

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - December 19, 2011 - 4:00 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

### **AGENDA**

1.	CALL TO ORDER/ROLL CALL	3
2.	ADMINISTRATIVE	
	A. LAC Platform - S. Johansen, K. Rodriguez, A. Parnell, C. Polzin - <i>20 minutes</i>	4
3.	Policies and Regulations - <i>15 minutes</i>	6
	A. Board Policy and Regulations 406 & 406-R - "Chemical Use and Abuse"	8
	B. Board Policy and Regulations 409 & 409-R - "Tutoring for Pay"	16
	C. Board Policy 412 - "Employment Background Checks"	18
	D. Board Policy and Regulations 414 & 414-R - "Students/Employees with Communicable Diseases"	20
	E. Board Policy and Regulations 418 & 418-R - "Public and Private Personnel Data"	25
4.	TEACHING AND LEARNING	
	A. Gleason Lake Site Plan - M. McKasy, A. Kopperud, A. Munnich, J. Powell, & J. Soukup - <i>20 minutes</i>	32
5.	FINANCIAL	
	A. Enrollment and Class Size Report - C. Anderson, J. Westrum - <i>30 minutes</i>	46
6.	HUMAN RESOURCES	
7.	BOARD REPORTS	
8.	SCHOOL BOARD	
	A. Tentative Board Agenda for January 9, 2012 - <i>5 minutes</i>	75
9.	ADJOURN	77

# 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 19, 2011

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

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

**COMMENTS BY:** Board Chair Gleason

Linda A. Cohen, 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	_____	_____

## Long-term Priorities

We urge the Governor and Legislature to lead a broad cross-section of stakeholders in a process to develop the desired future for E-12 education that promotes innovation, reform and transformational change. The items below are meant to stimulate thinking on needed change and a clearly articulated vision for the future.

- Reform E-12 education funding system to provide adequate and stable funding, fully fund the basic instructional needs of all students, and reduce the dependence on operating levies to fund district operations
- Allow local school boards to generate and spend financial resources to best meet local needs
- Continue to support the teacher alternative compensation (QComp) program and explore other innovative strategies to build the skills of all teachers
- Recognize the reality of higher labor costs in the metro area and implement the location equity index or similar provision to help districts pay for these increased costs
- Reduce administrative mandates that create inefficiencies and address the maintenance of effort provision on special education to allow more local control
- Encourage and reward innovative reform initiatives that focus on better meeting the needs of all students and closing the achievement gap
- Invest more in our state's youngest learners by increasing funding for programs and services for children ages birth-K and their families; and allow flexibility for districts to direct other funding toward early childhood programs

For more information visit the LAC page at [www.wayzata.k12.mn.us](http://www.wayzata.k12.mn.us) under Involvement

The 2012 Legislative Platform was approved by the Wayzata Public Schools Board and its Legislative Action Committee (LAC)



# Wayzata Public Schools

## 2012 Legislative Platform

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

## District Vision

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**
- **Community trust, confidence and partnership**
- **Operational excellence**



It is essential for the Legislature to create a long-term strategic vision for E-12 education in Minnesota, including short-term problem solving and long-term planning.

To that end, the Wayzata Public Schools Legislative Action Committee (LAC) has organized its 2012 Legislative Platform in two sections: short-term priorities, as well as priorities for the state's long-term E-12 education vision.



## Short-term Priorities

For the 2012 Legislative Session, we urge the Legislature and Governor to:

- **Support legislation to preserve E-12 education funding and make investment in students a top priority for Minnesota**
- **Develop a plan to reimburse Minnesota public school districts for the state aid payment shift**
- **Support legislation to allow districts the maximum flexibility in establishing a school-year calendar that provides for year-round learning opportunities**
- **Invest in the state's youngest learners by supporting legislation that allows the district the flexibility to use early childhood and all-day kindergarten funding to most effectively serve early childhood children and families**
- **Reduce the need for school districts to pay for the excess cost of special education programs by having the state pay its full share of special education costs**



# Memo

To: School Board  
From: Annie Doughty, Executive Director of Human Resource Services  
Date: 12/16/2011  
Re: Policies – Board Work Session

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Following is background information regarding the policies and regulations on the December 19<sup>th</sup> Board Work Session agenda. If you have any questions, please do not hesitate to contact me.

## **406 Chemical Use and Abuse**

This policy reflects mandatory provisions of state and federal law and is not discretionary. MSBA's Model Policy has been reviewed for any updates and there are no recommended changes to this policy or regulation. Only the appropriate legal references have been added.

A question was raised regarding the rationale of reporting a student to the police. The regulations require that IF a school district employee KNOWS that a student is abusing, possessing, transferring, distributing or selling chemicals IN A SCHOOL LOCATION, the administrator will notify the law enforcement officials (along with the parents, etc.).

According to MN Statute 624.701 Subdivision 1. Possession of alcohol on school grounds, ..... any person who introduces or possesses an alcoholic beverage on any public elementary or secondary school ground or in any elementary or secondary school building is guilty of a misdemeanor.

**Recommended Action:** Forward policy to January 9, 2011 Board Meeting for approval.

## **409 Tutoring for Pay**

There are no recommended changes to this policy.

**Recommended Action:** Forward policy to January 9, 2011 Board Meeting for approval.

## **412 Employment Background Checks**

MSBA's Model Policy has been reviewed for any updates and there are several recommended changes to this policy or regulation. The provision of this policy substantially reflect statutory requirements. The appropriate legal references have also been added.

**Recommended Action:** Forward policy to January 9, 2011 Board Meeting for approval.

#### **414 Students and Employees with Communicable Diseases**

MSBA's Model Policy has been reviewed for any updates and there are several recommended changes to this policy or regulation. Lori Fildes, Director of Special Services, has been consulted and the recommended changes are aligned with the provisions under Minn. Stat. 121A.2. The appropriate legal references have also been added.

**Recommended Action:** Forward policy to January 9, 2011 Board Meeting for approval.

#### **418 Public and Private Personnel Data**

MSBA's Model Policy has been reviewed for any updates and there are no recommended changes to this policy. Only the appropriate legal references have been added. There are several recommended changes to the regulations which reflect the provisions in the Minnesota Government Data Practices Act and are not discretionary in nature.

**Recommended Action:** Forward policy to January 9, 2011 Board Meeting for approval.

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

**CHEMICAL USE AND ABUSE**

**POLICY: 406**

The School Board recognizes that chemical use and abuse constitutes a threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The School Board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the School District in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with School District policy and regulations, Drug-Free Workplace/Drug-Free School, #404 & 404-R.

It is the policy of this School District to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.

The School District shall establish and maintain a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

It will be the responsibility of the Superintendent, with the advice of the School Board, to establish a school and community advisory team to address chemical abuse problems in the district.

The School District shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

**Legal References:**    Minn. Stat. § 13.32 (Educational Data)  
                                 Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)  
                                 Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
                                 Minn. Stat. § 138.163 (Records Management Act)  
                                 Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)  
                                 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
                                 20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)

41 U.S.C. §§ 701-707 (Drug-Free Workplace Act)  
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

ADOPTED: March 10, 1985  
AMENDED: September 8, 1986  
AMENDED: October 8, 1990  
AMENDED: August 16, 2004  
REVIEWED: October 9, 2006  
FIRST READING: December 12, 2011

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

**CHEMICAL USE AND ABUSE**

**REGULATIONS: 406-R**

In accordance with Policy #406, Chemical Use and Abuse, the following regulations will be adhered to:

**I. DEFINITIONS**

- A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.
- B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled substances as defined in the School District's Drug-Free Workplace/Drug-Free School policy.
- C. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the School District; or during any period of time such employee is supervising students on behalf of the School District or otherwise engaged in School District business.

**II. STUDENTS**

- A. Instruction
  - 1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The School District may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
  - 2. Each school shall have age-appropriate, developmentally based drug and alcohol prevention and education programs for all students that address the legal, social, personal and health consequences of the use of chemicals, promote a sense of individual responsibility, and provide information about effective techniques for resisting peer pressure to use chemicals.

3. Each school shall have programs of drug prevention, comprehensive health education, early intervention, pupil services, mentoring, or rehabilitation referral, which emphasize students' sense of individual responsibility and which may include:
  - a. the dissemination of information about drug prevention;
  - b. the professional development of school personnel, parents, students, law enforcement officials, judicial officials, health service providers and community leaders in prevention, education, early intervention, pupil services or rehabilitation referral; and
  - c. the implementation of strategies, including strategies to integrate the delivery of services from a variety of providers, to combat illegal alcohol, tobacco and drug use, such as:
    - (1) family counseling;
    - (2) early intervention activities that prevent family dysfunction, enhance school performance, and boost attachment to school and family; and
    - (3) activities, such as community service and service-learning projects, that are designed to increase students' sense of community.
4. Each school shall have drug abuse resistance education programs, designed to teach students to recognize and resist pressures to use alcohol or other drugs, which may include activities such as classroom instruction by uniformed law enforcement officers, resistance techniques, resistance to peer pressure and gang pressure, and provisions for parental involvement.

B. Reports of Chemical Use and Abuse

1. In the event that a School District employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location:
  - a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.
  - b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.

- c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.
  - d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with School Board policies regarding search and seizure.
  - e. The School District will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.
2. If a School District employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:
  - a. The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.
  - b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.
3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. §121A.40-121A.56, and proposed for expulsion.
4. Searches by School District officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with School Board policies related to search and seizure.<sup>12</sup>

**C. Preassessment Team**

1. Every school shall have a chemical abuse preassessment team designated by the Superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within 45 days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

**D. Data Practices**

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law and regulations.
2. Destruction of Records
  - a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than 6 months after the determination is made.
  - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student shall be destroyed not later than 6 months after the student is no longer enrolled in the district.
  - c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

**E. Consent**

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

**F. School and Community Advisory Team**

1. The Superintendent, with the advice of the School Board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.
2. The advisory team shall:
  - a. build awareness of the problem within the community, identify available treatment and counseling programs for students and develop good working relationships and enhance communication between the schools and other community agencies; and
  - b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents or guardian in the case of a minor student.

**III. EMPLOYEES**

**A. The Superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:**

1. The dangers and health risks of chemical abuse in the workplace/school.
2. The School District's drug-free workplace/drug-free school policy.
3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.

- B. The Superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the Superintendent.

EFFECTIVE: October 8, 1990  
MODIFIED: August 16, 2004  
REVIEWED: October 9, 2006  
REVIEWED: December 12, 2011

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

**TUTORING FOR PAY**

**POLICY: 409**

As part of their professional responsibilities, teachers are encouraged to assist students during class time and on an individual basis. As delineated in the Code of Ethics for Minnesota Teachers, Subpart 2.E “A teacher shall not use a professional relationship with students, parents, and colleagues to private advantage.” Teachers shall not accept remuneration for professional services if that service may cause the appearance of a conflict of interest. Teachers may not accept tutoring payment for students who are assigned to them during the current school year.

This policy does not apply to teachers contracted to provide homebound tutoring.

ADOPTED: March 9, 1983  
AMENDED: February 9, 1987  
AMENDED: December 8, 2003  
AMENDED: May 10, 2004  
REVIEWED: October 9, 2006  
FIRST READING: December 12, 2011

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

**TUTORING FOR PAY**

**REGULATION: 409-R**

In accordance with Policy #409, Tutoring for Pay, the following procedures will be adhered to:

1. Definition of students – Teachers may not accept tutoring payment for students who are in their classrooms during the current school year.

The summer months are not defined as part of the current school year.

However, if teachers are under contract to teach summer school or extended school year, they may not tutor for pay those students who are assigned to them during that time.

2. If teachers are assigned students at several grade levels, they may not tutor for pay during any of the grades. (Ex. A high school band teacher may not tutor high school band students).
3. Recommendations for private tutors: If teachers make recommendations of private tutors or institutions that are not on the District Tutoring List, they should recommend a broad spectrum of possibilities. Staff must notify parents that these recommendations are not district employees; therefore, District 284 has not conducted background checks or verified licensure.
4. Tutoring for pay must occur outside the contracted work day.
5. Teachers must notify Community Education when they use school rooms after hours.

EFFECTIVE: December 8, 2003  
MODIFIED: May 10, 2004  
MODIFIED: October 9, 2006  
REVIEWED: December 12, 2011

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

**EMPLOYMENT BACKGROUND  
CHECKS**

**POLICY: 412**

The School District will seek a criminal history background check for applicants who receive an offer of employment with the School District and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the School District, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The School District may also elect to do background checks of volunteers, independent contractors and student employees in the School District.

