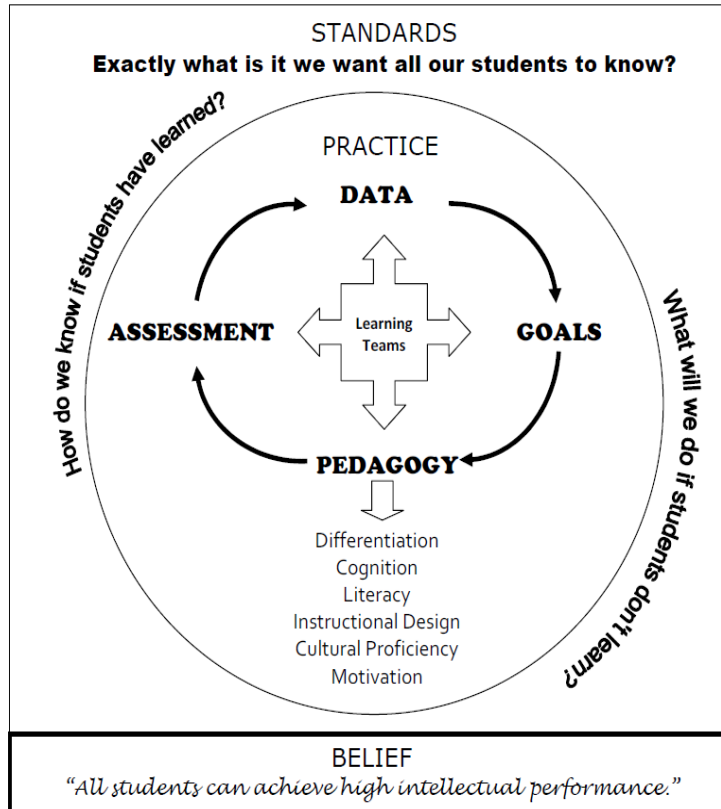
# West Middle School 2010 MCA II Reading and Math Students Not Proficient by Ethnicity



**PROFESSIONAL DEVELOPMENT GOALS:**

- To develop and support professional learning teams committed to improving the learning of all students
- To implement best practices in assessment and analyze data to inform instruction
- To develop differentiation and cultural competency strategies which facilitate equity in achievement for all students

**BEST PRACTICES:**



**Notes:**

- Best instructional practice is founded on the belief that all students can succeed, and it is framed by the standards.
- To ensure achievement, learning teams engage in collaborative inquiry to examine data, determine goals for improvement, revise pedagogy, and assess for learning, a process which is cyclical.

# The Story

June 2011

A Model of Excellence Among  
Learning Communities

# School Improvement Plan

## Wayzata West Middle School

### School Improvement Plan Subcommittees

**Staff Development/Equity**

Kate Brewer  
Clark Doten  
Beth Dougherty  
Danni English  
Erik Gulsvig  
Randi Michels  
Kassidy Rice  
Susan Sommerfeld  
Megan Speers  
Jodi Spohnholtz  
Judy St. Cyr

**Collaborative Inquiry Data Team**

Seth Brown  
Clark Doten  
Tara Fink  
Kassidy Rice  
Susan Sommerfeld  
Jodi Spohnholtz

**Alternative Compensation Goal**

Seth Brown  
Clark Doten  
Ericka Downie  
Tara Fink  
Bree Jorgenson  
Mandy Kraus  
Kassidy Rice  
Ann Richter  
Susan Sommerfeld  
Jodi Spohnholtz

“Exactly what is it we want our students to learn? How do we know if they have learned it? What will we do if they don’t learn it?”

The three guiding questions above were posed by Rick Dufour and Robert Eaker to every educator in America. They are questions that get to the very essence of teaching and learning. It is fast becoming the culture at Wayzata West Middle School to ask these questions each day as we make important decisions that impact student learning. These questions relate directly to maintaining fidelity to a high quality curriculum in every classroom; the formal, informal, formative and summative data we collect and analyze; and the acceleration and remediation that occurs after that analysis.

West Middle School is proud to present our school improvement plan for maximizing student achievement. Numerous activities, opportunities, and systems are in place now that will result in improvements in already strong student achievement levels. West’s continuous improvement minded Q-Comp goal is aimed at helping all students meet and exceed their growth targets in math as measured by the NWEA (MAP) test administered in the spring.

Struggling students are the focus of West’s Equity goal in math and reading. Students not proficient in the MCA II math and reading tests will be pushed to improve not only for performance on that test but performance in every classroom. At the root of each of these improvement goal commitments is a comprehensive staff development plan focused on meeting the needs of individual students.

The attached document summarizes the goals and action plans in place for Wayzata West Middle School for the 2010-11 school year. In addition, data related to past performance has been included to provide a reference point that will be used to judge future improvements.

West is excited to move into 2010-11 with three simple questions in mind.

## Section 2: Academic School Improvement Initiatives

### **Focus Area: Q-Comp SIP Goals 2010-2011 Math:**

At Wayzata West Middle School, 53.2% of all students participating in spring MAP testing will meet or exceed their individual NWEA Math RIT target score.

### **Focus Area: Equity SIP Goals 2010-2011- Math and Reading:**

Wayzata West Middle School will reduce the percent of students who are not proficient on the MCA II math test from 12.8% to 9.8%.

