

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - March 26, 2007 - 4:00 PM
Wayzata City Hall, 600 Rice Street, Wayzata, MN 55391

AGENDA

- | | | |
|----|--|----|
| 1. | CALL TO ORDER - Board Chair Cohen | 3 |
| 2. | ADMINISTRATIVE | |
| | A. Proposed Board Policy and Regulations 601 and 601-R - "Graduation Requirements" | 4 |
| | B. Proposed Board Policy and Regulations 605 and 605-R - "Teaching About Religion" | 7 |
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| 5. | HUMAN RESOURCES | |
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POSTED: 3/22/07

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

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

DISTRICT DIRECTIONS for 2005-2007

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

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – March 26, 2007

AGENDA ITEM: 1. Call to Order/Roll Call

COMMENTS BY: Board Chair Cohen

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

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

GRADUATION REQUIREMENTS

POLICY: 601

It is the policy of the School Board to maintain secondary school promotion and graduation requirements which are in full compliance with the Minnesota Graduation Standards Requirements, Minnesota statutes, and the rules and regulations of the Minnesota Department of Education. In addition, the Superintendent shall develop such local graduation requirements as are appropriate to the District 284 community.

ADOPTED: April 16, 1979
AMENDED: July 14, 1986
AMENDED: October 13, 1997
AMENDED: March 15, 2004
FIRST READING: March 12, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

GRADUATION REQUIREMENTS

REGULATIONS: 601-R

A. DIPLOMA REQUIREMENTS

Students must complete the following requirements in two (2) areas.

1. To receive a diploma from the WAYZATA PUBLIC SCHOOLS, a student must have accumulated sixty (60) credits in the area as follows:

2004-2007		2008 & Beyond	
Course of Study	Credits	Course of Study	Credits
*Communications	8	Communications	8
*Social Studies	8	**Social Studies	8
Physical Education	2	+ Math	6 8
Health	1	*** +Science	6 8
Mathematics	4	Physical Education	2
Science	4	Health	1
		Arts	2
Required	27	Required	33
Electives	33	Electives	27
Total	60	Total	60

* specific courses are required as part of total credits

** US history, geography, world history, economics, and government/citizenship

*** biology

+Students have to have 4 years of math and 4 years of science or 3 years of math, 3 years of science and 2 STEM courses. Other combinations would apply, such as 4 years of math, 3 years of science, and 1 STEM courses or 3 years of math, 4 years of science, and 1 STEM course.

2. Basic Standards

Students must have successfully passed the Minnesota Basic Standards Tests. After 2008, the Basic Standards Test will be replaced by the Graduation portion of the Minnesota Comprehensive Assessment (MCA IIs). Students must successfully pass a test in reading in 9th grade, in math in 11th grade, and the completion of biology.

Students who have not earned the required sixty (60) credits, including the twenty-seven (27) required or have not passed the Basic Standards or MCA II Graduation Tests will not be granted a diploma.

B. EARLY GRADUATION REQUIREMENTS

1. Forms must be filled out with a counselor by the end of a student's junior year.
2. A student may not earn more than sixteen (16) credits per school year.

C. MAKE-UP

A student who is short credits may not take more than twenty-four (24) credits in one academic year.

D. STUDENT ELIGIBILITY FOR AWARDS AND HONORS

Wayzata High School has established a selection process in determining which students may receive a variety of academic awards and honors. In order to be eligible for these awards a student must have earned a minimum of six credits at Wayzata High School by the end of the first semester in their senior year.

EFFECTIVE: July 14, 1986
MODIFIED: October 13, 1997
MODIFIED: March 25, 2002
MODIFIED: January 13, 2003
MODIFIED: September 8, 2003
MODIFIED: July 22, 2004
MODIFIED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

TEACHING ABOUT RELIGION

POLICY: 605

The School Board recognizes the importance and legitimacy of religious views in a pluralistic society. However, it is not the place of the schools to promote particular related positions or doctrines. This stance of neutrality does not preclude the objective study or recognition of such faiths or positions as significant keys to historical and cultural understanding. Such study opportunities should take account of student's age and their potential to use information gained in a socially and personally useful manner.

The School District recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

The historical and contemporary values and the origin of various religions, holidays, customs and beliefs must be explained in an unbiased and nonsectarian manner.

ADOPTED: August 8, 1977
AMENDED: July 14, 1986
AMENDED: August 16, 2004
FIRST READING: March 12, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

TEACHING ABOUT RELIGION

REGULATIONS: 605-R

The following guidelines are offered as they relate to various aspects of school activity associated with religious belief or practice.

MUSIC, ART, AND DRAMA

Sacred music should only be used in the context of seasonal or other secular observances and then in as broad or ecumenical a manner as feasible. It should not be used in conjunction with religious readings or stories. Art and drama having theological themes should only be offered where their historical or cultural character predominate, and where students are likely to develop a sense of the diversity of religious views as a consequence.

SOCIAL STUDIES AND LITERATURE

Teaching about religion in relation to its historical, literary, or sociological significance is encouraged when this stems logically from the curriculum under study. Teachers should take care to be objective and evenhanded in such treatment, stressing as appropriate the religiously pluralistic character of contemporary society and the neutral stance of public education in such matters.

SCIENCE

While theologically based beliefs should be treated with respect, their existence ought not inhibit instruction in ~~preponderant~~ scientific interpretations of given topics as set forth in the adopted curriculum ~~adopted texts, or as organized by the teacher.~~

RELIGIOUS SYMBOLS

Theological symbols such as crosses, menorahs, and crescents should only be displayed in the classroom for historical or cultural interpretive purposes and then only for a limited period.

SEASONAL CELEBRATIONS

Celebrations should be in keeping with the following:

- Of secular purpose
- Does not advance or inhibit religion
- Does not foster excessive school relationships with religion

Attendance at Religious Events

Allows students to be excused from ~~such activities~~ attendance at school for the purpose of religious instruction or observance of religious holidays, at student or parent request

ACTS OF WORSHIP

School employees should not employ prayer, scriptural readings, or other religious publications in devotional exercises or acts of worship or as a part of the curriculum, cocurriculum, or school sponsored activities.

EFFECTIVE: July 14, 1986
MODIFIED: August 16, 2004
MODIFIED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

COMMERCIAL MEDIA USE

POLICY: 609

Teachers in the Wayzata School District use a wide variety of materials to enhance instruction. Library media specialists and the District technology office are dedicated to provide a local collection of materials that support instruction.