The School District shall require that applicants for School District positions who receive an offer of employment and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the School District, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditional upon a determination by the School District that an applicant's criminal history does not preclude the individual from employment with or provision of services to the School District.

The School District specifically reserves any and all rights it may have to conduct background checks regarding current employees, ~~or~~ applicants or service providers without the consent of such individuals.

Adherence to this policy by the School District shall in no way limit the School District's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors and student employees.

- Legal References:**
- Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)
  - Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)
  - Minn. Stat. § 123B.03 (Background Check)
  - Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background Check Act)
  - Minn. Stat. § 364.09(b) (Exception for School Districts)

**POLICY / REGULATION TITLE  
REGULATIONS**

**CODE: EnterN  
PAGE 2**

ADOPTED: July 12, 1993  
AMENDED: July 12, 2004  
REVIEWED: October 9, 2006  
FIRST READING: December 12, 2011

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

**STUDENTS AND EMPLOYEES WITH  
COMMUNICABLE DISEASES AND  
INFECTIOUS CONDITIONS**

**POLICY: 414**

Public concern that students and staff of the School District be able to attend school without becoming infected with serious communicable or infectious disease requires the School Board adopt measures effectively responding to health concerns while respecting the rights of all students and employees, including those who are so infected.

**STUDENTS**

Students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the School District. A regulation for minimizing interruptions to learning resulting from communicable diseases will be established by the School District in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

**EMPLOYEES**

Employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the School District. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the School District.

**Legal References:** Minn. Stat. § 121A.23 (Health-Related Programs)  
Minn. Stat. § 144.441-442 (Tuberculosis)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)  
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8<sup>th</sup> Cir.), cert. denied, 493 U.S. 892, 110 S.Ct. 239 (1989)

*School Board of Nassau County, Fla. v. Arline*, 480 U.S. 273, 107 S.Ct.  
1123 (1987)  
16 EHLR 712, OCR Staff Memo, April 5, 1990

ADOPTED: November 20, 2003  
AMENDED: July 12, 2004  
AMENDED: November 13, 2006  
FIRST READING: December 12, 2011

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

**STUDENTS AND EMPLOYEES WITH  
COMMUNICABLE DISEASES**

**REGULATIONS: 414-R**

In accordance with Policy #414, the following procedures relate to School District responsibility concerning employees or students infected with a communicable or infectious disease.

A. Circumstances and Conditions.

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the School District will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The School Board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

B. Students with Special Circumstances and Conditions.

The school, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

C. Extracurricular Student Participation.

Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

D. Precautions.

The School District will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

E. Information Sharing.

1. Employee and student health information shall be shared within the School District only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the School District only in accordance with state and federal law and with the School District's policies on employee and student records and data.

F. Reporting.

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

G. Prevention.

The School District shall, with the assistance of the Department of Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23.

H. Vaccination and Screening.

The School District will develop guidelines regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings containment in keeping with current state and federal law.

EFFECTIVE: November 20, 2003  
MODIFIED: July 12, 2004  
MODIFIED: November 13, 2006  
MODIFIED: December 12, 2011

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

**PUBLIC AND PRIVATE PERSONNEL DATA**

**POLICY: 418**

All data on individuals collected, created, received, maintained or disseminated by the School District, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the School District.

All other data on individuals is private or confidential

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 13.39 (Civil Investigation Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)  
P.L. 104-191 (HIPAA)  
45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

ADOPTED: September 13, 2004  
REVIEWED: October 9, 2006  
FIRST READING: December 12, 2011

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

**PUBLIC AND PRIVATE PERSONNEL DATA**

**REGULATIONS: 418-R**

In accordance with Policy # 418, Public and Private Personnel Data, these regulations provide guidance to School District employees as to the data the School District collects and maintains regarding its personnel.

**I. DEFINITIONS**

- A. "Public" means that the data is available to anyone who requests it.
- B. "Private" means the data is available to the subject of the data and to School District Staff who need it to conduct the business of the School District.
- C. "Confidential" means the data is not available to the subject.
- D. "Parking space leasing data" means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment and work telephone number.
- E. "Personnel data" means government data on individuals collected maintained because they are or were employees of the School District, or an individual was an applicants for employment, volunteers for the school district, or is a members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.
- G. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by FERPA and employment records held by a school district in its role as employer.

**II. PUBLIC PERSONNEL DATA**

- A. The following information on employees, including volunteer and independent contractors, is public:

1. name;
2. employee identification number, which may not be the employee's social security number;
3. actual gross salary;
4. salary range;
5. terms and conditions of employment relationship
6. contract fees;
7. actual gross pension;
8. the value and nature of employer-paid fringe benefits;
9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
10. job title;
11. bargaining unit;
12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;

21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on applicants for employment or advisory board/ commission is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.

D. Regardless of whether there has been a final disposition as defined in Minnesota Statutes 13.43.Subd 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes 13.43 Subd 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

### **III. PRIVATE PERSONNEL DATA**

A. All other personnel data is private and will only be shared with School District staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.

B. Data pertaining to an employee's dependents is private data on individuals.

C. Data created, collected or maintained by the School District to administer employee assistance programs is private.

- D. Parking space leasing data is private.
- E. Personnel data may be disseminated to labor organizations to the extent the School District determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- F. The School District may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- G. The School District may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  - 2. A pre-petition screening team conducting an investigation of the employee under Minnesota Statutes; or
  - 3. A court, law enforcement agency or prosecuting authority.
- H. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- I. A complainant has access to a statement provided by the complainant to the School District in connection with a complaint or charge against an employee.
- J. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
  - 1. threaten the personal safety of the complainant or a witness; or
  - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.
- K. The School District shall make any report to the board of teaching or the state board of education as required by Minnesota Statutes , and

shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the School District's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes.

- L. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minnesota Statutes.
- M. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that is relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report.
- N. The School District shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the School District or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.
- O. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the School District to cut costs, make the School District more efficient, or to improve School District operations is private.
- P. Health information on employees is private unless otherwise provided by law. To the extent that the School District transmits protected health information, the School District will comply with all privacy requirements.
- Q. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

**IV. MULTIPLE CLASSIFICATIONS**

If data on individuals is classified as both private and confidential by Minnesota Statutes, or any other state or federal law, the data is private.

**V. CHANGE IN CLASSIFICATIONS**

The classification of data in the possession of the School District shall change if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

**VI. RESPONSIBLE AUTHORITY**

The School District has designated the Executive Director of Human Resource Services as the authority responsible for personnel data.

EFFECTIVE: September 13, 2004  
MODIFIED: October 9, 2006  
MODIFIED: December 12, 2011



## **Principal Report**

District and Site Improvement Initiatives

2011 - 2012

SITE: Gleason Lake Elementary

Date: 12/19/2011

### **District Initiatives**

[Site Plan for Implementation of District Initiatives]

#### **PLCs:**

- Grade level teams meet on Wednesdays during their common prep time.
- I attend all meetings unless I am out of the building for other district commitments.
- At the beginning of the year we strategically delivered a message that incorporated PLC and Collaborative Inquiry expectations. We have provided guidance through the use of specific documents so teachers have a clear direction on how the PLCs operate. Teachers have a calendar so they can plan out the topics/conversations that will be beneficial for their team depending on what they are teaching and assessing. They also complete the data driven dialogue sheet if they are analyzing student data. Once teams go visual with the data and identify specific students that need additional assistance or enrichment, the team records individualized plans for increasing achievement and/or extending learning.
- There are four questions that we are continually addressing in our PLCs:
  - What do we want students to learn? (Learning Target)
  - How will we know if they have learned it? (Common Formative Assessment)
  - What will we do if they do not learn it? (Interventions)
  - What will we do if they already know it? (Extensions/Enrichment)
- Teachers set 6-9 week goals in either the area of math or reading. (For example it is critical that 1<sup>st</sup> graders are reading at a level 12 by January in order to be at a level 18 by the end of the year). We monitor that progress closely so we know who needs to receive additional interventions on an ongoing basis.
- The specialists meet as a learning team twice a month. This group is instrumental in identifying two or three students per class who would benefit from additional positive praise. The specialists send positive notes, make personal phone calls, and provide intentional leadership opportunities for these students.
- Since our building goal focuses around math, the specialists are intentionally incorporating math vocabulary into their content area when appropriate.
- At staff meetings we talk about what is working well in the PLCs and identify what support is needed.
- Shawn Stibbins is often at GL on Wednesdays so he can also be part of our PLC conversations.

#### **Collaborative Inquiry; Student Response Devices:**

- The collaborative inquiry process is embedded in our PLC conversations. The data driven dialogue is implemented on a regular basis as teachers are looking at formative data. Formative data is brought to a PLC meeting on a regular basis. For example, when the teachers are looking at data they go through the following process- predict, make observations, draw inferences/ask questions and finally, generate next steps.
- The collaborative inquiry team has selected several topics from our training to bring back to the staff. That learning serves as our staff meeting road map. Throughout the year we will be intentional about the importance of learning targets/mastery objectives, formative checks, engaging students in learning, determining our criteria for success, interventions & enrichment opportunities.
- Our collaborative inquiry and professional development team meets on a monthly basis and during this time we gather information about how each team is moving forward and what next steps are needed to support the PLCs in order to ensure student learning.
- Two Gleason Lake staff members are teaching an academy course that focuses on formative assessment with the use of student response devices. Most of the 3-5 grade teachers and specialists are participating in this offering.
- I am encouraging staff to start small and give simple formative checks to make sure the teachers and their students are confident with using the devices.

**Rounds/Walk-Throughs:**

- My goal is to be in each teacher’s classroom several times a week.
- Being in classrooms is often times the best part of my day!
- During our Pete Hall and summer assessment training they mentioned the importance of having each staff member identify a focus so when I am in classrooms I can be more focused. This year I have asked each staff member to identify an area of focus. At various points throughout the year, I am going to provide some verbal feedback around each teacher’s focus area.
- Being visible in the building throughout the day truly allows me to see learning in action. It also provides me opportunities to better understand our students’ needs.

**Domain 4 – Professional Conversations:**

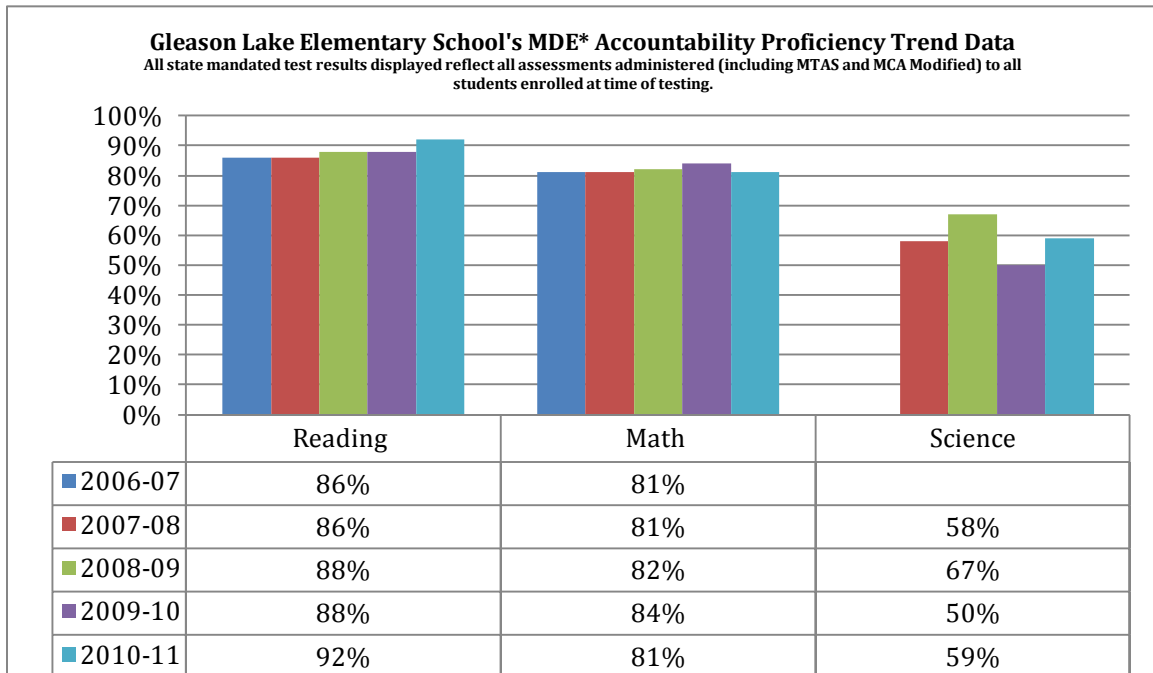
- Providing an opportunity for reflecting, refining and celebrating with each teacher is inspiring and rewarding.
- Throughout the collaborative conversations, teachers reflect on student learning, team collaboration and professional growth and development.
- Building leadership capacity in all staff is essential and throughout these conversations teachers are able to identify strengths and areas of growth.