Wayzata West Middle School will reduce the percent of students who are not proficient on the MCA II reading test from 7.2% to 4.2%.

## Section 3: Other School Improvement Initiatives

### **Focus Area: SIP 2010-2011 Other Area - Special Education:**

In 2010-11, Wayzata West Middle School will make adequate yearly progress (AYP) in the area of math as measured by the MCA II math test.

### **Highlights of action plan for Other Area:**

In addition to the measures in place to improve achievement for all students, some adjustments have been made to the way Special Education services are delivered. It is our belief that the following changes, in place now, will result in improvement:

-Some students will have the opportunity to work with the same IEP case manager over the course of their three years at West. This is currently happening on a limited trial basis. Matching student needs and strengths with teacher expertise will allow for a more tailored approach to service delivery.

-Paraprofessional support will be provided to students based on needs not on grade level or specialty. This is a more responsive model for providing support when and where it is needed.

### About the AYP Appeal Process:

(West did not make AYP in special education math. The following appeal was denied but serves to illustrate a unique aspect of the testing results at West.)

In May of 2010, the Wayzata School District was approved for a waiver to exceed the 1% cap for students allowed to take the MTAS for purposes of AYP. We were approved to allow 1.5% of our population to participate in the MTAS. Our district actually had 2.5% of our tested population participate in the MTAS for the 2009-10 school year. District philosophy and the federal requirements of the American with Disabilities Act (ADA) of 1990 are that we make these types of decisions based on the individual needs of the students, rather than whether or not we can stay within a mandated quota.

Wayzata West Middle School houses the Setting 3 Developmental and Cognitively Delayed Program for our entire district, regardless of residency. As a result, there is a high concentration of students at that facility. Of the 40 special education students whose scores were not counted toward AYP in math for the 2009-10 school year, 22.5% of those students attended Wayzata West Middle School. If the 9 students' proficiency points that were not counted towards AYP for 2010 had been allowed, West Middle School's special education subgroups would have earned 66.5 index points instead of only 60 proficiency points. These additional 6.5 proficiency points would have given West Middle School a 2010 Proficiency Index Rate of 70.74, instead of 63.83, which would have clearly exceeded the 2010 Safe Harbor Target of 64.26 and the Blended Index Target of 68.82. As a result, we are appealing the AYP status of Wayzata West Middle School for the 2009-10 school year and ask that we be allowed to count the 9 students from Wayzata West Middle School whose index points were disallowed. (Dr. Brenda Arrington)

## Section 4: Professional Development Initiatives

### **Highlights of action plan for Professional Development:**

#### **PROFESSIONAL DEVELOPMENT GOALS:**

- To develop and support professional learning teams committed to improving the learning of all students
- To implement best practices in assessment and analyze data to inform instruction
- To develop differentiation and cultural competency strategies which facilitate equity in achievement for all students

## PART I: "Cohorts"

1. The West teaching staff has been divided into five cohorts based on learning teams.
2. Seth, Bree, and Kassidy coordinate two cohorts each with Jodi, Ann, and Mandy assisting with one of the cohorts

Cohort	Facilitator(s)
1. Math	Seth & Bree
2. Language Arts/Social Studies	Kassidy & Ann
3. Science, Health	Kassidy & Seth
4. Social Studies/Language Arts	Bree & Mandy
5. Encore (Music, Art, ETD, PE, FCS)	Seth & Jodi

3. Cohorts meet once a quarter. Two times will be full days and two will be half day = about 28 hours total. Two cohorts would meet each of the ½ days to facilitate sharing of subs. The dates for the trainings are:

Full day Quarter 1 = Cohort 1- Oct. 11, Cohort 2- Oct. 12, Cohort 3- Oct. 13, Cohort 4- Oct. 14, Cohort 5 - Oct. 15.

Half Day Quarter 2 = Dec.14, Dec.15, Dec.16.

Full day Quarter 3 = Cohort 1-Feb. 14, Cohort 2- Feb. 15, Cohort 3- Feb.16, Cohort 4-Feb. 17, Cohort 5- Feb. 18.

Half day Quarter 4 = April 19, April 20, April 21

4. Professional development will be provided in the context of the learning teams model and include activities aimed at the following components:
  - Use of data to inform instruction
  - Development and implementation of cultural competency
  - Effective use of assessment and backwards design (i.e. pedagogical flow map: priming, processing, and retaining for mastery)
  - Literacy & cognition strategies (i.e. NUA strategies)

## Part II: Learning Teams

Collaborative learning teams are composed of members who work interdependently to achieve common goals – goals linked to the purpose of learning.

Purpose of Learning Team Meetings:

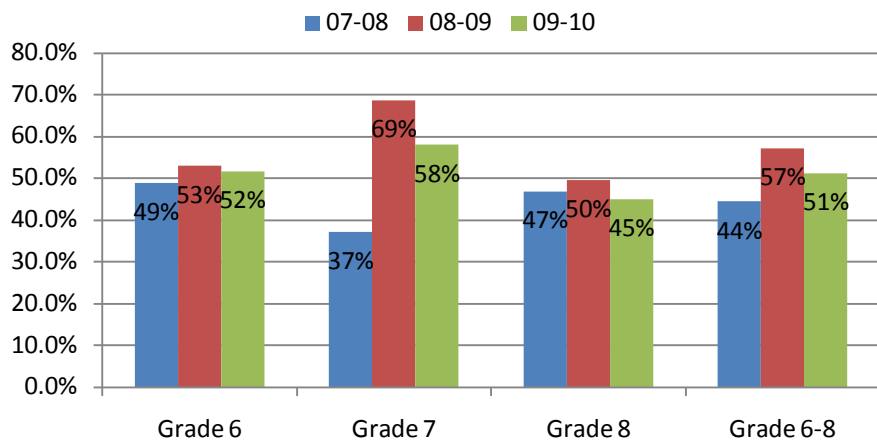
- Examine student data in order to make sense of it.
- Use that data to make adjustments in instruction.