~~At times, staff may want to utilize materials that are not a part of the building or District collection. Commercial media used in the classroom should be:~~

- ~~1. Directly related to the curriculum — means that materials used in the classroom should relate to what is currently being taught.~~
- ~~2. Age Appropriate — means that the ratings codes on commercial films (G, PG, PG13, R) should be followed for the students viewing the entire film.~~
- ~~3. In compliance with copyright laws — means that rented videos have the appropriate rights to be shown in classrooms or used as part of a “planned, systematic, direct instructional activities.” Off-air tapes are within the “fair use” guidelines. Duplicated or copied tapes may be used only if they were duplicated with permission of the producer.~~

~~Teachers who believe that materials which do not fit these criteria would be appropriate for use in their classroom should discuss their needs with their building principal. The building principal may ask the assistance of the building library media specialist or District technology staff to review the materials to deem their appropriateness for use in the classroom.~~

ADOPTED: February 13, 1995
AMENDED: July 12, 2004
FIRST READING March 12, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

COMMERCIAL MEDIA USE

REGULATIONS: 609-R

At times, staff may want to utilize materials that are not a part of the building or District collection.

Commercial media used in the classroom should be:

1. Directly related to the curriculum – means that materials used in the classroom should relate to what is currently being taught.
2. Age Appropriate – means that the ratings codes on commercial films (G, PG, PG13, R) should be followed for the students viewing the entire film. It is important to send letters to parents well in advance of showing any clips or film that may be questionable.
3. In compliance with copyright laws – means that rented videos have the appropriate rights to be shown in classrooms or used as part of a “planned, systematic, direct instructional activities.” Off-air tapes are within the “fair use” guidelines. Duplicated or copied tapes may be used only if they were duplicated with the permission of the producer.
4. Teachers who believe that materials which do not fit these criteria would be appropriate for use in their classroom should discuss their needs with their building principal. The building principal may ask the assistance of the building library media specialist or District technology staff to review the materials to deem their appropriateness for use in the classroom
5. In this time when students have ready access to movies, via on demand, cell phone, downloads, etc, it is seldom necessary to show an entire feature film. It is recommended to show appropriate clips only. An example of an exception may be a Shakespearean play when it is appropriate for students to try to understand the entire context of the work of literature.

EFFECTIVE:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT OVERNIGHT TRAVEL

POLICY: 612

The School Board recognizes the educational value of carefully developed ~~domestic~~ foreign travel study programs and supplementary trips in which students and members of the professional staff are involved. It encourages development of and participation in such programs where the instructional advantages are clear and can be balanced favorably against factors of safety, personal costs, and time away from other responsibilities. Programs which take students away for more than five days of regular school attendance should not be approved except in most unusual circumstances. The Superintendent is directed to establish regulations regarding travel study programs.

ADOPTED: December 9, 1996
AMENDED: July 12, 1999
AMENDED: November 10, 2003
AMENDED: July 12, 2004
FIRST READING: March 12, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT OVERNIGHT TRAVEL

REGULATIONS: 612-R

The following regulations shall cover any student travel that results from District/school promotion of the activity through the following:

- distribution of information and/or materials,
- coordination of arrangements by District/school personnel,
- receipt of participation fees,
- collection of permission slips, and/or
- arrangements for chaperones.

These regulations are to be followed ~~irrespective~~ regardless of whether the student travel activity is sponsored by a community group, state or local association, and/or business organization.

1. Before any student overnight travel is discussed with students or parents, the sponsoring teacher(s) shall develop a rationale for each trip and submit the student travel preliminary concept form to the principal/designee and Superintendent/designee to plan the trip. The age and maturity, safety and welfare of students shall be considered in planning, implementing, and supervising all student travel.
2. The organizing teacher, advisor or coach must complete and submit the Student Travel Preliminary Concept Form and the Student Travel Request Form to the principal/designee to determine the appropriateness of the proposed trip, giving consideration to the following:
 - a. Educational value
 - b. Safety and welfare of the students involved
 - c. Relevance to described objectives of the class or group
 - d. Age appropriateness of proposed travel
 - e. Lack of interference with other school commitments
 - f. Support of staff when school time is involved for co-curricular trips
 - g. Availability of funds, cost to students, or projected success of fundraising activities
 - h. Accessible to all potential participants

3. Approved adequate supervision for each trip must be assured. A 1:10 ratio of chaperones to students is recommended. Principal approval must be obtained if a larger ratio of adults to students (e.g., 1:15) is being requested. Any adult who accompanies a trip is designated as a chaperone and must adhere to District 284 policies and procedures. It is the responsibility of the advisor or travel supervisor to review all relevant District 284 policies and procedures prior to departure. Request for background checks must be submitted to Human Resources at least 7 days prior to departure.
4. Travel arrangements for school-sponsored trips will be made by school personnel. Travel outside the metropolitan area will be arranged through bonded travel agencies if the services of the School District's contracted carrier are not used. Parents/guardians will be informed, in advance, of the anticipated itinerary, cost, and activities. The safety, cost, and comfort of the students will be considered in selecting the type and capacity of passenger vehicles. No student will be denied the opportunity to participate in a required trip because of inability to pay the cost of such a trip.
5. There shall be clear written communication of prospective travel/study details to parents/guardians, chaperones, and students, including information on behavioral expectations.
6. Parent/guardian permission for student participation shall be secured in writing. This consent includes the acknowledgement that participants have received copies of and will adhere to state laws, School District policies, and building or program rules concerning student behavior.
7. All funds collected for the travel study program will be handled through the school student activity account. With permission from principal/designee, funds may be paid directly to a provider.
8. Fundraising activities should be approved and coordinated by the building principal and follow district policy KHA 908.
9. Precautionary health/safety measures for the health of students, staff, and chaperones shall be provided.
10. Reasonable accommodations for students, staff, and chaperones with disabilities shall be provided.
11. The School District reserves the right to cancel or postpone a trip and will not be responsible for non-refunded deposits or other expenses that have been incurred.

12. All District policies and regulations will be in effect in travel situations just as they are on District property, including but not limited to:
 - District 284's Student Discipline and Offensive Behavior Policies.
 - Infractions of School District, Minnesota State High School League,
 - And team group policies and regulations during a trip will result in consequences that may include the student being sent home immediately at his/her parents'/guardians' expense.
13. Infractions of School District policies and regulations by the organizing teacher, advisor, coach, and/or chaperone will result in appropriate consequences.
14. All persons are prohibited from carrying weapons, according to MN Statute 2002 section 609.66.