## Site Specific Initiatives

[Plan for Implementation of Site Initiatives]

**Data Summary**

Gleason Lake students continue to perform well above the state average in all grades tested on state assessments in reading (92.19% proficient) and math (81.13% proficient). The change in the testing standards for the state math assessment had a much smaller impact on students at Gleason Lake than the rest of the state which implies that teachers at Gleason Lake were already prepared and teaching with the increased rigor of the college readiness math standards.



Gleason Lake student growth in academic achievement is also well above the national average as measured by the NWEA MAP assessments in reading and math. From the Fall of 2010 to the Spring of 2011 in reading, 74.6% of all students met growth target and in math 89.6% of all students met growth target.

	% of students meeting expected growth in reading	Equivalent national percentile rank of schools meeting growth in reading	% of students meeting expected growth in math	Equivalent national percentile rank of schools meeting growth in math
3 <sup>rd</sup>	78.9%	95 <sup>th</sup>	84.2%	95 <sup>th</sup>
4 <sup>th</sup>	69.1%	85 <sup>th</sup>	90.2%	>99 <sup>th</sup>
5 <sup>th</sup>	77.1%	95 <sup>th</sup>	93.6%	>99 <sup>th</sup>

For example, this means that the growth rate 78.9% in reading for 3<sup>rd</sup> grade students at Gleason Lake places their school in the 95<sup>th</sup> percentile of all schools in the nation, based on the percent of 3<sup>rd</sup> grade students who were tested and met or exceeded expected growth targets.

### Initiative #1

#### Q Comp Goal:

This year's Q Comp goal will focus around the area of math. The percentage of all students in grades 3-5 at Gleason Lake Elementary who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 81.13% in 2011 to 83.13% in 2012.

- All teachers are expected to post, communicate and revisit their learning targets during their math lessons.
- Teachers continually monitor student progress through the use of common formative assessments and share results during PLCs.
- Teachers identify students on an ongoing basis that need additional intervention support and reinforcement.
- Students who were not proficient on their 3<sup>rd</sup> or 4<sup>th</sup> grade MCA III math test are working daily with our math interventionist.
- Students who are receiving intervention services will take the Math NWEA MAP test in January so teachers are able to monitor fall to winter progress.
- Students who are not proficient in February on their MCA III math test will continue to receive additional support and reinforcement.
- Students in third and fourth grade that were at or below the 40<sup>th</sup> percentile in math on the fall NWEA MAP test were invited to participate in our before school targeted services program which is held on Wednesday and Thursday mornings.
- Fifth grade teachers provide a weekly math club before school. All students are welcome to come and receive additional math support.
- Students in grades 3-5 utilize IXL, which is an online comprehensive math practice site.

### Initiative #2

#### Positive Behavioral Intervention Support:

- We are in year three of implementing PBIS. Positive Behavioral Intervention Support (PBIS) is a decision-making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for monitoring and improving behavior outcomes for all students.
- Gleason Lake staff has developed school-wide expectations for all common areas. Teachers spend time at the beginning of the year explicitly teaching the expectations for the common areas and the classroom. Throughout the year, expectations are reviewed and during December and January specific booster activities are implemented.
- The professional development training surrounding PBIS has been beneficial for Gleason Lake because it has provided a consistent foundation for interacting with all students. Our slogan is "Gator Pride on the Lakeside - I will respect Myself, Others, Property and Community." When pride strategies are implemented school-wide, staff and students benefit by having an environment that is conducive to teaching and learning. Gator Pride is all about building a positive school-wide community.
- During the first six weeks of school every teacher calls and connects with the families in his/her classroom. Throughout the year each student will receive a positive note from the teacher. We continually stress the importance of the 4-1 positive interactions that all students need. Specific students that exhibit red behaviors need 8-10 positive interactions. During our PBIS team meetings and the specialists' team meetings we identify students who need extra positive support.
- Through the use of children's literature, we focus time and attention around the importance of developing positive social skills. We have spent time defining, with students, what a bucket filling and emptying statements. We have also done this activity with staff, so we are aware that creating a positive environment for students starts with the adults in the building. This year we are also devoting time to address bullying and the power associated with by-standers.

### **Initiative #3**

#### **Mentor/Mentee Program**

- The purpose of this initiative is to build connections and positive relationships between staff and students
- Classroom teachers have identified 50 at risk students who will benefit from having staff members at Gleason Lake serve as their mentor. We believe that making personal connections with students will help build a positive learning community, while enhancing the self-esteem and adjustment skills of these designated students.
- Staff members are paired with the students and throughout the year they spend time making specific connections with their assigned mentee. This consists of writing positive notes, playing games, working on homework, eating lunch, reading books, and other student centered activities.
- All mentors and mentees meet after school three times a year as a whole group, and participate in community building activities. In November we played a large group game and enjoyed pizza. In February we plan to divide up by grade levels and play board games, and in May we will work as a whole group and create art projects with our mentees.

# Gleason Lake Site Plan

**December 19, 2011**  
**School Board Work Session**

**A Model of Excellence Among  
Learning Communities**

36

*Wayzata Public Schools*



A Model of Excellence Among Learning Communities

# Professional Learning Communities

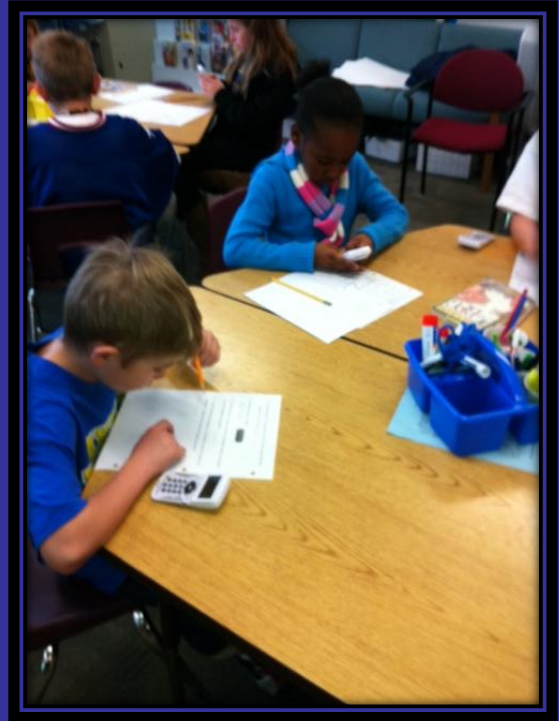
★ Provide opportunities to learn and grow together



A Model of Excellence Among Learning Communities

# Collaborative Inquiry Student Response Devices

★ Provide opportunities to monitor student learning



# Rounds/Walk-Throughs Professional Conversations

- ★ Provide opportunities to observe learning in action
- ★ Provide opportunities for reflection and collaboration

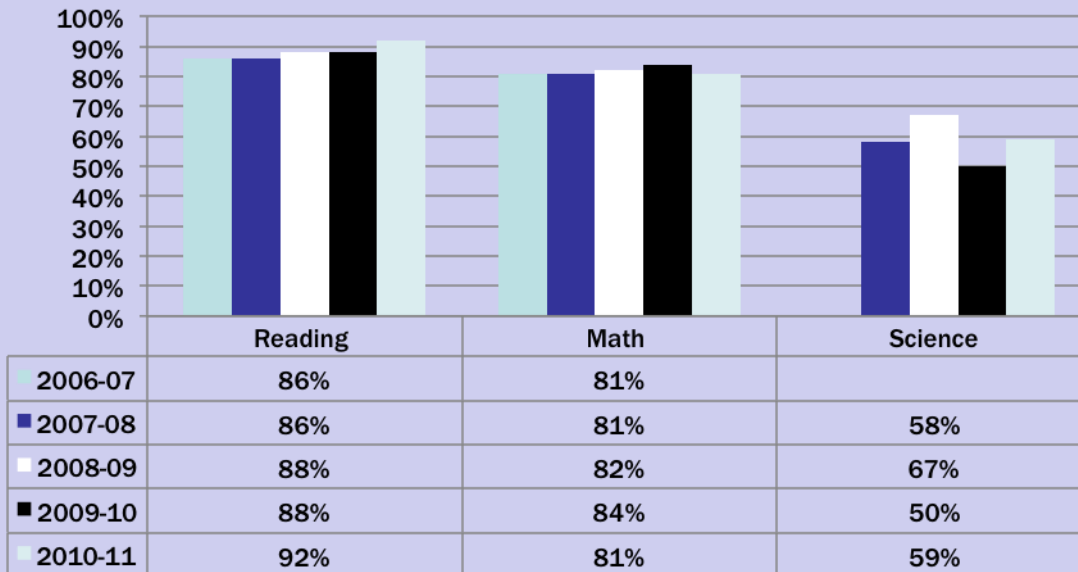


A Model of Excellence Among  
Learning Communities

# MCA Data

## Gleason Lake Elementary School's MDE\* Accountability Proficiency Trend Data

All state mandated test results displayed reflect all assessments administered (including MTAS and MCA Modified) to all students enrolled at time of testing.



# MAP Data

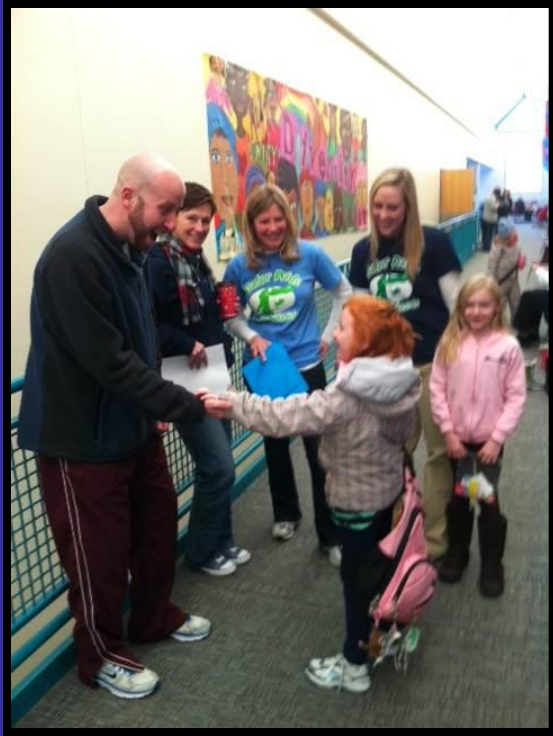
	% of students meeting expected growth in reading	Equivalent national percentile rank of schools meeting growth in reading	% of students meeting expected growth in math	Equivalent national percentile rank of schools meeting growth in math
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5 <sup>th</sup>	77.1%	95 <sup>th</sup>	93.6%	>99 <sup>th</sup>

# Gleason Lake 2011-2012

★ **Goal: The percentage of all students in grades 3-5 at Gleason Lake Elementary who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 81.13% in 2011 to 83.13% in 2012**

# Positive Behavioral Intervention Support

- ★ Provide a systematic approach to establishing a positive school culture



A Model of Excellence Among Learning Communities



# Mentoring Activity

- ★ Build connections and positive relationships with staff and students



A Model of Excellence Among Learning Communities



**12-16-11**

**2011-2012**

***School District Enrollment and Class Size Report***

***Chace B. Anderson  
Superintendent***

## Table of Contents

### **Section I: Student Enrollment**

<u>Page #</u>	<u>Name/Topic</u>
2	Figure 1-1: 2011-2012 Total Student Enrollment and Enrollment by Building
3	Figure 1-2: Five Year K-12 Enrollment History and Annual Enrollment Change
4	Figure 1-3: 2010-2011 vs. 2011-2012 Change in Enrollment by Grade Level
5	Figure 1-4: Five Year Elementary Grade Level Retention Factors
6	Figure 1-5: Five Year Secondary Grade Level Retention Factors
7	Figure 1-6: 2010-11 vs. 2011-12 Summary Open Enrollment (In-Migration)
7-8	Figure 1-7: 2010-11 vs. 2011-12 Open Enrollment From Other Districts (In-Migration)
8	Figure 1-8: 2010-11 vs. 2011-12 Open Enrollment to Other Districts (Out-Migration)
9	Figure 1-9: 2010-11 vs. 2011-12 Private School Attendance (Out-Migration)
10	Figure 1-10: 2010-11 vs. 2011-12 Magnet/Charter/Other (Out-Migration)