It will be the charge of the Data Integration Specialist (Ericka Downie) and the building level Data Learning Team (Tara Fink, Jodi Spohnholtz, Seth Brown, Kassidy Rice, Susan and Clark) to assist middle level learning teams in viewing and working with relevant data (information) regarding the achievement of students.

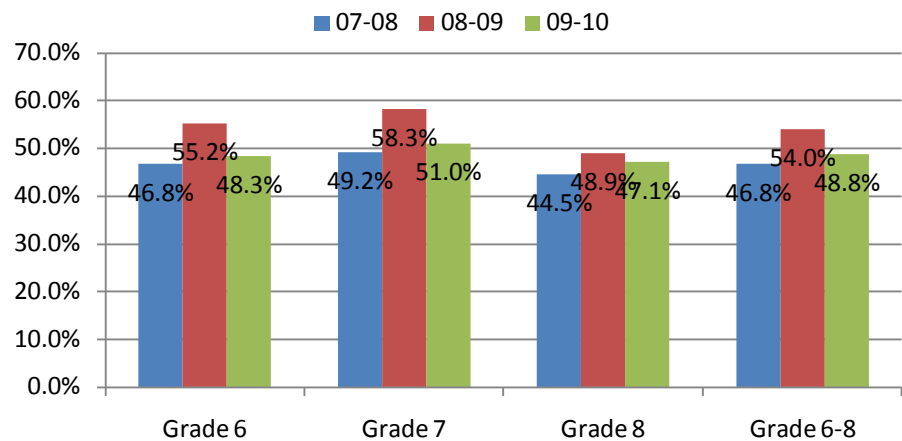
Encore teachers, including health and communications, will meet across the district monthly. Teachers in the building should pick one of the courses they teach to meet with their like content grade level peer(s) a minimum of once weekly for Collaborative Inquiry/ Professional Learning Team work. Like content grade level peers are expected to meet at least twice per week, core teams once per week, and whole grade levels on an as-needed basis. Susan and Clark will attend the like content learning team meetings on a regular and rotational basis. This will replace the administrator weekly attendance at grade level meetings and will coincide with our “rounds and walk-through” work.

## Section 5: Q-Comp Action Plan Data

**Wayzata West Middle School Trend Data for:**  
Percent of students meeting growth target: NWEA MAP Math Test  
Spring to Spring Growth Norms



**Wayzata School District Trend Data for:**  
Percent of students meeting growth target: NWEA MAP Math Test  
Spring to Spring Growth Norms



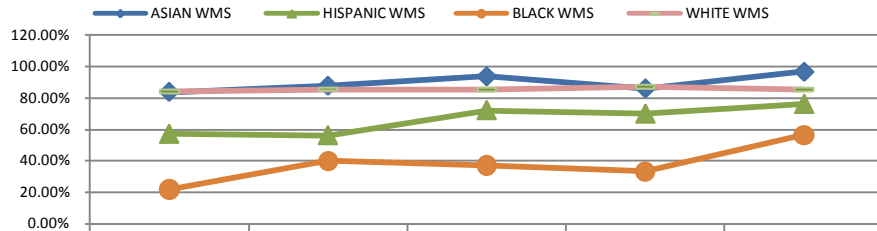
Wayzata West Middle School’s Q-Comp goal focus for 2010-11 is NWEA (MAP) math. Mathematics was chosen as the focus based on trend data that was examined during the summer of 2010. The 2 percent increase named in the goal is the historic state approved increase for Q-Comp school wide goals. In addition, we feel this is an achievable goal for West, as we met a similar goal two years ago. NWEA (MAP) was selected because it measures student growth and allows West to target students for growth who are already proficient or exceeding targets. West Middle School data from the last three years shows some positive trends in MAP math. From 2008 to 2010, 6<sup>th</sup> grade went from 49% to 52% meeting their expected target. 7<sup>th</sup> grade went from 37% to 58%. 8<sup>th</sup> grade went from 47% to 45%. Overall, students tested went from 44% to 51%.

You will notice an increase in 2009 then a drop in 2010 in the percent of students meeting their growth target in math. This variation in growth could be attributed to a combination of numerous factors such as:

1. Curriculum shifts that happened in the 08-09 and 09-10 school year.
2. Intentional focus on mathematics instruction and professional development which resulted from reviewing the data from the 07-08 school year.
3. Students can show growth on the MAP assessment, without achieving their growth target.
4. It is statistically more challenging for high-performing students to meet their growth target than it is for other students to meet their growth target.
5. Students do not grow at a constant rate in reading or mathematics but may experience growth spurts. (Compare this to monitoring a child's height changing over a period of several years.)