FEES AND EDUCATIONAL ALTERNATIVES AND FEES

1. **Required Trips** are an integral part of a course of study, require student attendance and students may be graded or given credit for participation. No student will be denied participation because of an inability to pay. Voluntary contribution assistance from outside agencies or fundraising activities to defray part or all of such trip costs shall be approved by the principal. Students who do not wish to participate in such trips shall be provided with alternative educational experiences that focus on the same educational objectives as those addressed by the trip. The cost of background checks for volunteers on basic trips will be the responsibility of the School District.
2. **Supplemental Trips** are school sponsored trips which students may attend on a voluntary basis. No credit or grade may be given for the experience. ~~Supplemental trips will not be approved if the students will miss more than five (5) days of school.~~
 - The sponsoring staff member must inform principal/designee who will notify other staff members if students will miss school.
 - Staff members may not receive any salary remuneration relating to field trips from outside agencies nor arrange student trips for financial gain. Student fees may be used to pay for or reduce the costs of adult chaperones.

INSURANCE

1. When students are transported by school bus, the students are covered by the transportation company's insurance policy during the period they are on the bus. However, in the event of a school bus accident, Minnesota's No-Fault insurance law provides that the student's parent's or guardian's automobile insurance is considered primary coverage for the student's injuries.

2. When school staff, parents, or students use their private automobiles to transport students, the liability insurance policy on the owner of the vehicle is considered the primary coverage. The District's liability insurance coverage provides secondary coverage for bodily injury legal liability.
3. Parents or guardians of students who are participants on overnight trips are responsible for medical costs incurred if a child becomes ill or is injured. The District does not carry health insurance coverage for students. Parents are strongly encouraged to explore the adequacy of health and/or accident insurance coverage to cover medical needs away from home, especially when students are abroad. Parents or guardians should also consider acquiring repatriation insurance for overseas trips in the event that their child becomes incapacitated and cannot return by normal travel means.

EFFECTIVE: December 9, 1996
MODIFIED: August 25, 1997
MODIFIED: July 12, 1999
MODIFIED: April 2, 2001
MODIFIED: November 10, 2003
MODIFIED: July 12, 2004
MODIFIED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT ACTIVITIES FEES

POLICY: 620

The Board is concerned about providing educational opportunities at minimal personal expense to students and their families. It is recognized, however, that fees or charges are sometimes necessary to sustain optional activities such as field trips, athletics and instrumental music. Further, charges may be required for certain elective projects in class.

Consistent with state law and regulation, the Superintendent is directed to develop and maintain a schedule of related fees or rental charges which will cover basic District costs. These cost determinations should include depreciation, repair, and insurance charges for special instrumental or equipment use.

ADOPTED: November 16, 1981
AMENDED: October 14, 1985
AMENDED: August 16, 2004
FIRST READING: March 12, 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT ACTIVITIES/ATHLETIC FEES

REGULATIONS: 620-R

The following schedule of Student Activities/Athletic Fees has been established in accordance with Board Policy 620 and will remain in effect until changed through administrative recommendations and School Board approval.

INSTRUMENT RENTAL

- Band \$75
- Orchestra ~~(MS & HS)~~ 75
- Percussion at ~~Elementary and Middle Schools~~ Grade 6 15
- Percussion at Middle Schools Grade 7 & 8 30
- Percussion at Wayzata High School 60

HIGH SCHOOL ATHLETICS

- Adapted Soccer \$65
- Adapted Floor Hockey 75
- Adapted Softball 70
- Adapted Bowling 75
- Baseball 110
- Basketball – Boys 150
- Basketball – Girls 150
- Cheerleading 105
- Cross Country – Boys 100
- Cross Country – Girls 100
- ~~Dance Team (Fall/Non-competitive)~~ 75
- Dance Team (Winter/Competitive) 130
- Football 125
- Gymnastics 125

• Golf – Boys	110
• Golf – Girls	110
• Hockey – Boys	140
• Hockey – Girls	140
• <u>Lacrosse – Boys</u>	<u>110</u>
• <u>Lacrosse – Girls</u>	<u>110</u>
• Skiing – Alpine	300
• Skiing – Nordic	115
• Softball	110
• Swimming & Diving – Boys	115
• Swimming & Diving – Girls	115
• Soccer – Boys	100
• Soccer – Girls	100
• Synchronized Swimming – Girls	115
• Tennis – Boys	90
• Tennis – Girls	90
• Track & Field – Boys	110
• Track & Field – Girls	110
• Volleyball	110
• Wrestling	125

HIGH SCHOOL INTRAMURALS

• Badminton	\$20
• Basketball	30
• Bowling (plus bowling alley fees)	10
• Golf (plus golf course green fees)	15
• Ultimate Frisbee	20

HIGH SCHOOL ARTS AND ACTIVITIES**Activities**

• Amnesty International	\$30
• <u>Art Club</u>	30
• Business Professionals of America	30
• <u>Creative Writing</u>	30
• <u>Dance Team Fall Club</u>	75
• Debate	80
• DECA	30
• Destination Imagination	30
• Drama Club	30
• <u>Fashion Club</u>	30
• Future Problem Solving	30
• Math Team	75
• Mock Trial	30
• Poetry Club	30
• Quiz Bowl	30
• <u>Science Olympiad</u>	30
• Skills USA	30
• Speech	70
• Super Mileage Club	30

Band and Choir

• Chamber Singers	\$30
• Drumline	30
• <u>Jazz Ensemble</u>	30
• <u>Madrigals</u>	30
• Vive Voce	30

Theatre

• Black Box Musical (<u>2nd Semester</u>)	\$60
• Black Box Play	70
• Fall Musical	90
• Play (<u>Spring</u>)	70
• One Act Play - <u>Competition</u>	60
• <u>One Act Play – Student Directed</u>	<u>30</u>

ALL MIDDLE SCHOOL ACTIVITIES AND ATHLETICS

• <u>Athletics</u>	<u>\$75</u>
• <u>Jazz Ensemble – CMS</u>	<u>25</u>
• <u>Jazz Ensemble</u>	<u>30</u>
• <u>Steele Drum Band – CMS</u>	<u>25</u>

TICKET/ADMISSION PRICES**Athletics***

Adults	\$6
Students	4
Senior Citizens	4

* does not include section/region or state tournament events

Theatre

Adult	\$2
Students	10
Senior Citizen	10

Coffee House/One Act Plays & Competition

<u>Adults</u>	<u>\$7</u>
<u>Students</u>	<u>5</u>
<u>Senior Citizens</u>	<u>5</u>

Music

Adults	\$5
Students	3
Senior Citizens	3

Magic Theatre & Moment in Time

Adults	\$6
Students	4
Senior Citizens	4

EFFECTIVE: July 12, 1999
MODIFIED: May 12, 2003
MODIFIED: August 16, 2004
MODIFIED:

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

INTERSCHOLASTIC ATHLETICS

POLICY: 621

The School Board intends that the interscholastic athletics program in the Wayzata School District shall be an important and integral part of the total school educational program and shall be designed primarily for the benefit of students in Grades 9-12. Its purpose is to provide educational experiences not otherwise provided in the curriculum to as many students as logistically possible.