### **Section II: Class Size**

<u>Page #</u>	<u>Name/Topic</u>
11	Figure 2-1: Elementary Pre and Post Referendum Class Size Ranges and Staffing Factors
12	Figure 2-2: 2011-2012 District Elementary Class Size Averages
13	Figure 2-3: 2011-2012 District Middle School Class Size Averages
13	Figure 2-4: 2011-2012 District High School Class Size Averages
14-15	Figure 2-5: 2013-2017 Elementary Class Size by Building---Birchview
16-17	Figure 2-6: 2013-2017 Elementary Class Size by Building---Gleason Lake
18-19	Figure 2-7: 2013-2017 Elementary Class Size by Building---Greenwood
20-21	Figure 2-8: 2013-2017 Elementary Class Size by Building---Kimberly Lane
22-23	Figure 2-9: 2013-2017 Elementary Class Size by Building---Oakwood
24-25	Figure 2-10: 2013-2017 Elementary Class Size by Building---Plymouth Creek
26-27	Figure 2-11: 2013-2017 Elementary Class Size by Building---Sunset Hill

A number of people were involved in compiling and preparing the data for this report. Included on this list are Annie Doughty, Jill Johnson, and Jim Westrum; Executive Directors for the school district. In addition, a number of people from the Business and Finance Department were involved with putting this report together. They are: Jill Schwint, Theresa Becker, and Gayle Ortlip. Additionally, the average class sizes for the middle schools and high school are based on a recent report completed by three of the district's Instructional Coaches; Matthew Scheidler, Jennifer Fuzzey, and Chad Libby for compiling this data. Thank you to all who contributed to compiling this data.

# Section I

## Student Enrollment

Each year, an official student enrollment count is determined on October 1 by the district. The enrollment numbers from October 1, 2011, along with historical enrollment data from previous school years, are used to create five year student enrollment projections for each grade level. Historical and anticipated new home starts are taken into consideration as well. These projections are used to make preliminary staffing decisions for the upcoming school year. Additionally, the projections serve as the basis for discussions about anticipated changes in student growth patterns during the next five years and the resulting impact upon facilities. It should be noted that the further into the future that the enrollment projections go, the relatively less reliable they become. Nonetheless, the best predictor of future enrollment is determined through historical changes in enrollment and by factoring in anticipated new housing units for the future.

The purpose of this report is to provide information about past and current student enrollment. A second purpose of this report is to share information about current and past class size averages. A future report will highlight district and building enrollment projection data, the impact upon facilities of the anticipated enrollment patterns, and some preliminary ideas and recommendations about how to best prepare for and manage the predicted enrollment changes.

**Figure 1-1: 2011-2012 Total Student Enrollment and Enrollment by Building**

School	Grade							Totals
		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Birchview		100	125	118	109	100	110	662
Gleason Lake		97	96	132	114	100	123	662
Greenwood		87	118	101	122	103	110	641
Kimberly Lane		76	121	154	123	146	147	767
Oakwood		72	101	86	78	102	80	519
Plymouth Creek		113	154	149	118	128	151	813
Sunset Hill		94	104	91	102	92	100	583
<b>Elementary Totals</b>		<b>639</b>	<b>819</b>	<b>831</b>	<b>766</b>	<b>771</b>	<b>821</b>	<b>4647</b>
	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
Central Middle	338	327	324					989
East Middle	271	258	249					778
West Middle	243	259	234					736
<b>Middle School Totals</b>	<b>852</b>	<b>844</b>	<b>807</b>					<b>2503</b>
<b>High School Totals</b>				<b>829</b>	<b>811</b>	<b>841</b>	<b>791</b>	<b>3272</b>
<b>Secondary Totals</b>	<b>852</b>	<b>844</b>	<b>807</b>	<b>829</b>	<b>811</b>	<b>841</b>	<b>791</b>	<b>5775</b>
<b>District Total</b>								<b>10422</b>

Students attending school in Wayzata include those who live in the communities within the Wayzata school district and are considered to be “Resident Students.” “Non-Resident Students” attend the Wayzata Public Schools under the enrollment options program through one of these three general programs: 1) Open Enrollment, 2) Non-Resident Tuition Agreement (One Year Duration), and 3) “The Choice Is Yours” (TCIY) Program. The school district is serving a total of 10,422 K-12 students during the 2011-2012 School Year.

The total enrollment of Wayzata Public Schools has been increasing an average of about 1.5% each year since Fiscal Year (FY) 2008. The total enrollments and the percentage change from year to year are shown in Figure 1-2.

**Figure 1-2: Five Year K-12 Enrollment History and Annual Enrollment Change**

<b>Wayzata Schools K-12 Five Year Total Enrollment History</b>					
	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Total	9819	10010	10209	10291	10422
<b>Wayzata Public Schools Growth by Level</b>					
<b>Four Year Average</b>					
<b>Total</b>	<b>FY08 to 09</b>	<b>FY08 to 09</b>	<b>FY09 to 10</b>	<b>FY10 to 11</b>	<b>Average</b>
<b>Enrollment</b>	1.9%	2.0%	0.8%	1.3%	1.5%
<b>Elementary</b>	<b>FY08 to 09</b>	<b>FY08 to 09</b>	<b>FY09 to 10</b>	<b>FY10 to 11</b>	<b>Average</b>
<b>School</b>	3.6%	3.4%	2.1%	0.3%	2.4%
<b>Middle</b>	<b>FY08 to 09</b>	<b>FY08 to 09</b>	<b>FY09 to 10</b>	<b>FY10 to 11</b>	<b>Average</b>
<b>School</b>	0.7%	0.3%	1.3%	3.3%	1.4%
<b>High</b>	<b>FY08 to 09</b>	<b>FY08 to 09</b>	<b>FY09 to 10</b>	<b>FY10 to 11</b>	<b>Average</b>
<b>School</b>	0.7%	1.4%	-1.4%	1.1%	0.5%

A moderate and steady growth pattern is demonstrated in the numbers above. During this five year period growth at each level occurred in the manner outlined below:

- elementary enrollment grew from 4,235 students to 4,647 students, an increase of 9.7%;
- middle school enrollment grew from 2,371 students to 2,503 students, an increase of 5.6%;
- high school enrollment grew from 3,212 students to 3,272 students; an increase of 1.9%.

Below, in Figure 1-3, it is shown that changes in enrollment between the 2010-2011 School Year and the 2011-2012 School Year include enrollment increases of: 1) 11 elementary students (two-tenths of a percent), 73 middle school students (3%), and 37 high school students (1%). The total increase in student enrollment was 121 with K-12 enrollment increasing from 10,301 students to 10,422 students (about 1.2%).

**Figure 1-3: 2010-2011 vs. 2011-2012 Change in Enrollment by Grade Level**

<b>Grade Level</b>	<b>Actual Enrollment 10/1/2010</b>	<b>Actual Enrollment 10/1/2011</b>	<b>Difference Actual 2010 vs. Actual 2011</b>
Kindergarten	744	639	-105
Grade 1	787	819	32
Grade 2	762	831	69
Grade 3	737	766	29
Grade 4	802	771	-31
Grade 5	804	821	17
<b>K-5 Total</b>	<b>4636</b>	<b>4647</b>	<b>11</b>
Grade 6	813	852	39
Grade 7	812	844	32
Grade 8	805	807	2
<b>6-8 Totals</b>	<b>2430</b>	<b>2503</b>	<b>73</b>
Grade 9	808	829	21
Grade 10	828	811	-17
Grade 11	789	841	52
Grade 12	810	791	-19
	0		
<b>9-12 Totals</b>	<b>3235</b>	<b>3272</b>	<b>37</b>
<b>6-12 Totals</b>	<b>5665</b>	<b>5775</b>	<b>110</b>
<b>K-12 Totals</b>	<b>10301</b>	<b>10422</b>	<b>121</b>

In addition to total enrollment, another important enrollment consideration is the “Grade Level Retention Factor.” This factor simply indicates the percentage of students that move from one grade level to the next. A number of less than 100% indicates decreasing enrollment and a number greater than 100% indicates increasing enrollment between the two grade levels. This is important data when projecting future enrollment by grade level and by individual school buildings. The data below shows the school district’s elementary enrollment by grade level for the past five years. The total elementary enrollment for each school year is also included. The data in the last row shows the “Grade Level Retention Factor” for each transition between grade levels occurring at the elementary level. These are district-wide factors and vary somewhat between each of the elementary school buildings.

**Figure 1-4: Five Year Elementary Grade Level Retention Factors**

<b>Wayzata Schools Elementary Enrollment Five Year History</b>					
	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
K	591	653	732	745	639
1	732	679	738	785	819
2	749	757	698	760	831
3	739	789	784	735	766
4	705	760	795	803	771
5	719	748	788	804	821
Total	4235	4386	4535	4632	4647
<b>Wayzata Public Schools Elementary Enrollment Growth/Retention</b>					
<b>Four Year Average</b>					
<b>K-1</b>	<b>1-2</b>	<b>2-3</b>	<b>3-4</b>	<b>4-5</b>	
111.0%	103.8%	103.7%	102.7%	103.2%	

It is shown above that during the four transition periods between 2007-2008 through 2011-2012, enrollment at the elementary level grew at each transition point between grade levels. The largest increase was between kindergarten and Grade 1 with a Retention Factor of 111%. This is not surprising as many families choose kindergarten in a private setting. Additionally, families who were not able to obtain a placement in the district's Wayzata Plus program for kindergarten oftentimes seek a full day program elsewhere and then have their child return to Wayzata Public Schools for Grade 1; thus one could expect a larger percentage increase between kindergarten and Grade 1.

Grade Level Retention Factors can also be calculated for Grades 6-12. Again, this is important data when projecting future enrollment by grade level and by school building. The data below (Figure 1-5) shows the school district's secondary enrollment by grade level for the past five years. The total secondary enrollment for each school year is also included. The data in the last row shows the "Grade Level Retention Factor" for each grade level transition occurring at the secondary level. These are district-wide factors and vary somewhat between each of the middle school buildings.

The reader will note below that there are significantly higher enrollment increases between Grades 5 and 6 and Grades 8 and 9. These two transitions are natural entry points for new students to enroll into the school district from private schools. This is also likely a time when families would choose to move into a new school district from another public school district. As previously noted above (Figure 1-4), the enrollment increase between Kindergarten and Grade 1 is generally higher (11%) when compared to a much lower Retention Factor for the other grade levels (3.0-3.5%). The same holds true for entry into the middle school (Grade 6) and the high school (Grade 9). Note below that the Grade Level Retention Factor for Grade 9 is 103.2% as compared to Grade Level Retention Factors that are actually negative in Grades 10-12.

The “Graduation Percentage” is included below (shaded area; lower right corner of Figure 1-5). This percentage is determined and defined by the number of 12<sup>th</sup> grade students that were enrolled on October 1 of the previous fall and who graduated by September 1 following the commencement exercise of their graduating class. The Graduation Percentage is one piece of data that is helpful when considering the level of success of students engaged with their senior year. It can be observed that over this time period, more than 100% (mathematically impossible) of our senior students who were enrolled the previous October graduated. This percentage likely reflects the fact that some students from previous years may have been counted in the totals or students moved into the school district during their senior year. We may not yet have systems in place to perfectly track students and their senior year which could also account for a percentage of over 100. The attrition rates between Grade 9-10, 10-11, 11-12 and during Grade 12 will be monitored annually to ensure there is a good understanding about where students go if they leave Wayzata High School prior to graduating.