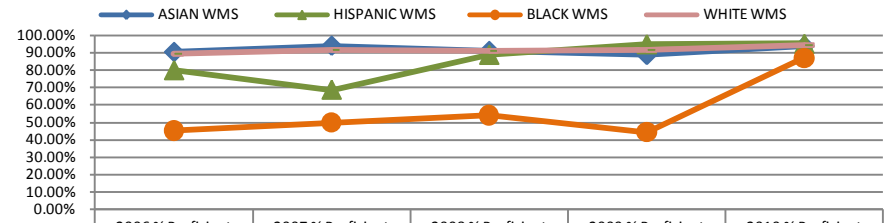
## Section 6: Equity Action Plan Data

**Wayzata West Middle School  
MCA II Math Trenda Data by Ethnicity**



	2006 % Proficient	2007 % Proficient	2008 % Proficient	2009 % Proficient	2010 % Proficient
ASIAN WMS	83.87%	87.87%	93.93%	86.11%	96.87%
HISPANIC WMS	57.14%	56.25%	72.22%	70.00%	76.19%
BLACK WMS	21.73%	40.00%	37.14%	33.33%	56.52%
WHITE WMS	84.03%	85.73%	85.24%	87.40%	85.35%

**Wayzata West Middle School  
MCA II Reading Trenda Data by Ethnicity**



	2006 % Proficient	2007 % Proficient	2008 % Proficient	2009 % Proficient	2010 % Proficient
ASIAN WMS	90.32%	93.93%	90.90%	88.57%	93.75%
HISPANIC WMS	80.00%	68.75%	88.88%	95.00%	95.23%
BLACK WMS	45.45%	50.00%	54.28%	44.44%	86.95%
WHITE WMS	89.24%	91.57%	91.23%	91.38%	94.26%

Wayzata West has selected the areas of math and reading for its 2010-11 equity goal. The test data comes from the MCA II administered in the spring of each year (2006-2010). MCA II data has been selected for this goal because it correlates to our District Equity Goal #1.

**Math:** Trend data for math indicates that from 2006 to 2010 our Asian students increased their rate of proficiency from 83.87% to 96.87%. Hispanic students increased in proficiency from 57.14% to 76.19% and exhibited a consistent upward trend. Our Black students increased in proficiency from 21.73% to 56.52%. Our White students increased from 84.03% to 85.35% proficiency.

**Reading:** The Wayzata West Middle School trend data for the reading MCA II test indicates that from 2006 to 2010 our Asian students increased in proficiency from 90.32% to 93.75%. Hispanic students increased in proficiency from 80% to 95.23% and were on a consistent upward trend. Our Black students increased from 45.45% to 86.95%. White students increased from 89.24% proficiency to 94.26%.

<b>Section 7: Basic Demographic Information</b>	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	School Year 2009-2010	School Year 2010-2011
Attendance rate (%)	96.7%	96.28%	96.24%	96.58%	96.06%	96%	
Truancy rate (%)							
Mobility rate : (%)							
School-wide Population (#)	728	730	741	745	736	730	
Free and Reduced Lunch (%)	9%	9%	7%	9%	10%	9%	
English Language Learners (%)	0%	0%	0%	1%	0%	0%	
Special Education (%)	9%	10%	10%	9%	10%	8%	
White, Non-Hispanic (%)	91.1%	89.7%	88.3%	87.5%	87.8%	88%	
Black Non-Hispanic (%)	3.2%	3.4%	5%	4.8%	4.1%	3%	
Hispanic (%)	1.4%	2.2%	2.4%	2.7%	2.9%	3%	
Native American or Alaskan Native (%)	0.3%	0.1%	0.1%	0.3%	0.1%	1%	
Asian/Pacific Islander (%)	4.1%	4.5%	4.2%	4.7%	5.2%	5%	

West Middle School has a total student population of 738 and its learners benefit from a very high rate of daily attendance (96%). Demographic shifts are evident but not major. The chart above shows West's White population is gradually decreasing with a very small increase in 2009-10. The Hispanic population is increasing very slowly. West's Asian student population is also increasing slowly. The population of Black students at West has changed only slightly over the years ranging from a low of 3% in 2009-10 to a high of 5% in 2006-2007. The number of students with IEP's has fluctuated slightly over the years to a current level of 8%. Numbers of economically disadvantaged students at West have maintained with some slight fluctuations in 2007 and 2009.

## Section 8: Glossary of Terms

**NWEA (MAP):** Northwest Evaluation Association – Measures of Academic Progress

**RIT score:** The student’s overall scale score on the NWEA MAP assessment. **Rasch Unit**, honoring George Rasch, the Danish mathematician who developed the underlying theory for this type of measurement. The RIT Scale is a curriculum scale developed by NWEA that uses the individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and it is equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom or middle of the RIT Scale, and it has the same meaning regardless of grade level.

**Targeted Growth:** The individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student. The NWEA last normed their data in 2008.

**MCA II:** The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

**AYP:** Annual Yearly Progress

**IEP:** Individual Education Plan- An IEP is developed to meet the needs of our special education students.

**MTAS:** The Minnesota Test of Academic Skills (MTAS), an alternate assessment based on alternate achievement standards, is for students with the most significant cognitive disabilities. The MCA-Modified, an alternate assessment, based on modified achievement standards, is for a small group of students whose disability precludes them from achieving grade-level proficiency. The first operational administration of the MCA-Modified is spring 2011.