The interscholastic athletics program shall provide a well-rounded, professionally directed, and supervised program of athletic activities at all skill levels. The program shall operate primarily for the benefit of the students who participate directly or vicariously in these activities, although the importance of public fan and spectator support is also recognized and appreciated. Participation in athletics is a privilege for those students who meet standards of eligibility adopted by local, conference, and state associations.

The interscholastic athletics program should stimulate the development of the whole person. It should enable the athlete to experience personal accomplishments and skill growth, and foster a positive self-image through a competitive athletic experience. Winning is an important measure of accomplishment in competitive athletics, often enhancing the overall development of the whole person, and serves as a program goal so long as there is compliance with policy requirements.

The School Board directs that interscholastic athletic programs be designed to meet the needs and interests of students ~~irrespective~~ regardless of gender. Resources shall be allocated in an equitable manner.

ADOPTED: August 8, 1973
AMENDED: October 10, 1977
AMENDED: July 14, 1986
AMENDED: May 8, 1995
AMENDED: September 14, 1998
AMENDED: September 13, 2004
FIRST READING: March 12 2007

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

INTERSCHOLASTIC ATHLETICS

REGULATIONS: 621-R

1. The interscholastic athletics program in the Wayzata School District shall provide a well-rounded, well-directed, and supervised program of athletic activities on a competitive basis at all levels.
2. The District shall conduct its various interscholastic athletic activities in full compliance with the rules of the Minnesota State High School League (MSHSL), the Classic Lake Conference, and the District 284 Extracurricular and Cocurricular Student Behavior Policy (524) which shall be provided annually to all student-athletes.
3. The District will strive for excellence in pursuit of producing winning interscholastic athletes and teams.
4. The District is committed to providing qualified coaches within the school staff whenever possible and to provide the necessary program funding within the resources available.
5. The District is committed to providing safe and modern equipment and facilities, and maintaining them at a high level.
6. While participation in high school students in interscholastic athletics is strongly encouraged, varsity and junior varsity teams will be comprised of the most highly skilled athletes in Grades 9-12.
7. For programs with more than two (2) levels of competition, students in Grades 9 and 10 who are identified as highly-skilled athletes may be moved to the varsity or junior varsity teams under the following conditions:
 - A. A pre-tryout meeting between the District's Athletic/Activities Director or designee and varsity head coach will be conducted to identify:
 - (1) Total number of participants in program;
 - (2) Number of teams;
 - (3) A skill position that needs to be filled on a particular team; and
 - (4) Circumstance surrounding the tryout of ninth and tenth grade athletes on the varsity and junior varsity teams.
 - B. Ninth and tenth grade students must have a tryout period of a minimum of five (5) days to be considered for membership on the varsity or junior varsity teams.

- C. After the conclusion of the tryout process, if the varsity coach desires to include ninth or tenth grade students on either team, a post-tryout conference will be held between the varsity head coach and the District's Athletic/Activities Director or designee. After the conference the District's Athletic/Activities Director or designee will then decide whether to approve membership on those teams. No announcement of any team selections may be made to anyone until after the decision of the District's Athletic/Activities Director or designee.
8. Participation in the interscholastic athletic program of Wayzata High School is primarily for the benefit of students in Grades 9-12. A seventh or eighth grade student-athlete may be considered as a possible participant at the varsity level in a given sport after meeting the following conditions:
- A. The student is identified by a middle school coach and or varsity coach as a possible participant;
 - B. All members of the eligibility committee, composed of the District's Athletic/Activities Director or designee, the student's middle school principal, high school principal and the varsity coach, agree that the move will be beneficial to the student;
 - C. A committee representative contacts the student's parents/guardians to advise them of the potential pros and cons of permitting the student to participate at the varsity level;
 - D. The parent/guardians and the student agree that the participation at the varsity level would be beneficial to the student-athlete; and
 - E. The "REQUEST FOR AN INDIVIDUAL MIDDLE SCHOOL ATHLETE TO PARTICIPATE AT HIGH SCHOOL VARSITY LEVEL" form must be completed and approved four (4) weeks prior to each season.
 - F. All middle school athletes who receive approval from the District Athletic/Activities Director for varsity participation shall undergo a tryout period in which the varsity coach evaluates the athlete's physical, psychological, social, and emotional readiness for competition at the varsity level. This tryout period shall be a minimum of five (5) days and shall not exceed two (2) weeks. At the conclusion of the tryout, the varsity coach will meet with the student-athlete and discuss the anticipated role of the young the student-athlete for the season.
9. Students in Grades 7 and 8 may be considered for participation in a high school program, designated for Grades 9-12, at the non-varsity level if there is full compliance with Paragraph 8; there are positions available on the non-varsity team; and there is adequate coaching staff to accommodate an increased number of participants. This determination will be made by the District's Athletic/Activities Director or designee.

10. Transportation in special situations is the responsibility of parents. Seventh and eighth grade students must realize that their school obligations and responsibilities cannot be neglected because of membership on high school teams. No dismissal from the school schedule will be allowed for regular participation in a high school sport. Early dismissals will be allowed, but limited to game days when travel time is needed.
11. Seventh and eighth grade students will compete in their respective schools. If the activity is not offered at their school, they may compete at another middle school provided there is space and adequate coaching personnel.