**Figure 1-5: Five Year Secondary Grade Level Retention Factors**

<b>Wayzata Schools Secondary Five Year History</b>							
	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>		
5	719	748	788	804	821		
6	752	773	798	811	852		
7	796	800	797	811	844		
8	823	814	798	802	807		
9	848	844	858	808	829		
10	811	855	819	828	811		
11	787	790	834	789	841		
12	767	748	770	810	791		
# Graduates	763	760	766	818	N/A		
<b>MS Total</b>	2371	2387	2393	2424	2503		
<b>HS Total</b>	3213	3237	3281	3235	3272		
<b>Sec. Total</b>	5584	5624	5674	5659	5775		
<b>Wayzata Public Schools Secondary Growth/Retention: Four Year Average</b>							
<b>5-6</b>	<b>6-7</b>	<b>7-8</b>	<b>8-9</b>	<b>9-10</b>	<b>10-11</b>	<b>11-12</b>	<b>Four Year Graduation Percentage</b>
105.7%	103.8%	100.5%	103.2%	98.7%	98.2%	97.5%	100.4%

The enrollment numbers indicated above in Figure 1-5 represent Resident and Non-Resident students attending the Wayzata Public Schools. The following Figures will provide the reader with detailed information about the number of Resident and Non-Resident students and where the district’s Non-Resident students come from. Additionally, the following information will indicate where our resident students, who choose a public or private school other than Wayzata Public Schools, attend.

**Figure 1-6: 2010-11 vs. 2011-12 Summary Open Enrollment (In-Migration)**

	<u>2010-11</u>	<u>2011-12</u>	<u>Difference</u>
Elementary	411	441	30
Middle School	199	251	52
High School	428	354	-74
<b>Total</b>	<b>1038</b>	<b>1046</b>	<b>8</b>

A total of 1,038 students attended Wayzata Public Schools under the attendance options programs offered by the State of Minnesota in 2010-2011. This number increased slightly to 1,046 in the 2011-2012 School Year. This is a relatively insignificant increase and most new non-resident students were enrolled at the kindergarten level. As has been shown earlier, the district's total enrollment has been increasing. An increase in resident students has been the norm for a number of consecutive years. As a result, the district has modified its open enrollment formulas in an effort to decrease the total number of non-resident students and to ensure adequate space for resident students. With time, the total number of non-resident students will decline.

**Figure 1-7: 2010-11 vs. 2011-12 Open Enrollment From Other Districts (In-Migration)**

Home School District	Open Enrollees	% of Total Open Enrollment	Open Enrollees	% of Total Open Enrollment	Difference 2010-2011 vs. 2011-2012
	2010-11	2010-11	2011-12	2011-12	
Osseo	310	29.9%	379	36.2%	69
Robbinsdale	262	25.2%	275	26.3%	13
Minneapolis	203	19.6%	183	17.5%	-20
Rockford	54	5.2%	51	4.9%	-3
Hopkins	36	3.5%	34	3.3%	-2
Orono	44	4.2%	34	3.3%	-10
Westonka	16	1.5%	14	1.3%	-2
Buffalo	10	1.0%	14	1.3%	4
Anoka Hennepin	8	0.8%	11	1.1%	3
Minnetonka	16	1.5%	9	0.9%	-7
St. Louis Park	9	0.9%	6	0.6%	-3
Delano	7	0.7%	6	0.6%	-1
St. Michael Albertville	5	0.5%	6	0.6%	1
Elk River	6	0.6%	6	0.6%	0
Edina	4	0.4%	4	0.4%	0
Fridley	9	0.9%	3	0.3%	-6
Watertown Mayer	5	0.5%	3	0.3%	-2
Burnsville Eagan Savage	2	0.2%	2	0.2%	0
Monticello	1	0.1%	2	0.2%	1
Brooklyn Center	6	0.6%	1	0.1%	-5
Big Lake	1	0.1%	1	0.1%	0
Eden Prairie	5	0.5%	1	0.1%	-4

(Continued on next page.)

**Figure 1-7: 2010-11 vs. 2011-12 Open Enrollment From Other Districts (In-Migration)  
(continued)**

Richfield	1	0.1%	1	0.1%	0
Annandale	1	0.1%	0	0.0%	-1
Eastern Carver County	1	0.1%	0	0.0%	-1
North St. Paul/Maplewood	2	0.2%	0	0.0%	-2
Rosemount	1	0.1%	0	0.0%	-1
St. Anthony	3	0.3%	0	0.0%	-3
Columbia Heights	5	0.5%	0	0.0%	-5
St. Paul	5	0.5%	0	0.0%	-5
<b>Total</b>	<b>1038</b>	<b>100%</b>	<b>1046</b>	<b>100%</b>	<b>8</b>

**Figure 1-8: 2010-11 vs. 2011-12 Open Enrollment to Other Districts (Out-Migration)**

Home School District	Open Enrollees	% of Total Open Enrollment	Open Enrollees	% of Total Open Enrollment	Difference 2010-2011 vs. 2011-2012
	2010-11	2010-11	2011-12	2011-12	
Orono	158	33.7%	162	34.8%	4
Hopkins	93	19.8%	90	19.4%	-3
Minnnetonka	67	14.3%	88	18.9%	21
Robbinsdale	27	5.8%	20	4.3%	-7
Osseo	23	4.9%	14	3.0%	-9
St. Louis Park	19	4.1%	19	4.1%	0
MN Transitions/Virtual HS	22	4.7%	13	2.8%	-9
Houston On-Line School	7	1.5%	10	2.2%	3
Minneapolis	8	1.7%	8	1.7%	0
Eden Prairie	8	1.7%	7	1.5%	-1
Rockford	5	1.1%	6	1.3%	1
Brooklyn Center	1	0.2%	3	0.6%	2
Perpich Center	8	1.7%	2	0.4%	-6
Anoka Hennepin	4	0.9%	2	0.4%	-2
Bloomington	0	0.0%	2	0.4%	2
Elk River	0	0.0%	2	0.4%	2
Rosemount Apple Valley	2	0.4%	2	0.4%	0
Spring Lake Park	0	0.0%	2	0.4%	2
Westonka	3	0.6%	2	0.4%	-1
Edina	2	0.4%	1	0.2%	-1
Fergus Falls	3	0.6%	1	0.2%	-2
Chaska (Eastern Carver)	2	0.4%	0	0.0%	-2
Mounds View	3	0.6%	0	0.0%	-3
Other	4	0.9%	9	1.9%	5
<b>Total</b>	<b>469</b>	<b>1</b>	<b>465</b>	<b>1</b>	<b>-4</b>

A number of Wayzata Public Schools students attend private schools. In 2010-2011, a total of 1,488 resident students attended private schools. In 2011-2012, a total of 1,439 resident students attended private schools. This represents a decrease of 3.3%. Figure 1-9 shows which schools these resident students attended in 2010-2011 and 2011-2012. Schools that had only 1 or 2 Wayzata resident students in attendance are not necessarily all itemized but may have been consolidated and included in the final row.

**Figure 1-9: 2010-11 vs. 2011-12 Private School Attendance (Out-Migration)**

Home School District	Private School 2010-11	% of Total Private School Enrollment 2010-11	Private School 2011-12	% of Total Private School Enrollment 2011-12	Difference 2010-2011 vs. 2011-2012
Providence Academy	250	16.80%	249	17.3%	-1
Benilde St. Margaret's	237	15.93%	209	14.5%	-28
Holy Name	176	11.83%	146	10.1%	-30
Breck Schools	115	7.73%	135	9.4%	20
St. Bartholomew's	96	6.45%	110	7.6%	14
Blake Schools	108	7.26%	103	7.2%	-5
Heritage Christian	82	5.51%	85	5.9%	3
Blake Lower School	69	4.64%	58	4.0%	-11
Minneapolis Jewish Day School	46	3.09%	43	3.0%	-3
Redeemer	49	3.29%	40	2.8%	-9
West Lutheran	29	1.95%	31	2.2%	2
Maranatha Christian	11	0.74%	22	1.5%	11
Fourth Baptist	27	1.81%	20	1.4%	-7
International School	26	1.75%	21	1.5%	-5
Good Shephard	12	0.81%	17	1.2%	5
Cedar Crest Academy	13	0.87%	14	1.0%	1
Minnehaha Academy	16	1.08%	12	0.8%	-4
Holy Family Academy	11	0.74%	11	0.8%	0
King of Grace Lutheran	10	0.67%	11	0.8%	1
St. Therese School	9	0.60%	10	0.7%	1
Calvin Christian Academy	10	0.67%	8	0.6%	-2
French Academy	0	0.00%	8	0.6%	8
Grove's Academy	10	0.67%	8	0.6%	-2
Immaculate Heart	6	0.40%	7	0.5%	1
St. John's Lutheran	7	0.47%	7	0.5%	0
Academy of St. Paul	2	0.13%	5	0.3%	3
St. Raphael's	3	0.20%	5	0.3%	2
City of Lakes W	3	0.20%	4	0.3%	1
Sacred Heart	2	0.13%	4	0.3%	2
St. Alphonsus	4	0.27%	2	0.1%	-2
Minnetonka Christian Academy	5	0.34%	1	0.1%	-4
St. Thomas Academy	4	0.27%	1	0.1%	-3
Schools with 1 or 2 Students	40	2.69%	32	2.2%	-8
<b>Total</b>	<b>1488</b>	<b>100%</b>	<b>1439</b>	<b>100%</b>	<b>-49</b>

Several Wayzata Public Schools students attend magnet, charter, or other schools. In 2010-2011, a total of 253 resident students attended schools in these categories. In 2011-2012, a total of 220 resident students attended magnet, charter, or other schools. This represents a decrease of 1.3%. Figure 1-10 shows which schools these resident students attended in 2010-2011 and 2011-2012.

**Figure 1-10: 2010-11 vs. 2011-12 Magnet/Charter/Other (Out-Migration)**

Magnet/Charter/Other	Magnet/ Charter/ Other 2010-11	% of Total 2010-11	Magnet/ Charter/ Other 2011-12	% of Total Enrollment 2011-12	Difference 2010-2011 vs. 2011-2012
District 287	83	32.8%	77	35.0%	-6
WMEP	58	22.9%	57	25.9%	-1
Beacon Academy	60	23.7%	40	18.2%	-20
Virtual Minnesota On-Line	1	0.4%	13	5.9%	12
Main Street Perm Academy	13	5.1%	11	5.0%	-2
Eagle Ridge	7	2.8%	7	3.2%	0
Lionsgate Academy	4	1.6%	4	1.8%	0
St. Paul Conservatory	4	1.6%	4	1.8%	0
Global	4	1.6%	3	1.4%	-1
Quest	2	0.8%	2	0.9%	0
Prairie Seeds Academy	1	0.4%	1	0.5%	0
TC International	1	0.4%	1	0.5%	0
Excel	3	1.2%	0	0.0%	-3
Nobles	2	0.8%	0	0.0%	-2
Odyssey	2	0.8%	0	0.0%	-2
Harvest Prep	2	0.8%	0	0.0%	-2
Blue Sky	2	0.8%	0	0.0%	-2
UBAH Medical	1	0.4%	0	0.0%	-1
Avalon	1	0.4%	0	0.0%	-1
Loveworks	1	0.4%	0	0.0%	-1
Augsburg Fairview	1	0.4%	0	0.0%	-1
<b>Total</b>	<b>253</b>	<b>100%</b>	<b>220</b>	<b>100%</b>	<b>-33</b>

# Section II Class Size

## Background Information

The Wayzata Public Schools Board of Education established the following class size guidelines effective with the 2005-2006 School Year.

<u>Regular Education</u>	<u>Staffing Factor</u>	<u>Upper Limit for Consideration of an Additional Classroom Section</u>
Kindergarten	19.0	22.0
*Wayzata Plus	21.0	24.0
Grade 1	21.0	24.0
Grades 2	22.0	25.0
Grades 3	24.0	27.0
Grades 4-5	26.0	29.0
Grades 6	26.4	N/A
Grades 7	28	N/A
Grades 8	25.5	N/A
Grades 9-12	27.15	N/A

## Elementary Staffing Guidelines

Elementary class size guidelines for Wayzata are calculated on the basis of teacher/student ratio within individual classrooms. Ideally, class sizes would reflect the staffing factor for each grade level classroom. However, realistically, this seldom happens. Therefore, a range is established whereby a class size between the Staffing Factor and the “Staffing Factor +3” is sought. In instances where the number of students exceeds the upper limit guidelines in the elementary classroom, additional paraprofessional support may be added to offer assistance in that classroom. If a situation occurs where the guideline is exceeded by more than three students per section an additional teacher and classroom is considered and may be added if space allows.