**NUA:** National Urban Alliance

Hazel Reinhardt has incorporated the following enrollment attendance area shifts into the District's projection model. Based upon the initial projections and the results of these shifts, Kimberly Lane's projected enrollment would stabilize at approximately 750 students. Plymouth Creek would remain stable and is projected to remain at approximately 700-750 students. Greenwood elementary's projected decline to less than 600 students would reverse and instead would appear to stabilize at 700-750 students as well.

Administrative recommendation to adjust Attendance areas effective November 8, 2010 for the 2010-2011 school year and future years.

Recommendation is to move 244 proposed homes that are currently in the Kimberly Lane attendance area to another elementary attendance area before the homes are occupied.

- Spring Meadows from Kimberly Lane to Greenwood - 59 homes
- Steeple Hill (Cornish Property) from Kimberly Lane to Greenwood - 37 homes
- Taylor Creek from Kimberly Lane to Plymouth Creek - 47 homes
- Bonaire Classic Heartland from Kimberly Lane to Greenwood -38 homes
- Bonaire Fieldstone Meadows from Kimberly Lane to Greenwood -63 homes

Projected New Single-Family Detached Housing Units				
Attendance	2010-11	2011-12	2012-13	2013-14
Birchview	3	2	2	1
Gleason Lake	8	19	15	12
Greenwood	<del>27</del> 77	<del>97</del> 172	<del>100</del> 140	<del>40</del> 71
Kimberly Lane	<del>102</del> 52	<del>174</del> 99	<del>134</del> 67	<del>51</del> 0
Oakwood	0	0	0	0
Plymouth	11	23	<del>6</del> 33	<del>0</del> 20
Sunset Hill	0	0	0	0
District	151	315	257	104

2010-2011 CLASS SIZE AVERAGES

GRD	BIRCHVIEW		GLEASON LAKE		GREENWOOD		KIMBERLY LANE		OAKWOOD		PLYMOUTH CREEK		SUNSET HILL		AVERAGE ELEM CLASS SIZE	ELEM ENRLMNT TOTAL
	E	ACS	E	ACS	E	ACS	E	ACS	E	ACS	E	ACS	E	ACS		
K	117	6	119	6	101	5	107	5	86	5	124	7	91	5	19.1	745
1	116	5	126	6	88	5	146	6	83	4	138	6	88	4	21.8	785
2	117	5	115	5	114	5	118	5	73	4	113	5	110	5	22.4	760
3	98	4	95	4	92	4	143	6	95	4	125	5	87	4	23.7	735
4	110	4	125	5	107	4	140	5	76	3	146	5	99	4	26.8	803
5	113	4	112	4	106	4	152	5	98	4	119	4	104	4	27.7	804
TOTAL	554		573		507		699		425		641		488			
TOTAL																TOTAL ELEMENTARY
K-5	671		692		608		806		511		765	*	579		23.3	4,632

\*Due to space limitations 1.0 5th grade at KL and 1.0 4th and 5th grades at PC converted to paraprofessional hours

GRD	CENTRAL MIDDLE		EAST MIDDLE		WEST MIDDLE		MIDDLE SCHOOLS TOTAL ENROLLMENT		SENIOR HIGH	
	E	ACS	E	ACS	E	ACS	GRD	E	GRD	E
6	317	6	243	6	251	811	9	808		
7	312	7	263	7	236	811	10	828		
8	313	8	257	8	232	802	11	789		
TOTALS	942		763		719		3,235		5,659	

Class Size Ratio:

- K 19
- 1 21
- 2 22
- 3 24
- 4-5 26

**JIM WESTRUM**  
FINANCE DIRECTOR  
ADMINISTRATION BUILDING

TOTAL DISTRICT ENROLLMENT:  
10,291

E = Enrollment  
S = Sections  
ACS = Average Class Size

Comparison of Projected and Actual Enrollments  
Projected vs. Actual

Elementary Grade	2010-2011 Projected	Actual	Difference
K	707	745	38
1	757	785	28
2	760	760	0
3	727	735	8
4	783	803	20
5	804	804	0
IDDs & Fair	32	25	-7
<b>Total K-5</b>	<b>4570</b>	<b>4657</b>	<b>87</b>
<b>Total 1-5</b>	<b>3863</b>	<b>3912</b>	<b>49</b>

Elementary School	2010-2011 Projected	Actual	Difference
Birchview	660	671	11
Gleason Lake	640	692	52
Greenwood	616	608	-8
Kimberly Lane	773	806	33
Oakwood	519	511	-8
Plymouth Creek	758	765	7
Sunset Hill	572	579	7
IDDs & Fair	32	25	-7
<b>Total K-5</b>	<b>4570</b>	<b>4657</b>	<b>87</b>

Secondary School	Grade	2010-2011 Projected	Actual	Difference
Central Middle	6	310	317	7
	7	295	312	17
	8	309	313	4
	<b>Subtotal</b>	<b>914</b>	<b>942</b>	<b>28</b>
East Middle	6	240	243	3
	7	264	263	-1
	8	253	257	4
	<b>Subtotal</b>	<b>757</b>	<b>763</b>	<b>6</b>
West Middle	6	250	251	1
	7	240	236	-4
	8	231	232	1
	<b>Subtotal</b>	<b>721</b>	<b>719</b>	<b>-2</b>
IDDs & Fair	<b>Total MS</b>	<b>2392</b>	<b>2424</b>	<b>32</b>
	6-12	32	36	4
	<b>Total 6-8</b>	<b>2424</b>	<b>2460</b>	<b>36</b>
Senior High	9	830	808	-22
	10	849	828	-21
	11	774	789	15
	12	781	810	29
	<b>Total HS</b>	<b>3234</b>	<b>3235</b>	<b>1</b>
<b>Secondary Totals</b>		<b>5658</b>	<b>5695</b>	<b>37</b>