EFFECTIVE: April 27, 1990
MODIFIED: July 1, 1992
MODIFIED: May 8, 1995
MODIFIED: September 14, 1998
MODIFIED: August 31, 1999
MODIFIED: September 13, 2004
REVIEWED:

Memo

To: Wayzata Public Schools Board of Education
From: Lori Fildes, Director of Special Services
CC: Dr. Jane Sigford, Bonnie Johnson
Date: 3/22/2007
Re: March 26, 2007 Report to the Board of Education

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

Encl: PowerPoint Handout

Wayzata Public Schools Special Services

Transition Program Feasibility Plan
Spring 2007 to Spring 2008

Wayzata Public Schools



Transition

Transition Programs

- Current provider: Intermediate District 287
- Targets IEP services for ages 18 to 21
- PHASE North, VECTOR
- IEP team decision
- Targets five transition areas



Transition

Five Transition Areas

- Jobs and Job Training
- Community Participation
- Home Living
- Post Secondary Opportunities
- Recreation and Leisure



Transition

- Average number of students served/year = 20-25
- Primary Disability Areas
 - Developmental Cognitive Disabilities
 - Autism
 - Sensory Impairments (Vision and Hearing)
- Average Cost per/student = \$27,740

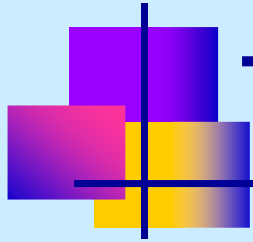
Wayzata Public Schools



Transition

Action Plan

- Visit Districts with their own program
- Consider partnering with a neighboring District(s)
- Consider: lease space, staffing, program design, materials and supplies, cost comparison, parent and community communication



Transition

Timelines

Preliminary Notice 287 – February 2007

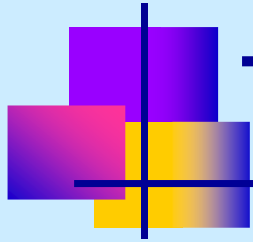
284 Staff Awareness – February 2007

Discussion with Board – March 2007

Site Visits – Spring 2007 (February – May)

Location – Spring 2007 through Fall 2007

Wayzata Public Schools



Transition

Timelines

Staffing/Program Design – April to July 2007

Budget Analysis – May to August 2007

Recommendations – September 2007

Final Decision – December 2007

Wayzata Public Schools



Transition

Timeline

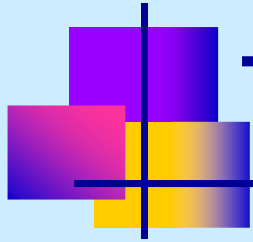
If approved:

Parent Communication – January 2008

Final Notice to 287 – January 2008

Program Implementation – Fall 2008

Wayzata Public Schools



Transition

Questions from the Board of Education



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

School Name: ***Greenwood Elementary***

This plan was reviewed on: _____

Signature of District Design Team _____

This plan was approved on: _____

Signature of School Board Chair _____



Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

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

DISTRICT DIRECTIONS for 2005-2007

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



Shared Decisions Agreement Review Team Check List Form

Procedure:

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

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

Review Team Response

Office of the Superintendent

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

Signature and Date

Executive Director of Curriculum and Instruction

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

Signature and Date

Executive Director of Finance

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

Signature and Date

Executive Director of Human Resources

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

Signature and Date

Wayzata Education Association Representative

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

Signature and Date



Site Team Members:

<u>Name</u>	<u>Position</u>	<u>Year</u>
Ginny Clark	Principal	2006-2007
Kathy Aasen	PTA President	2006-2007
Jim Kovach	PTA V. President	2006-2007
Jen Frazzini	Parent	2006-2007
Cathy Panzer	Secretary	2006-2007
Linda Gibbons	Media Specialist	2006-2007
Tina Sheldon	First Grade Teacher	2006-2007



Greenwood Elementary

Student Demographics

Student Population by Grade

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

	2005-2006			2004-2005			2003-2004		
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
EC									
K	50	54	20.8	65	38	20.2	51	49	19.4
1	62	42	20.8	60	54	22.8	45	52	25.0
2	58	52	22.0	41	53	24.0	55	47	25.5
3	44	53	24.3	54	48	25.5	49	65	28.5
4	56	52	27.0	52	64	29.0	45	54	28.3
5	55	62	29.3	52	56	27.0	77	67	28.8
Total	325	315		324	313		322	334	



**Greenwood Elementary
Student Demographics**

Ethnic Distribution

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

	2005-2006	2004-2005	2003-2004
White American	568	567	595
African American	15	16	10
Asian American	44	45	42
Hispanic/Latino American	13	9	8
Indian American	0	0	1

Percent of Students on Free/Reduced

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

	2005-2006	2004-2005	2003-2004
Free	0.9%	1.4%	1.2%
Reduced Price	0.8%	1.3%	1.1%

Student Mobility

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

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

2004 - 2005	2003 - 2004	2002 - 2003
3.61	3.66	6.06



Greenwood Elementary

Student Demographics

Average Daily Attendance

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

2004 - 2005				2003 - 2004				2002 - 2003			
1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
96.61	96.99	97.27	96.89	97.10	96.88	97.52	97.62	97.08	97.16	97.23	96.94

Percent of Parents Attending Conferences

(Please insert data provided by the individual building.)

2005 - 2006		2004 - 2005		2003 - 2004	
Fall	Spring	Fall	Spring	Fall	Spring
99%	99%	99%	99%	99%	99%



**Greenwood Elementary
Student Achievement**

Minnesota Comprehensive Assessment (MCA)
(Please insert MCA data provided by the Office of Assessment)

READING GRADE 3

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005				
Average Score	1605					1590					1592					1593					1634					1592				
Percent Change	3.5%					-0.9%					0.1%					0.1%					2.6%					-2.6%				
% of Students in each level	I 0	IIa 7	IIb 16	III 48	IV 29	I 5	IIa 11	IIb 12	III 39	IV 32	I 5	IIa 10	IIb 17	III 34	IV 33	I 3	IIa 7	IIb 10	III 52	IV 28	I 5	2 4	3 10	4 44	5 37	1 6	2 5	3 16	4 44	5 29
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Information Processing 78					Information Processing 88					Information Processing 90					Information Processing 87					Main Idea 88					Compare/Contrast 89				
	Inference 78					Main Idea 85					Main Idea 84					Main Idea 86					Information Processing 86					Information Processing 86				
	Analysis 73					Analysis 83					Analysis 84					Compare/Contrast 81					Analysis 82					Main Idea 85				
	Main Idea 73					Inference 82					Compare/Contrast 82					Inference 77					Inference 80					Inference 79				
	Compare/Contrast 71					Compare/Contrast 82					Inference 80					Analysis 64					Compare/Contrast 69					Analysis 75				