**Figure 2-1: Elementary Pre and Post Referendum Class Size Factors and Staffing Ranges**

	Pre Referendum Staffing Factor	Pre Referendum Class Size Range	Post Referendum Staffing Factor	Post Referendum Class Size Range
Kindergarten	22	22-25	19	19-22
1st Grade	24	24-27	21	21-24
2nd grade	25	25-28	22	22-25
3rd Grade	27	27-30	24	24-27
4th Grade	29	29-32	26	26-29
5th Grade	29	29-32	26	26-29

### Pre and Post Referendum Class Size Ranges and Staffing Factors

In the fall of 2005, the school district voters passed a referendum that, in part, was targeted toward lowering the class size targets in each grade level. Figure 2-1 shows the “Pre” and “Post” elementary staffing ratios. In effect, the Staffing Factor and Staffing Range were all decreased by three students at each grade level. (Note: The Wayzata Plus Program, all-day kindergarten, is generally staffed at the same rate as 1<sup>st</sup> grade; 21:1).

### Secondary Staffing Guidelines

Secondary school staffing is determined by an allocation of staffing hours per building based on a staffing factor. This factor basically determines the number of FTE (full time equivalents) allocated to each building. Principals determine the number of sections of each class to offer and therefore, in effect, the resulting average class size of individual classes based on enrollment data, student registration, and/or the needs of the building. Class sizes can vary based on the type of class and the number of hours that the class is taught. Secondary schools do not have a targeted class size that, if exceeded, would result in paraprofessional support. The principals create a staffing plan for the school based on the total allocated staff hours using the established district staffing formula. If principals believe that their building has class size challenges, he/she may request some additional staffing assistance to lower the class sizes in specified departmental areas.

### Elementary and Secondary Class Size Averages by Grade Level or Department

Figures 2-2 through 2-4 provide summaries of the average class size by grade level or department for the elementary and secondary levels. The average number of students in each elementary grade level reflects enrollment as of October 1, 2011.

**Figure 2-2: 2011-2012 District Elementary Class Size Averages**

	Total	Number of	Class Size	District	Difference
	Enrollment	Sections	Average	Target	
Kindergarten	418	24	17.4	19	-1.6
Full Day Kindergarten	221	11	20.1	21	-0.9
First grade	819	38	21.6	21	0.6
Second grade	831	35	23.7	22	1.7
Third grade	766	32	23.9	24	-0.1
Fourth grade	771	31	24.9	26	-1.1
Fifth grade	821	31	26.5	26	0.5
Total All Grade Levels	4647	202	23.0		-0.13

**Figure 2-3: 2011-2012 District Middle School Class Size Averages**

	Sections	Total Enrollment	Avg. Class Size
Art	42	1183	28.17
Family/Consumer Science	42	1134	27.00
Health Education	32	807	25.22
Communications/Lang. Arts	162	3852	23.78
Mathematics	114	2534	22.23
Music	126	2534	20.11
Physical Education	85	2571	30.25
Science	94	2511	26.71
Social Studies	97	2446	25.22
Technology Education	70	2006	28.66
World Languages	56	1645	29.38

**Figure 2-4: 2011-2012 District High School Class Size Averages**

	Sections	Total Enrollment	Avg. Class Size
Art	114	2482	21.77
Family/Consumer Science	75	1981	26.41
Health Education	39	907	23.26
Communications/Lang. Arts	166	4100	24.70
Mathematics	365	9616	26.35
Music	86	2721	31.64
Physical Education	78	1824	23.38
Science	130	3459	26.61
Social Studies	171	4605	26.93
Technology Education	52	1230	23.65
World Languages	125	3167	25.34
Business Education	71	1584	22.31

Elementary Class Size by Building

The pages that follow provide a six year historical summary of class sizes for each of the seven elementary schools. Comparisons are made between individual buildings and the district class size averages for each grade level. In general, the blue, red, and gray shaded areas highlight more favorable class sizes when the numbers are negative. A negative number indicates an average class size lower than the district average (blue), lower than the staffing factor (red), and lower than the “upper limit” for that grade level (gray). Positive numbers indicate class size averages that are higher than the categorical averages.

**Figure 2-5: 2013-2017 Elementary Class Size by Building---Birchview**

Birchview Elementary School

<b>KINDERGARTEN</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	22	22	22	22	22	22
Pre-Referendum Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Current Kindergarten Staffing Factor	19	19	19	19	19	19
Current Kindergarten Class Size Range	19-22	19-22	19-22	19-22	19-22	19-22
Birchview Kindergarten Average Class Size	19.2	21.3	17.2	18.3	19.5	18
District Kindergarten Average Class Size	18.2	19.2	18.7	19.3	19.1	18.3
Difference Between BV and District Average	1	2.1	-1.5	-1	0.4	-0.3
Difference Between BV and Staffing Factor	0.2	2.3	-1.8	-0.7	0.5	-1
Difference Between BV and Upper Range of 22	-2.8	-0.7	-4.8	-3.7	-2.5	-4

<b>FIRST GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	24	24	24	24	24	24
Pre-Referendum Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Current 1st Grade Staffing Factor	21	21	21	21	21	21
Current 1st Grade Class Size Range	21-24	21-24	21-24	21-24	21-24	21-24
Birchview 1st Grade Average Class Size	19.4	21.6	23	22.4	23.2	20.8
District 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	21.6
Difference Between BV and District Average	-1.6	1	1.1	0.7	1.4	-0.8
Difference Between BV and Staffing Factor	-1.6	0.6	2	1.4	2.2	-0.2
Difference Between BV and Upper Range of 24	-4.6	-2.4	-1	-1.6	-0.8	-3.2

<b>SECOND GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	25	25	25	25	25	25
Pre-Referendum Class Size Range	25-28	25-28	25-28	25-28	25-28	25-28
Current 2nd Grade Staffing Factor	22	22	22	22	22	22
Current 2nd Grade Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Birchview 2nd Grade Average Class Size	25.5	20	21.6	23.5	23.4	23.6
District 2nd Grade Average Class Size	22.7	22	21.6	23.3	22.8	23.7
Difference Between BV and District Average	2.8	-2	0	0.2	0.6	-0.1
Difference Between BV and Staffing Factor	3.5	-2	-0.4	1.5	1.4	1.6
Difference Between BV and Upper Range of 25	0.5	-5	-3.4	-1.5	-1.6	-1.4

**Figure 2-5: 2013-2017 Elementary Class Size by Building---Birchview**

Birchview Elementary School (cont.)

<b>THIRD GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	27	27	27	27	27	27
Pre-Referendum Class Size Range	27-30	27-30	27-30	27-30	27-30	27-30
Current 3rd Grade Staffing Factor	24	24	24	24	24	24
Current 3rd Grade Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Birchview 3rd Grade Average Class Size	21	25.8	22.8	21.8	24.5	23.8
District 3rd Grade Average Class Size	22.9	24.6	23.2	24.5	23.7	23.9
Difference Between BV and District Average	-1.9	1.2	-0.4	-2.7	0.8	-0.1
Difference Between BV and Staffing Factor	-3	1.8	-1.2	-2.2	0.5	-0.2
Difference Between BV and Upper Range of 27	-6	-1.2	-4.2	-5.2	-2.5	-3.2

<b>FOURTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 4th Grade Staffing Factor	26	26	26	26	26	26
Current 4th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Birchview 4th Grade Average Class Size	23.5	22	24.3	28.3	27.5	25
District 4th Grade Average Class Size	23.8	23.9	25.3	25.6	26.8	24.9
Difference Between BV and District Average	-0.3	-1.9	-1	2.7	0.7	0.1
Difference Between BV and Staffing Factor	-2.5	-4	-1.7	2.3	1.5	-1
Difference Between BV and Upper Range of 29	-5.5	-7	-4.7	-0.7	-1.5	-4

<b>FIFTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 5th Grade Staffing Factor	26	26	26	26	26	26
Current 5th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Birchview 5th Grade Average Class Size	26.7	24	26.8	27	28.3	27.5
District 5th Grade Average Class Size	25	24	25.8	26.3	27.7	26.5
Difference Between BV and District Average	1.7	0	1	0.7	0.6	1
Difference Between BV and Staffing Factor	0.7	-2	0.8	1	2.3	1.5
Difference Between BV and Upper Range of 29	-2.3	-5	-2.2	-2	-0.7	-1.5

**Figure 2-6: 2013-2017 Elementary Class Size by Building---Gleason Lake**

Gleason Lake Elementary School

<b>KINDERGARTEN</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	22	22	22	22	22	22
Pre-Referendum Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Current Kindergarten Staffing Factor	19	19	19	19	19	19
Current Kindergarten Class Size Range	19-22	19-22	19-22	19-22	19-22	19-22
Gleason Lake Kindergarten Average Class Size	20.5	20.5	19.4	18.2	19.8	19.4
District Kindergarten Average Class Size	18.2	19.2	18.7	19.3	19.1	18.3
Difference Between GL and District Average	2.3	1.3	0.7	-1.1	0.7	1.1
Difference Between GL and Staffing Factor	1.5	1.5	0.4	-0.8	0.8	0.4
Difference Between GL and Upper Range of 22	-1.5	-1.5	-2.6	-3.8	-2.2	-2.6

<b>FIRST GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	24	24	24	24	24	24
Pre-Referendum Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Current 1st Grade Staffing Factor	21	21	21	21	21	21
Current 1st Grade Class Size Range	21-24	21-24	21-24	21-24	21-24	21-24
Gleason Lake 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	19.2
District 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	21.6
Difference Between GL and District Average	0	0	0	0	0	-2.4
Difference Between GL and Staffing Factor	0	-0.4	0.9	0.7	0.8	-1.8
Difference Between GL and Upper Range of 24	-3	-3.4	-2.1	-2.3	-2.2	-4.8

<b>SECOND GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	25	25	25	25	25	25
Pre-Referendum Class Size Range	25-28	25-28	25-28	25-28	25-28	25-28
Current 2nd Grade Staffing Factor	22	22	22	22	22	22
Current 2nd Grade Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Gleason Lake 2nd Grade Average Class Size	24.2	21.8	21	21.8	23	22
District 2nd Grade Average Class Size	22.7	22	21.6	23.3	22.8	23.7
Difference Between GL and District Average	1.5	-0.2	-0.6	-1.5	0.2	-1.7
Difference Between GL and Staffing Factor	2.2	-0.2	-1	-0.2	1	0
Difference Between GL and Upper Range of 25	-0.8	-3.2	-4	-3.2	-2	-3

**Figure 2-6: 2013-2017 Elementary Class Size by Building---Gleason Lake**

Gleason Lake Elementary School (cont.)

<b>THIRD GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	27	27	27	27	27	27
Pre-Referendum Class Size Range	27-30	27-30	27-30	27-30	27-30	27-30
Current 3rd Grade Staffing Factor	24	24	24	24	24	24
Current 3rd Grade Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Gleason Lake 3rd Grade Average Class Size	24.6	25	23	24.8	23.8	22.8
District 3rd Grade Average Class Size	22.9	24.6	23.2	24.5	23.7	23.9
Difference Between GL and District Average	1.7	0.4	-0.2	0.3	0.1	-1.1
Difference Between GL and Staffing Factor	0.6	1	-1	0.8	-0.2	-1.2
Difference Between GL and Upper Range of 27	-2.4	-2	-4	-2.2	-3.2	-4.2

<b>FOURTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 4th Grade Staffing Factor	26	26	26	26	26	26
Current 4th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Gleason Lake 4th Grade Average Class Size	23.4	23.8	24.4	22	25	25
District 4th Grade Average Class Size	23.8	23.9	25.3	25.6	26.8	24.9
Difference Between GL and District Average	-0.4	-0.1	-0.9	-3.6	-1.8	0.1
Difference Between GL and Staffing Factor	-2.6	-2.2	-1.6	-4	-1	-1
Difference Between GL and Upper Range of 29	-5.6	-5.2	-4.6	-7	-4	-4

<b>FIFTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 5th Grade Staffing Factor	26	26	26	26	26	26
Current 5th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Gleason Lake 5th Grade Average Class Size	26	23	24	23.8	28	24.6
District 5th Grade Average Class Size	25	24	25.8	26.3	27.7	26.5
Difference Between GL and District Average	1	-1	-1.8	-2.5	0.3	-1.9
Difference Between GL and Staffing Factor	0	-3	-2	-2.2	2	-1.4
Difference Between GL and Upper Range of 29	-3	-6	-5	-5.2	-1	-4.4