Secondary School	2010-2011 Projected	Actual	Difference
Central Middle	914	942	28
East Middle	757	763	6
West Middle	721	719	-2
IDDs & Fair	32	36	4
<b>Total 6-8</b>	<b>2424</b>	<b>2460</b>	<b>36</b>
Senior High	3234	3235	1
<b>Total 6-12</b>	<b>5626</b>	<b>5659</b>	<b>33</b>

All Schools	2010-2011 Projected	Actual	Difference
Total K-5	4538	4632	94
Total 6-12	5626	5659	33
Total IDDs & Fair	64	61	-3
<b>District Total K-12</b>	<b>10228</b>	<b>10352</b>	<b>124</b>

Alternative Learning	2010-2011 Actual	YTD ADM	Est Annual ADM
The Alternative Program	95	5.80	65.00
Independent Study	9	0.44	10.00
<b>Totals</b>	<b>104</b>	<b>6.24</b>	<b>75.00</b>

Secondary Summer School 2010	323	22.61	22.61
Elementary Summer School 2010	424	21.20	21.20

**INDEPENDENT SCHOOL DISTRICT 284  
WAYZATA, MINNESOTA**

**BUDGET PREPARATION CALENDAR  
2011-2012**

School Board Approves Payable 2011 Levy	December 13, 2010
Open enrollment application deadline	January 15, 2011
Capital committee recommends allocations	January 24, 2011
Board work session -- Review Revised Budget for 2010-2011	January 24, 2011
Board work session—Review budget projections	January 24, 2011
<b>Principals and Administrators submit proposed budget changes to Business Office</b>	<b>February 11, 2011</b>
Update CFAC on Budget Status	February 15, 2011
Administrative Council reviews proposed allocations and budget changes	February 16, 2011
Preliminary enrollment projections by school distributed.	February 28, 2011
Board Work Session—review preliminary revenues/expenditures and proposed changes	February 28, 2011
Cabinet discussions on preliminary staffing ratios and supplies allocations	March 1, 2011
<b>Economic Forecast released (this is used to determine state budget)</b>	<b>March 1, 2011</b>
Budget materials sent to buildings	March 1, 2011
Budget materials submitted to supervisors for review (Elementary , Middle Schools, all other)	March 11, 2011
(High School)	March 18, 2011
Budget materials submitted to Business Office (Elementary , Middle Schools, all other)	March 18, 2011
(High School)	March 25, 2011
All salary and benefit information submitted to Business Office	March 25, 2011
All budget information entered into Finance System	April 1, 2011
Draft of Proposed 2011-2012 Preliminary Budget to Superintendent’s Office	April 15, 2011
Board Work Session – Review Proposed 2011-2011 Preliminary Budget	April 25, 2011
Regular Board Meeting – Approve Preliminary Budget for 2011-2012	May 9, 2011

**INDEPENDENT SCHOOL DISTRICT NO. 284  
WAYZATA, MINNESOTA**

**NOTICE OF BID**

The School Board of Independent School District No. 284, Wayzata, Minnesota will receive bids for:

**Plymouth Creek Elementary School Lighting Retrofit  
until 2:00 P.M., Wednesday, December 1, 2010**

at the District Administration Building, 210 County Road 101 North, Plymouth, Minnesota 55391, at which time all bids will be opened and read aloud. Bids received after this date and time will be returned unopened. This project includes retrofitting the existing light fixtures in the building. The Owner requires substantial completion of the project on or before May 31, 2011.

Envelopes containing bids must be sealed and marked “**Plymouth Creek Elementary School Lighting Retrofit**”, with the Company name and address of the bidder, and the date and hour of the opening. Bids shall be delivered to:

Ms. Pat Harris, Purchasing Supervisor  
Wayzata Public Schools  
Independent School District #284  
210 County Road 101 North  
Wayzata, Minnesota 55391-0660

Bidding documents, including the Proposal Form, Drawings and Specifications, will be on file at the Offices of the Architect, Wold Architects and Engineers, 305 St. Peter Street, St. Paul, Minnesota 55102. (651) 227-7773; at the Minneapolis Builders Exchange; Builders Exchange at St. Paul; McGraw Hill Construction/Dodge Plan Center; Reed Construction; iSqFt Plan Room (St. Paul, MN); and from PlanWell at [www.ersdigital.com](http://www.ersdigital.com).