MATHEMATICS GRADE 3

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005				
Average Score	1703					1594					1626					1661					1616					1687				
Percent Change	3.1%					-6.4%					2.0%					2.2%					-2.7%					4.4%				
% of Students in each level	I 0	IIa 3	IIb 10	III 57	IV 31	I 1	IIa 15	IIb 8	III 58	IV 18	I 1	IIa 12	IIb 14	III 44	IV 29	I 1	IIa 9	IIb 11	III 42	IV 37	1 4	2 6	3 15	4 53	5 22	1 4	2 4	3 8	4 42	5 42
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Procedures and Concepts 88					Measurement 87					Number Sense 85					Space, Shape & Measurement 86					Shape, Space & Measurement 84					Number Sense 89				
	Measurement 87					Number Sense 85					Space, Shape & Measurement 82					Problem Solving 86					Procedures and Concepts 84					Problem Solving 87				
	Number Sense 83					Problem Solving 83					Problem Solving 82					Data Categorization 82					Number Sense 82					Shape, Space & Measurement 86				
	Shape and Space 81					Procedures and Concepts 79					Procedures and Concepts 81					Number Sense 81					Data Categorization 81					Procedures and Concepts 84				
	Problem Solving 78					Space and Shape 78					Data Categorization 65					Procedures and Concepts 74					Problem Solving 81					Data Categorization 81				
Chance and Data 75					Chance and Data 65																									



**Greenwood Elementary
Student Achievement**

Minnesota Comprehensive Assessment (MCA)
(Please insert MCA data provided by the Office of Assessment)

READING GRADE 5

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005																																																																
Average Score	1607															1660															1679															1684															1673															1713														
Percent Change	4.7%															3.3%															1.1%															0.3%															-0.7%															2.4%														
% of Students in each level	I 3	IIa 15	IIb 10	III 43	IV 29	I 2	IIa 5	IIb 7	III 43	IV 44	I 2	IIa 6	IIb 5	III 43	IV 44	I 1	IIa 5	IIb 6	III 45	IV 43	I 1	IIa 2	IIb 3	III 4	IV 5	I 2	IIa 6	IIb 6	III 41	IV 45	I 1	IIa 3	IIb 4	III 8	IV 33	I 3	IIa 4	IIb 8	III 33	IV 53																																																		
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Main Idea 74					Compare/Contrast 90					Compare/Contrast 90					Main Idea 89					Main Idea 88					Information Processing 90																																																																
	Analysis 74					Main Idea 89					Main Idea 88					Information Processing 89					Information Processing 88					Main Idea 87																																																																
	Information Processing 72					Information Processing 87					Information Processing 86					Inference 85					Analysis 87					Inference 87																																																																
	Inference 70					Inference 82					Inference 83					Compare/Contrast 81					Inference 84					Analysis 87																																																																
	Compare/Contrast 63					Analysis 74					Analysis 80					Analysis 72					Compare/Contrast 78					Compare/Contrast 60																																																																

MATHEMATICS GRADE 5

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005																																																																
Average Score	1565															1663															1650															1658															1690															1717														
Percent Change	1.6%															6.3%															-0.8%															0.5%															1.9%															1.6%														
% of Students in each level	I 6	IIa 13	IIb 17	III 41	IV 23	I 6	IIa 6	IIb 8	III 50	IV 36	I 2	IIa 3	IIb 10	III 51	IV 34	I 1	IIa 4	IIb 14	III 42	IV 39	I 1	IIa 5	IIb 7	III 41	IV 46	I 1	IIa 4	IIb 8	III 37	IV 51																																																												
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Shape and Space 79					Shape and Space 90					Procedures and Concepts 87					Procedures and Concepts 89					Procedures and Concepts 84					Chance and Data 88																																																																
	Procedures and Concepts 76					Procedures and Concepts 87					Number Sense 85					Number Sense 88					Shape, Space & Measurement 83					Procedures and Concepts 83																																																																
	Measurement 76					Number Sense 85					Shape, Space & Measurement 83					Shape, Space & Measurement 84					Number Sense 83					Number Sense 81																																																																
	Chance and Data 73					Measurement 82					Chance and Data 83					Chance and Data 82					Chance and Data 83					Problem Solving 80																																																																
	Problem Solving 71					Problem Solving 81					Problem Solving 81					Problem Solving 81					Problem Solving 83					Shape, Space & Measurement 79																																																																
Number Sense 70					Chance and Data 79																																																																																					



**Greenwood Elementary
Student Achievement**

Minnesota Comprehensive Assessment (MCA)
(Please insert MCA data provided by the Office of Assessment)

Writing - Grade 5

Year	1999-2000					2000-2001					2001-2002				
	Percent of Students at each Level					Percent of Students at each Level					Percent of Students at each Level				
	I	II	IIb	III	IV	I	II	IIb	III	IV	I	IIa	IIb	III	IV
	1	27	12	49	11	0	8	9	76	7	0	7	3	71	19
Type of writing	Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification	
Average Score by type of writing	1533	1560	1583	1712		1600	1734	1728	1621		1697	1735	1947	1760	
Percent change *	-6.2%	-3.9%	-2.5%	17.7%		4.4%	11.2%	9.2%	-5.3%		6.1%	0.1%	12.7%	8.6%	
Composing	63	72	72	66		69	82	70	69		69	83	76	78	
Style	71	75	79	67		70	83	73	70		69	75	76	78	
Sentence Formation	69	75	69	63		71	85	73	81		87	89	89	88	
Usage/ Grammar	88	88	75	88		84	89	91	90		95	95	94	90	
Mechanics/ Spelling	88	75	75	75		76	84	83	83		90	91	90	85	

Year	2002-2003					2003-2004					2004-2005				
	Percent of Students at each Level					Percent of Students at each Level					Percent of Students at each Level				
	I	IIa	IIb	III	IV	1	2	3	4	5	1	2	3	4	5
	1	5	5	59	31	4	9	8	47	32	2	8	7	54	29
Type of writing	Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification	
Average Score by type of writing	1865	1882	1786	1910		1717	1783	2059	1648		1774	1850	1858	1647	
Percent change *	9.9%	8.5%	-8.3%	8.5%		-7.9%	-5.3%	15.3%	-13.7%		3.3%	3.8%	-9.8%	-0.1%	
Composing	78	81	75	84		73	79	82	71		71	82	76	72	
Style	83	83	75	83		74	81	82	73		77	82	76	72	
Sentence Formation	75	75	75	81		76	79	86	70		76	81	76	74	
Usage/ Grammar	75	88	75	88		78	81	88	76		80	83	78	75	
Mechanics/ Spelling	75	75	63	88		79	80	84	73		81	80	75	71	