**Figure 2-7: 2013-2017 Elementary Class Size by Building---Greenwood**

Greenwood Elementary School

<b>KINDERGARTEN</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	22	22	22	22	22	22
Pre-Referendum Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Current Kindergarten Staffing Factor	19	19	19	19	19	19
Current Kindergarten Class Size Range	19-22	19-22	19-22	19-22	19-22	19-22
Greenwood Kindergarten Average Class Size	16.6	18.5	19.6	18.8	20.2	18.4
District Kindergarten Average Class Size	18.2	19.2	18.7	19.3	19.1	18.3
Difference Between GW and District Average	-1.6	-0.7	0.9	-0.5	1.1	0.1
Difference Between GW and Staffing Factor	-2.4	-0.5	0.6	-0.2	1.2	-0.6
Difference Between GW and Upper Range of 22	-5.4	-3.5	-2.4	-3.2	-1.8	-3.6

<b>FIRST GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	24	24	24	24	24	24
Pre-Referendum Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Current 1st Grade Staffing Factor	21	21	21	21	21	21
Current 1st Grade Class Size Range	21-24	21-24	21-24	21-24	21-24	21-24
Greenwood 1st Grade Average Class Size	19.2	18.8	21.8	22.8	17.6	23.6
District 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	21.6
Difference Between GW and District Average	-1.8	-1.8	-0.1	1.1	-4.2	2
Difference Between GW and Staffing Factor	-1.8	-2.2	0.8	1.8	-3.4	2.6
Difference Between GW and Upper Range of 24	-4.8	-5.2	-2.2	-1.2	-6.4	-0.4

<b>SECOND GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	25	25	25	25	25	25
Pre-Referendum Class Size Range	25-28	25-28	25-28	25-28	25-28	25-28
Current 2nd Grade Staffing Factor	22	22	22	22	22	22
Current 2nd Grade Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Greenwood 2nd Grade Average Class Size	20.2	21.4	20.4	23.3	22.8	25.3
District 2nd Grade Average Class Size	22.7	22	21.6	23.3	22.8	23.7
Difference Between GW and District Average	-2.5	-0.6	-1.2	0	0	1.6
Difference Between GW and Staffing Factor	-1.8	-0.6	-1.6	1.3	0.8	3.3
Difference Between GW and Upper Range of 25	-4.8	-3.6	-4.6	-1.7	-2.2	0.3

**Figure 2-7: 2013-2017 Elementary Class Size by Building---Greenwood**

Greenwood Elementary School (cont.)

<b>THIRD GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	27	27	27	27	27	27
Pre-Referendum Class Size Range	27-30	27-30	27-30	27-30	27-30	27-30
Current 3rd Grade Staffing Factor	24	24	24	24	24	24
Current 3rd Grade Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Greenwood 3rd Grade Average Class Size	25	24.8	21.2	27.3	23	24.4
District 3rd Grade Average Class Size	22.9	24.6	23.2	24.5	23.7	23.9
Difference Between GW and District Average	2.1	0.2	-2	2.8	-0.7	0.5
Difference Between GW and Staffing Factor	1	0.8	-2.8	3.3	-1	0.4
Difference Between GW and Upper Range of 27	-2	-2.2	-5.8	0.3	-4	-2.6

<b>FOURTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 4th Grade Staffing Factor	26	26	26	26	26	26
Current 4th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Greenwood 4th Grade Average Class Size	22.8	27.3	26.2	26.3	26.8	25.8
District 4th Grade Average Class Size	23.8	23.9	25.3	25.6	26.8	24.9
Difference Between GW and District Average	-1	3.4	0.9	0.7	0	0.9
Difference Between GW and Staffing Factor	-3.2	1.3	0.2	0.3	0.8	-0.2
Difference Between GW and Upper Range of 29	-6.2	-1.7	-2.8	-2.7	-2.2	-3.2

<b>FIFTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 5th Grade Staffing Factor	26	26	26	26	26	26
Current 5th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Greenwood 5th Grade Average Class Size	23	23.2	27	26.4	26.5	27.5
District 5th Grade Average Class Size	25	24	25.8	26.3	27.7	26.5
Difference Between GW and District Average	-2	-0.8	1.2	0.1	-1.2	1
Difference Between GW and Staffing Factor	-3	-2.8	1	0.4	0.5	1.5
Difference Between GW and Upper Range of 29	-6	-5.8	-2	-2.6	-2.5	-1.5

**Figure 2-8: 2013-2017 Elementary Class Size by Building---Kimberly Lane**

Kimberly Lane Elementary School

<b>KINDERGARTEN</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	22	22	22	22	22	22
Pre-Referendum Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Current Kindergarten Staffing Factor	19	19	19	19	19	19
Current Kindergarten Class Size Range	19-22	19-22	19-22	19-22	19-22	19-22
Kimberly Lane Kindergarten Average Class Size	18.3	19	20.5	20.3	21.4	16.5
District Kindergarten Average Class Size	18.2	19.2	18.7	19.3	19.1	18.3
Difference Between KL and District Average	0.1	-0.2	1.8	1	2.3	-1.8
Difference Between KL and Staffing Factor	-0.7	0	1.5	1.3	2.4	-2.5
Difference Between KL and Upper Range of 22	-3.7	-3	-1.5	-1.7	-0.6	-5.5

<b>FIRST GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	24	24	24	24	24	24
Pre-Referendum Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Current 1st Grade Staffing Factor	21	21	21	21	21	21
Current 1st Grade Class Size Range	21-24	21-24	21-24	21-24	21-24	21-24
Kimberly Lane 1st Grade Average Class Size	24.8	19.3	23.2	21.6	24.3	20.2
District 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	21.6
Difference Between KL and District Average	3.8	-1.3	1.3	-0.1	2.5	-1.4
Difference Between KL and Staffing Factor	3.8	-1.7	2.2	0.6	3.3	-0.8
Difference Between KL and Upper Range of 24	0.8	-4.7	-0.8	-2.4	0.3	-3.8

<b>SECOND GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	25	25	25	25	25	25
Pre-Referendum Class Size Range	25-28	25-28	25-28	25-28	25-28	25-28
Current 2nd Grade Staffing Factor	22	22	22	22	22	22
Current 2nd Grade Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Kimberly Lane 2nd Grade Average Class Size	23.4	22.4	21	25.8	23.6	25.7
District 2nd Grade Average Class Size	22.7	22	21.6	23.3	22.8	23.7
Difference Between KL and District Average	0.7	0.4	-0.6	2.5	0.8	2
Difference Between KL and Staffing Factor	1.4	0.4	-1	3.8	1.6	3.7
Difference Between KL and Upper Range of 25	-1.6	-2.6	-4	0.8	-1.4	0.7

**Figure 2-8: 2013-2017 Elementary Class Size by Building---Kimberly Lane**

Kimberly Lane Elementary School (cont.)

<b>THIRD GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	27	27	27	27	27	27
Pre-Referendum Class Size Range	27-30	27-30	27-30	27-30	27-30	27-30
Current 3rd Grade Staffing Factor	24	24	24	24	24	24
Current 3rd Grade Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Kimberly Lane 3rd Grade Average Class Size	23.8	23.6	25.8	26	23.8	24.6
District 3rd Grade Average Class Size	22.9	24.6	23.2	24.5	23.7	23.9
Difference Between KL and District Average	0.9	-1	2.6	1.5	0.1	0.7
Difference Between BKLand Staffing Factor	-0.2	-0.4	1.8	2	-0.2	0.6
Difference Between KL and Upper Range of 27	-3.2	-3.4	-1.2	-1	-3.2	-2.4

<b>FOURTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 4th Grade Staffing Factor	26	26	26	26	26	26
Current 4th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Kimberly Lane 4th Grade Average Class Size	24	26.3	25.8	28.2	28	24.3
District 4th Grade Average Class Size	23.8	23.9	25.3	25.6	26.8	24.9
Difference Between KL and District Average	0.2	2.4	0.5	2.6	1.2	-0.6
Difference Between KL and Staffing Factor	-2	0.3	-0.2	2.2	2	-1.7
Difference Between KL and Upper Range of 29	-5	-2.7	-3.2	-0.8	-1	-4.7

<b>FIFTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 5th Grade Staffing Factor	26	26	26	26	26	26
Current 5th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Kimberly Lane 5th Grade Average Class Size	27.2	22.6	28.8	27.6	30.4	29.4
District 5th Grade Average Class Size	25	24	25.8	26.3	27.7	26.5
Difference Between KL and District Average	2.2	-1.4	3	1.3	2.7	2.9
Difference Between KL and Staffing Factor	1.2	-3.4	2.8	1.6	4.4	3.4
Difference Between KL and Upper Range of 29	-1.8	-6.4	-0.2	-1.4	1.4	0.4

**Figure 2-9: 2013-2017 Elementary Class Size by Building---Oakwood**

Oakwood Elementary School

<b>KINDERGARTEN</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	22	22	22	22	22	22
Pre-Referendum Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Current Kindergarten Staffing Factor	19	19	19	19	19	19
Current Kindergarten Class Size Range	19-22	19-22	19-22	19-22	19-22	19-22
Oakwood Kindergarten Average Class Size	16.8	18	19.6	17	17.2	18.4
District Kindergarten Average Class Size	18.2	19.2	18.7	19.3	19.1	18.3
Difference Between OW and District Average	-1.4	-1.2	0.9	-2.3	-1.9	0.1
Difference Between OW and Staffing Factor	-2.2	-1	0.6	-2	-1.8	-0.6
Difference Between OW and Upper Range of 22	-5.2	-4	-2.4	-5	-4.8	-3.6

<b>FIRST GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	24	24	24	24	24	24
Pre-Referendum Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Current 1st Grade Staffing Factor	21	21	21	21	21	21
Current 1st Grade Class Size Range	21-24	21-24	21-24	21-24	21-24	21-24
Oakwood 1st Grade Average Class Size	23.3	20.6	21.8	19.5	20.8	25.3
District 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	21.6
Difference Between OW and District Average	2.3	0	-0.1	-2.2	-1	3.7
Difference Between OW and Staffing Factor	2.3	-0.4	0.8	-1.5	-0.2	4.3
Difference Between OW and Upper Range of 24	-0.7	-3.4	-2.2	-4.5	-3.2	1.3

<b>SECOND GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	25	25	25	25	25	25
Pre-Referendum Class Size Range	25-28	25-28	25-28	25-28	25-28	25-28
Current 2nd Grade Staffing Factor	22	22	22	22	22	22
Current 2nd Grade Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Oakwood 2nd Grade Average Class Size	23.7	22.5	20.4	21.8	18.3	21.5
District 2nd Grade Average Class Size	22.7	22	21.6	23.3	22.8	23.7
Difference Between OW and District Average	1	0.5	-1.2	-1.5	-4.5	-2.2
Difference Between OW and Staffing Factor	1.7	0.5	-1.6	-0.2	-3.7	-0.5
Difference Between OW and Upper Range of 25	-1.3	-2.5	-4.6	-3.2	-6.7	-3.5

**Figure 2-9: 2013-2017 Elementary Class Size by Building---Oakwood**

Oakwood Elementary School (cont.)