Engineering Repro Systems, 2007 E. 24<sup>th</sup> Street, Minneapolis, MN 55404 (612) 722-2303, facsimile (612) 722-3745, will provide complete sets of the Bidding Documents to prospective bidders and subcontractors. The copies will be available about November 4, 2010. Both a deposit check in the amount of \$70.00 and a non-refundable check in the amount of \$30.00 made out to "ISD #284 – Wayzata Public Schools" for each set ordered are required or Bidding Documents may be ordered via the internet at [www.ersdigital.com](http://www.ersdigital.com) and clicking on the PlanWell icon, then the Public Plan Room icon, select Plymouth Creek Elementary School Lighting Retrofit. The following information must accompany the deposit: Company name, mailing address, street address, phone and facsimile numbers and type of bidder (i.e. General, Mechanical or Electrical Subcontractor to General, or other). A refund of \$70.00 will be sent to prime contractors who submit a bid to the Owner and subcontractors for each set (including addenda) returned to Engineering Repro Systems Imaging in good condition within ten (10) calendar days of the award date, subject to the conditions of AIA Document A701. Refunds will not be given if the plans are returned to the Architect's Office.

Make proposals on the bid forms supplied in the Project Manual. No oral, telegraphic or telephonic proposals or modifications will be considered. Submit with each bid, a certified check or acceptable bidder's bond payable to ISD #284 – Wayzata Public Schools in an amount equal to five percent (5%) of the total bid. The successful bidder will be required to furnish satisfactory Labor and Material Payment Bond, and Performance Bond.

**A Prebid walkthrough will be held on Wednesday, November 17 at 4:00 P.M. at Plymouth Creek Elementary, 16005 – 41<sup>st</sup> Avenue North, Plymouth, MN 55446-2529. Meet at the front door.**

Bids may not be withdrawn within thirty (30) days after the scheduled time of opening bids, without the consent of the Owner. The Owner reserves the right to accept any bid or to reject any or all bids, or parts of such bids, and waive informalities or irregularities in bidding.

**INDEPENDENT SCHOOL DISTRICT NO. 284  
SUSAN J. DROEGEMUELLER, CLERK**

**INDEPENDENT SCHOOL DISTRICT NO. 284  
WAYZATA, MINNESOTA**

**NOTICE OF BID**

The School Board of Independent School District No. 284, Wayzata, Minnesota will receive bids for:

**Kimberly Lane Elementary School Lighting Retrofit  
until 2:00 P.M., Tuesday, November 30, 2010**

at the District Administration Building, 210 County Road 101 North, Plymouth, Minnesota 55391, at which time all bids will be opened and read aloud. Bids received after this date and time will be returned unopened. This project includes retrofitting the existing light fixtures in the building. The Owner requires substantial completion of the project on or before May 31, 2011.

Envelopes containing bids must be sealed and marked “**Kimberly Lane Elementary School Lighting Retrofit**”, with the Company name and address of the bidder, and the date and hour of the opening. Bids shall be delivered to:

Ms. Pat Harris, Purchasing Supervisor  
Wayzata Public Schools  
Independent School District #284  
210 County Road 101 North  
Wayzata, Minnesota 55391-0660

Bidding documents, including the Proposal Form, Drawings and Specifications, will be on file at the Offices of the Architect, Wold Architects and Engineers, 305 St. Peter Street, St. Paul, Minnesota 55102. (651) 227-7773; at the Minneapolis Builders Exchange; Builders Exchange at St. Paul; McGraw Hill Construction/Dodge Plan Center; Reed Construction; iSqFt Plan Room (St. Paul, MN); and from PlanWell at [www.ersdigital.com](http://www.ersdigital.com).

Engineering Repro Systems, 2007 E. 24<sup>th</sup> Street, Minneapolis, MN 55404 (612) 722-2303, facsimile (612) 722-3745, will provide complete sets of the Bidding Documents to prospective bidders and subcontractors. The copies will be available about November 4, 2010. Both a deposit check in the amount of \$70.00 and a non-refundable check in the amount of \$30.00 made out to "ISD #284 – Wayzata Public Schools" for each set ordered are required or Bidding Documents may be ordered via the internet at [www.ersdigital.com](http://www.ersdigital.com) and clicking on the PlanWell icon, then the Public Plan Room icon, select Kimberly Lane Elementary School Lighting Retrofit. The following information must accompany the deposit: Company name, mailing address, street address, phone and facsimile numbers and type of bidder (i.e. General, Mechanical or Electrical Subcontractor to General, or other). A refund of \$70.00 will be sent to prime contractors who submit a bid to the Owner and subcontractors for each set (including addenda) returned to Engineering Repro Systems Imaging in good condition within ten (10) calendar days of the award date, subject to the conditions of AIA Document A701. Refunds will not be given if the plans are returned to the Architect's Office.

Make proposals on the bid forms supplied in the Project Manual. No oral, telegraphic or telephonic proposals or modifications will be considered. Submit with each bid, a certified check or acceptable bidder's bond payable to ISD #284 – Wayzata Public Schools in an amount equal to five percent (5%) of the total bid. The successful bidder will be required to furnish satisfactory Labor and Material Payment Bond, and Performance Bond.

**A Prebid walkthrough will be held on Tuesday, November 16 at 4:00 P.M. at Kimberly Lane Elementary, 17405 Old Rockford Road, Plymouth, MN 55446-2422. Meet at the front door.**

Bids may not be withdrawn within thirty (30) days after the scheduled time of opening bids, without the consent of the Owner. The Owner reserves the right to accept any bid or to reject any or all bids, or parts of such bids, and waive informalities or irregularities in bidding.