**Greenwood Elementary
Student Achievement**

2006 MCA-II (Year 1)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg. Score	% Proficient	Avg. Score
Greenwood	89.4	364.1	87.1	372.7
Wayzata	92.0	365.2	89.5	373.1
State	77.8	357.8	81.6	365.3

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg. Score	% Proficient	Avg. Score
Greenwood	92.4	463.3	88.4	467.6
Wayzata	87.3	463.0	90.5	467.3
State	69.0	455.0	76.7	459.6

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg. Score	% Proficient	Avg. Score
Greenwood	80.8	559.6	93.3	566.1
Wayzata	85.0	562.8	90.6	567.8
State	59.0	551.8	76.9	559.1



**Greenwood Elementary
Student Achievement**

Wayzata Achievement Level Testing

(Please insert WALT data – same cohort group, 3 years data growth in RIT-provided by the Office of Assessment)

2005-2006 WALT Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	208	76	216	79	221	79
District	208	76	216	79	221	79
National	200	50	207	50	212	50

2004-2005 WALT Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	207	73	214	73	219	70
District	207	73	215	75	221	76
National	198	50	205	50	212	50

2003-2004 WALT Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	207	73	215	75	221	76
District	205	67	214	73	220	73
National	198	50	205	50	212	50

2002-2003 WALT Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	205	67	214	73	222	78
District	205	67	214	73	220	73
National	198	50	205	50	212	50



**Greenwood Elementary
Student Achievement**

Wayzata Achievement Level Testing

(Please insert WALT data – same cohort group, 3 years data growth in RIT-provided by the Office of Assessment)

2005-2006 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	216	89	225	87	232	83
District	216	89	227	90	236	90
National	202	50	211	50	219	50

2004-2005 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	212	84	223	86	234	87
District	210	80	222	84	235	89
National	200	50	208	50	215	50

2003-2004 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	210	80	221	83	236	90
District	211	82	226	90	232	85
National	200	50	208	50	215	50

2002-2003 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood Elementary	210	80	226	90	232	85
District	210	80	221	83	233	86
National	200	50	208	50	215	50

Staff Demographics

(Please insert data provided by Human Resources Department.)

Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)				Education Profile of Staff (Percent of Licensed Staff by education/training)		
1st Year	2 - 7	8 - 20	20+	BA	Masters	Doctorate
16%	33%	38%	13%	27%	73%	0%

GREENWOOD STAFF ROSTER

PRINCIPAL – **GINNY CLARK** SECRETARY – **CATHY PANZER**

KINDERGARTEN

- **KIM CONNOR**
- **BARB HALSEY**
- **AMBER SALMON**
- **AMY WESTMAN**

FIRST GRADE

- **DEBBIE ANDERSON**
- **MARY DVORAK**
- **KELLIE GOLFIS**
- **GREG MEYER**
- **TINA SHELDON**

SECOND GRADE

- **MARIA ANDERSON**
- **KACI DEMERCHANT**
- **MITZI DOSHER**
- **YVONNE LACHMILLER**
- **GWYN RASMUSSEN**
- **CHRISTINA SHIMSHAK**

THIRD GRADE

- **VICKIE MAUS**
- **ASHLEY PARRISH**
- **JULIE SJEKLOCHA**
- **GENELLE WEINBRENNER**

FOURTH GRADE

- **CHAD LIBBY**
- **JOEL MARTIN**
- **JULIE OLSON**
- **JOE VRUDNY**
- **GINNY WILLIAMS**

FIFTH GRADE

- **TAMI ARVIG**
- **TAMI CORDER**
- **KELLY LYLE**
- **BOB MCCLOUGHAN**
- **SEAN PETERSON**

SPECIALISTS

- **CARMEN AVENDANO SPANISH**
- **LINDA GIBBONS – MEDIA**
- **EMILY MALM – ART**
- **KELLY ALLGAIER - PE**
- **VIRGINIA GARDNER – MUSIC**
- **MARY HURWITZ – PE**

- **AMY STEENSLAND – SPEC ED**
- **ERIKA STERLING – SPEC ED**
- **SUE BRADSHER VISION 21**
- **LEE PFLUGI THINKING SKILLS**
- **ROXIE CARLSON – LITERACY SPECIALIST**
- **TURI HEMBRE – INTERVENTION SPECIALIST**
- **ANN JENSEN**– SPEECH**
- **KRISTY MAAS – SOC WORKER**
- **MICHAEL DOYLE ADAPTIVE PE**
- **BETH GILDEMEISTER – PSYCHOLOGIST**
- **ERAM MASHADI – ELL**

PEER COACHES

- **JULIE BUCKNAM**
- **BETTY SOULE**

PARAPROFFESIONALS

- **NANCY ANDERSON**
- **ALENE CORKEN**
- **FAITH ETTESTAD**
- **MAGGIE GROSS**
- **CATHY HILL**
- **MARY KELLY**
- **KATHLEEN LEE**
- **MARY NESSEN**
- **JANET NORDVALL**
- **ROBIN OHMAN**
- **GAYLE ORTLIP**
- **SHARON QUERN**
- **LYN SCHROEDER**
- **RAMONA STEADMAN**
- **SANDI WHEELER**
- **JODI WILLIAMS**

CULINARY EXPRESS

- **KIM LOPEZ**
- **JANET MARTIN**
- **LINDA MCKINZIE**

CUSTODIANS

- **JESSE HUSBY**
- **NEIL ERSTAD**
- **GIDEON BONGOYE**



School Name: Greenwood Elementary

School Year: 2006-2007

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

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

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

2.1 District goal for Q Comp focus

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

School Site goal for Q Comp focus

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

Disaggregated student data used to determine each measurable objective

See attached addendum on the next page.

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

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

<i>Number of Students</i>	<i>Number of Teachers</i>	
635 Students	23 classroom teachers	1 Peer Coach, 2-.5 Literacy/Intervention Specialists, 1 District Reading specialist

THE MAP WILL BE THE NEW ASSESSEMENT TOOL BEGINNING WITH THE 2006-2007 SCHOOL YEAR. IT IS VERY SIMILAR TO THE WALT IN CONTENT RELIABILITY AND SCOPE.