<b>THIRD GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	27	27	27	27	27	27
Pre-Referendum Class Size Range	27-30	27-30	27-30	27-30	27-30	27-30
Current 3rd Grade Staffing Factor	24	24	24	24	24	24
Current 3rd Grade Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Oakwood 3rd Grade Average Class Size	23.3	26	21.2	23.7	23.8	26
District 3rd Grade Average Class Size	22.9	24.6	23.2	24.5	23.7	23.9
Difference Between OW and District Average	0.4	1.4	-2	-0.8	0.1	2.1
Difference Between OW and Staffing Factor	-0.7	2	-2.8	-0.3	-0.2	2
Difference Between OW and Upper Range of 27	-3.7	-1	-5.8	-3.3	-3.2	-1

<b>FOURTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 4th Grade Staffing Factor	26	26	26	26	26	26
Current 4th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Oakwood 4th Grade Average Class Size	28.3	21.5	26.2	25.3	25.3	25.5
District 4th Grade Average Class Size	23.8	23.9	25.3	25.6	26.8	24.9
Difference Between OW and District Average	4.5	-2.4	0.9	-0.3	-1.5	0.6
Difference Between OW and Staffing Factor	2.3	-4.5	0.2	-0.7	-0.7	-0.5
Difference Between OW and Upper Range of 29	-0.7	-7.5	-2.8	-3.7	-3.7	-3.5

<b>FIFTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 5th Grade Staffing Factor	26	26	26	26	26	26
Current 5th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Oakwood 5th Grade Average Class Size	22.3	29	27	25.3	24.5	26.7
District 5th Grade Average Class Size	25	24	25.8	26.3	27.7	26.5
Difference Between OW and District Average	-2.7	5	1.2	-1	-3.2	0.2
Difference Between OW and Staffing Factor	-3.7	3	1	-0.7	-1.5	0.7
Difference Between OW and Upper Range of 29	-6.7	0	-2	-3.7	-4.5	-2.3

**Figure 2-10: 2013-2017 Elementary Class Size by Building---Plymouth Creek**

Plymouth Creek Elementary School

<b>KINDERGARTEN</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	22	22	22	22	22	22
Pre-Referendum Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Current Kindergarten Staffing Factor	19	19	19	19	19	19
Current Kindergarten Class Size Range	19-22	19-22	19-22	19-22	19-22	19-22
Plymouth Creek Kindergarten Average Class Size	17.8	19	18	23.6	17.9	17.8
District Kindergarten Average Class Size	18.2	19.2	18.7	19.3	19.1	18.3
Difference Between PC and District Average	-0.4	-0.2	-0.7	4.3	-1.2	-0.5
Difference Between PC and Staffing Factor	-1.2	0	-1	4.6	-1.1	-1.2
Difference Between PC and Upper Range of 22	-4.2	-3	-4	1.6	-4.1	-4.2

<b>FIRST GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	24	24	24	24	24	24
Pre-Referendum Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Current 1st Grade Staffing Factor	21	21	21	21	21	21
Current 1st Grade Class Size Range	21-24	21-24	21-24	21-24	21-24	21-24
Plymouth Creek 1st Grade Average Class Size	19	20.7	20.5	23.2	23.2	22
District 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	21.6
Difference Between PC and District Average	-2	0.1	-1.4	1.5	1.4	0.4
Difference Between PC and Staffing Factor	-2	-0.3	-0.5	2.2	2.2	1
Difference Between PC and Upper Range of 24	-5	-3.3	-3.5	-0.8	-0.8	-2

<b>SECOND GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	25	25	25	25	25	25
Pre-Referendum Class Size Range	25-28	25-28	25-28	25-28	25-28	25-28
Current 2nd Grade Staffing Factor	22	22	22	22	22	22
Current 2nd Grade Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Plymouth Creek 2nd Grade Average Class Size	19.5	24.2	21.3	23.6	22.6	24.8
District 2nd Grade Average Class Size	22.7	22	21.6	23.3	22.8	23.7
Difference Between PC and District Average	-3.2	2.2	-0.3	0.3	-0.2	1.1
Difference Between PC and Staffing Factor	-2.5	2.2	-0.7	1.6	0.6	2.8
Difference Between PC and Upper Range of 25	-5.5	-0.8	-3.7	-1.4	-2.4	-0.2

**Figure 2-10: 2013-2017 Elementary Class Size by Building---Plymouth Creek**

Plymouth Creek Elementary School (cont.)

<b>THIRD GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	27	27	27	27	27	27
Pre-Referendum Class Size Range	27-30	27-30	27-30	27-30	27-30	27-30
Current 3rd Grade Staffing Factor	24	24	24	24	24	24
Current 3rd Grade Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Plymouth Creek 3rd Grade Average Class Size	21	25	25.8	24.2	25.4	23.6
District 3rd Grade Average Class Size	22.9	24.6	23.2	24.5	23.7	23.9
Difference Between PC and District Average	-1.9	0.4	2.6	-0.3	1.7	-0.3
Difference Between PC and Staffing Factor	-3	1	1.8	0.2	1.4	-0.4
Difference Between PC and Upper Range of 27	-6	-2	-1.2	-2.8	-1.6	-3.4

<b>FOURTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 4th Grade Staffing Factor	26	26	26	26	26	26
Current 4th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Plymouth Creek 4th Grade Average Class Size	22.5	22.8	27.8	24.6	29.2	25.6
District 4th Grade Average Class Size	23.8	23.9	25.3	25.6	26.8	24.9
Difference Between PC and District Average	-1.3	-1.1	2.5	-1	2.4	0.7
Difference Between PC and Staffing Factor	-3.5	-3.2	1.8	-1.4	3.2	-0.4
Difference Between PC and Upper Range of 29	-6.5	-6.2	-1.2	-4.4	0.2	-3.4

<b>FIFTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 5th Grade Staffing Factor	26	26	26	26	26	26
Current 5th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Plymouth Creek 5th Grade Average Class Size	25.3	25.5	24	29.5	30	25.2
District 5th Grade Average Class Size	25	24	25.8	26.3	27.7	26.5
Difference Between PC and District Average	0.3	1.5	-1.8	3.2	2.3	-1.3
Difference Between PC and Staffing Factor	-0.7	-0.5	-2	3.5	4	-0.8
Difference Between PC and Upper Range of 29	-3.7	-3.5	-5	0.5	1	-3.8

**Figure 2-11: 2013-2017 Elementary Class Size by Building---Sunset Hill**

Sunset Hill Elementary School

<b>KINDERGARTEN</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	22	22	22	22	22	22
Pre-Referendum Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Current Kindergarten Staffing Factor	19	19	19	19	19	19
Current Kindergarten Class Size Range	19-22	19-22	19-22	19-22	19-22	19-22
Sunset Hill Kindergarten Average Class Size	17.4	17.6	18.6	18.8	18.2	18.8
District Kindergarten Average Class Size	18.2	19.2	18.7	19.3	19.1	18.3
Difference Between SH and District Average	-0.8	-1.6	-0.1	-0.5	-0.9	0.5
Difference Between SH and Staffing Factor	-1.6	-1.4	-0.4	-0.2	-0.8	-0.2
Difference Between SH and Upper Range of 22	-4.6	-4.4	-3.4	-3.2	-3.8	-3.2

<b>FIRST GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	24	24	24	24	24	24
Pre-Referendum Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Current 1st Grade Staffing Factor	21	21	21	21	21	21
Current 1st Grade Class Size Range	21-24	21-24	21-24	21-24	21-24	21-24
Sunset Hill 1st Grade Average Class Size	20.2	22.5	23	21.4	22	20.8
District 1st Grade Average Class Size	21	20.6	21.9	21.7	21.8	21.6
Difference Between SH and District Average	-0.8	1.9	1.1	-0.3	0.2	-0.8
Difference Between SH and Staffing Factor	-0.8	1.5	2	0.4	1	-0.2
Difference Between SH and Upper Range of 24	-3.8	-1.5	-1	-2.6	-2	-3.2

<b>SECOND GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	25	25	25	25	25	25
Pre-Referendum Class Size Range	25-28	25-28	25-28	25-28	25-28	25-28
Current 2nd Grade Staffing Factor	22	22	22	22	22	22
Current 2nd Grade Class Size Range	22-25	22-25	22-25	22-25	22-25	22-25
Sunset Hill 2nd Grade Average Class Size	23.3	22	23	22.5	22	22.8
District 2nd Grade Average Class Size	22.7	22	21.6	23.3	22.8	23.7
Difference Between SH and District Average	0.6	0	1.4	-0.8	-0.8	-0.9
Difference Between SH and Staffing Factor	1.3	0	1	0.5	0	0.8
Difference Between SH and Upper Range of 25	-1.7	-3	-2	-2.5	-3	-2.2

**Figure 2-11: 2013-2017 Elementary Class Size by Building---Sunset Hill**

Sunset Hill Elementary School (cont.)

<b>THIRD GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	27	27	27	27	27	27
Pre-Referendum Class Size Range	27-30	27-30	27-30	27-30	27-30	27-30
Current 3rd Grade Staffing Factor	24	24	24	24	24	24
Current 3rd Grade Class Size Range	24-27	24-27	24-27	24-27	24-27	24-27
Sunset Hill 3rd Grade Average Class Size	21.3	22.8	21	24	21.8	25.5
District 3rd Grade Average Class Size	22.9	24.6	23.2	24.5	23.7	23.9
Difference Between SH and District Average	-1.6	-1.8	-2.2	-0.5	-1.9	1.6
Difference Between SH and Staffing Factor	-2.7	-1.2	-3	0	-2.2	1.5
Difference Between SH and Upper Range of 27	-5.7	-4.2	-6	-3	-5.2	-1.5

<b>FOURTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 4th Grade Staffing Factor	26	26	26	26	26	26
Current 4th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Sunset Hill 4th Grade Average Class Size	23.8	24	23.8	25.5	24.8	23
District 4th Grade Average Class Size	23.8	23.9	25.3	25.6	26.8	24.9
Difference Between SH and District Average	0	0.1	-1.5	-0.1	-2	-1.9
Difference Between SH and Staffing Factor	-2.2	-2	-2.2	-0.5	-1.2	-3
Difference Between SH and Upper Range of 29	-5.2	-5	-5.2	-3.5	-4.2	-6

<b>FIFTH GRADE</b>	2006	2007	2008	2009	2010	2011
Pre-Referendum Staffing Factor	29	29	29	29	29	29
Pre-Referendum Class Size Range	29-32	29-32	29-32	29-32	29-32	29-32
Current 5th Grade Staffing Factor	26	26	26	26	26	26
Current 5th Grade Class Size Range	26-29	26-29	26-29	26-29	26-29	26-29
Sunset Hill 5th Grade Average Class Size	24	22.5	23.5	24.3	26	25
District 5th Grade Average Class Size	25	24	25.8	26.3	27.7	26.5
Difference Between SH and District Average	-1	-1.5	-2.3	-2	-1.7	-1.5
Difference Between SH and Staffing Factor	-2	-3.5	-2.5	-1.7	0	-1
Difference Between SH and Upper Range of 29	-5	-6.5	-5.5	-4.7	-3	-4

## **Section III Summary**

As noted earlier, this report was developed to provide a summary of historical and current student enrollment and class size information. It is important information as the district continues planning for the future in regard to classroom and facility needs. A separate report is in progress to communicate classroom and facility needs. A number of activities have been underway to determine the current status of the school district's facilities, the projected student enrollment for the next five years, and preliminary work on the number of classrooms anticipated at each school site. As one might guess, this is a very complex task requiring the collective efforts of many people, including skilled consultants and experts capable of providing the school district with accurate and useful information. When this data can come together in good form, it will be consolidated into a report similar in format to this one. The target date for this report is January 23, 2012 and coincides with the January board work session date. At a minimum, an update will be prepared and provided at that time to share with the school board and others. In the meantime, it is hoped that this information has been helpful and informative.

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Organizational/Regular Board Meeting - January 9, 2012 - 7:00 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 - December 12, 2011
  - B. Finance and Business Recommendations
  - C. Resolution for Machine-Signed Signatures
  - D. Designation of Official Cash Depositories
  - E. Designation of Official Investment Brokers
  - F. Designation of Authorized Personnel
  - G. Human Resource Recommendations
  - H. Pay Equity Implementation Report
    - I. Approve Board Standard Operating Procedures for 2012
  - J. Reaffirm All Current School Board Policies
5. STUDENT CURRICULUM PRESENTATION
6. RECOGNITIONS
  - A. Employee of the Month - January -
  - B. Wayzata Public Schools 2011-2012 Retirees
  - C. Paraprofessional Recognition Week - , 2012
  - D. Wayzata Hockey Association
7. REPORTS FROM ORGANIZATIONS
  - A. Student Council
8. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. SHIP Grant Update
    2. Board Policy and Regulations - Second Reading
      - a. Board Policy and Regulations 406 & 406-R - "Chemical Use and Abuse"
      - b. Board Policy and Regulations 409 and 409-R - "Chemical Use and Abuse"
      - c. Board Policy 412 - "Employment Background Checks"
      - d. Board Policy and Regulations 414 & 414-R - "Students/Employees with Communicable Diseases"
      - e. Board Policy and Regulations 418 & 418-R - "Public and Private Personnel Data"
    3. Board Policies and Regulations - First Reading
      - a. Board Policy and Regulations 528 and 528-R - "Bullying/Cyberbullying"
  - B. Curriculum and Instruction
  - C. Finance and Business Services
    1. Monthly Financial Reports
    2. WPS Arena Agreement
  - D. Human Resource Services

9. OTHER BOARD ACTION

A. Approve Board Committee Structure and Appointments for 2012

10. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD

11. BOARD REPORTS

12. ADJOURN

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

**BOARD OF EDUCATION**

Work Session – December 19, 2011

**AGENDA SECTION:** 9. ADJOURN

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

**COMMENTS BY:** Board Chair Gleason

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