**INDEPENDENT SCHOOL DISTRICT NO. 284  
SUSAN J. DROEGEMUELLER, CLERK**

**INDEPENDENT SCHOOL DISTRICT NO. 284  
WAYZATA, MINNESOTA**

**NOTICE OF BID**

The School Board of Independent School District No. 284, Wayzata, Minnesota will receive bids for:

**Gleason Lake Elementary School Lighting Retrofit  
until 2:00 P.M., Thursday, December 2, 2010**

at the District Administration Building, 210 County Road 101 North, Plymouth, Minnesota 55391, at which time all bids will be opened and read aloud. Bids received after this date and time will be returned unopened. This project includes retrofitting the existing light fixtures in the building. The Owner requires substantial completion of the project on or before May 31, 2011.

Envelopes containing bids must be sealed and marked “**Gleason Lake Elementary School Lighting Retrofit**”, with the Company name and address of the bidder, and the date and hour of the opening. Bids shall be delivered to:

Ms. Pat Harris, Purchasing Supervisor  
Wayzata Public Schools  
Independent School District #284  
210 County Road 101 North  
Wayzata, Minnesota 55391-0660

Bidding documents, including the Proposal Form, Drawings and Specifications, will be on file at the Offices of the Architect, Wold Architects and Engineers, 305 St. Peter Street, St. Paul, Minnesota 55102. (651) 227-7773; at the Minneapolis Builders Exchange; Builders Exchange at St. Paul; McGraw Hill Construction/Dodge Plan Center; Reed Construction; iSqFt Plan Room (St. Paul, MN); and from PlanWell at [www.ersdigital.com](http://www.ersdigital.com).

Engineering Repro Systems, 2007 E. 24<sup>th</sup> Street, Minneapolis, MN 55404 (612) 722-2303, facsimile (612) 722-3745, will provide complete sets of the Bidding Documents to prospective bidders and subcontractors. The copies will be available about November 4, 2010. Both a deposit check in the amount of \$70.00 and a non-refundable check in the amount of \$30.00 made out to "ISD #284 – Wayzata Public Schools" for each set ordered are required or Bidding Documents may be ordered via the internet at [www.ersdigital.com](http://www.ersdigital.com) and clicking on the PlanWell icon, then the Public Plan Room icon, select Gleason Lake Elementary School Lighting Retrofit. The following information must accompany the deposit: Company name, mailing address, street address, phone and facsimile numbers and type of bidder (i.e. General, Mechanical or Electrical Subcontractor to General, or other). A refund of \$70.00 will be sent to prime contractors who submit a bid to the Owner and subcontractors for each set (including addenda) returned to Engineering Repro Systems Imaging in good condition within ten (10) calendar days of the award date, subject to the conditions of AIA Document A701. Refunds will not be given if the plans are returned to the Architect's Office.

Make proposals on the bid forms supplied in the Project Manual. No oral, telegraphic or telephonic proposals or modifications will be considered. Submit with each bid, a certified check or acceptable bidder's bond payable to ISD #284 – Wayzata Public Schools in an amount equal to five percent (5%) of the total bid. The successful bidder will be required to furnish satisfactory Labor and Material Payment Bond, and Performance Bond.

**A Prebid walkthrough will be held on Thursday, November 18 at 4:00 P.M. at Gleason Lake Elementary, 310 County Road 101 North, Plymouth, MN 55447-4108. Meet at the front door.**

Bids may not be withdrawn within thirty (30) days after the scheduled time of opening bids, without the consent of the Owner. The Owner reserves the right to accept any bid or to reject any or all bids, or parts of such bids, and waive informalities or irregularities in bidding.

**INDEPENDENT SCHOOL DISTRICT NO. 284  
SUSAN J. DROEGEMUELLER, CLERK**

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## BOARD OF EDUCATION

Regular Meeting - November 8, 2010 - 6:00 PM  
Wayzata City Hall, 600 Rice Street, Wayzata

### AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS  
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
  - A. Approval of Minutes
    1. Regular Meeting - October 11, 2010
    2. Special Meeting - October 25, 2010
  - B. Board Policies and Regulations - Annual Review - No Changes
    1. Board Policy and Regulations 403 and 403-R - "Harassment and Violence" - Second Reading and Adoption
    2. Board Policy and Regulations 415 and 415-R - "Mandated Reporting of Child Neglect or Physical or Sexual Abuse" - Second Reading and Adoption
    3. Board Policy and Regulations 416 and 416-R - "Family and Medical Leave" - First Reading
  - C. Finance and Business Recommendations
  - D. Approval of State of Minnesota Grant Agreement for the Facility Cost Share Project
  - E. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION - West Middle School Science Presentation
4. RECOGNITIONS
  - A. Wayzata Public Schools 2010-2011 Retirees
  - B. November Employee of the Month -
  - C. Wayzata Youth Hockey and Arena
5. REPORTS FROM ORGANIZATIONS  
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
  - A. Student Council - Lauren Stufft - Vice President
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. RESOLUTION - American Education Week - November 14-20, 2010
  - B. Teaching and Learning
    1. Approval of West Middle School Site Plan
  - C. Finance and Business Services
    1. Monthly Financial Reports
  - D. Human Resource Services
7. OTHER BOARD ACTION
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. NATIONAL MERIT SCHOLARSHIP SEMI-FINALISTS AND ESTEEMED TEACHERS

12. ADJOURN

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Work Session – October 25, 2010**

**AGENDA SECTION:** 8. ADJOURN

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Peterson

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