After looking at various forms of disaggregated data there weren't any defined or significant trends. The identified strand areas proved to be most beneficial in guiding our measurable objective and defining our instructional strategies.

The following data gives the number of students in each quartile of the various subtests in the Walt reading assessment.

Reading Greenwood 04

Levels		Evaluative Comprehension				Inferential Comprehension				Literal Comprehension				Word Acquisition			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3	114	3	8	39	64	4	12	34	64	3	22	37	52	7	26	45	36
4	98	4	8	31	55	5	16	33	44	4	10	41	43	8	15	38	37
5	145	2	14	60	69	6	30	45	64	3	21	49	72	6	23	61	55
3-5	357	9	30	130	188	15	58	112	172	10	53	127	167	21	64	144	128

Reading Greenwood 05

Levels		Evaluative Comprehension				Inferential Comprehension				Literal Comprehension				Word Acquisition			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3	103	4	8	36	55	6	18	40	39	6	13	32	52	11	27	36	29
4	116	4	14	37	61	10	20	31	55	3	18	33	62	6	17	43	50
5	108	5	20	31	52	8	28	34	38	7	15	42	44	7	20	41	40
3-5	327	13	42	104	168	24	66	105	132	16	46	107	158	24	64	120	119

Reading Greenwood 06

Levels						Inferential Comprehension				Literal Comprehension				Word Acquisition			
						1	2	3	4	1	2	3	4	1	2	3	4
3	95					12	7	18	58	9	10	19	57	10	18	18	49
4	108					5	15	19	69	7	15	23	63	5	19	33	51
5	115					3	8	34	70	5	14	30	66	4	22	41	48
3-5	318					20	30	71	197	21	39	72	186	19	59	92	148

Addendum

Wayzata Public Schools

<i>Team configuration at elementary, middle school, high school, and other school sites</i> Peer Coach, Literacy Specialist, Content Specialist, Data Coach, Mentor, NUA Coach, and classroom teachers tied to Q-Comp goal	<i>Number of teachers on the team</i> 4 to 6 teachers on a team.	<i>Team meeting length and frequency</i> Quarterly planning days/1 staff meeting per month/additional time as planned by each grade level team.		
<i>Professional Development Activities: (What types of activities will be included?)</i> Check all that apply and add others if needed.	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <input checked="" type="checkbox"/> Team Meetings <input checked="" type="checkbox"/> Modeling of Instructional Strategies Student Work <input checked="" type="checkbox"/> Demonstration Teaching Cognitive Coaching <input checked="" type="checkbox"/> Team Teaching <input checked="" type="checkbox"/> Mentoring </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Lesson Study <input checked="" type="checkbox"/> Analysis of <input checked="" type="checkbox"/> Peer or <input type="checkbox"/> Content Coaching <input checked="" type="checkbox"/> Other </td> </tr> </table>		<input checked="" type="checkbox"/> Team Meetings <input checked="" type="checkbox"/> Modeling of Instructional Strategies Student Work <input checked="" type="checkbox"/> Demonstration Teaching Cognitive Coaching <input checked="" type="checkbox"/> Team Teaching <input checked="" type="checkbox"/> Mentoring	<input type="checkbox"/> Lesson Study <input checked="" type="checkbox"/> Analysis of <input checked="" type="checkbox"/> Peer or <input type="checkbox"/> Content Coaching <input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Team Meetings <input checked="" type="checkbox"/> Modeling of Instructional Strategies Student Work <input checked="" type="checkbox"/> Demonstration Teaching Cognitive Coaching <input checked="" type="checkbox"/> Team Teaching <input checked="" type="checkbox"/> Mentoring	<input type="checkbox"/> Lesson Study <input checked="" type="checkbox"/> Analysis of <input checked="" type="checkbox"/> Peer or <input type="checkbox"/> Content Coaching <input checked="" type="checkbox"/> Other			
2.2 Describe how ongoing, site-based, and teacher-led professional development activities will be scheduled during the individual employment contract day for teachers at each site. (Attach a staff development calendar for the school year with professional development activities mapped out and a typical weekly meeting schedule of team meetings). See the example in the Sample Q Comp Application.				
2.3 Describe how the professional development model will ensure teacher’s continuous improvement in content knowledge, instructional strategies, and the use of best practices. Through the professional development model teachers will continuously focus on instructional strategies to accelerate student achievement. They will share these strategies and best practice techniques with their colleagues during the scheduled professional development allotted time. The structure of the staff development time will also provide an opportunity for educators to focus on and develop a deeper understanding of the identified content knowledge. Teachers will continuously focus on assessment of student performance throughout this process. <ul style="list-style-type: none"> • The terms Career Ladder and Career Advancement Options will be used interchangeably. The definition of both under the law is from 122A.414 subdivision 2 section b1: “describe how teachers can achieve career advancement and additional compensation...” 				



<i>Professional Development Program Evaluation Framework Worksheet (see Killion, manual references)</i>		
Objective: What is the goal of the professional development offered and how will it change teachers' knowledge and skills?	Change in Teacher's Knowledge and skills	Measures of Teacher Success
Ex. Teachers will demonstrate proficiency in implementing graphic organizer (ex. Hyerle's thinking map for double bubble) to increase student achievement in writing compare and contrast essays.	Ex. Teachers will model using thinking strategy. Teachers will develop teacher-made assessments to measure student progress.	Ex. Classroom Observation Rubric Individual Growth Plan with documentation of changes in teacher practice and pre/post student assessments using local standardized assessment.
Teachers will demonstrate proficiency in implementing the classroom instructional model in which all teachers model, coach and provide independent practice. The specific strategies used to increase reading achievement will be implementing graphic organizers, thinking maps, inferential questioning, and test taking strategies. And/or others as offered on strategy list for choice by teams in enhancing reading comprehension and vocabulary development in their students.	Teachers will model and incorporate into the curriculum story mapping, inferential questioning, and test taking strategies. And/or others as offered on strategy list for choice by teams in enhancing reading comprehension and vocabulary in their students.	Teachers' success will be determined by Observation Rubric, Professional Growth Plan and results from standardized assessment.

Greenwood Professional Development Calendar 2006- 2007

Workshop Week:

- **August 29, 2006** Peer Coaches will meet with his/her assigned colleagues and training will include:
 - Teacher evaluation process
 - Professional growth plan
 - Peer coaching sessions – pre-conferencing, conferencing, post-conferencing
 - SMART goal writing

- **August 29, 2006** All teachers will receive training on our data warehousing system (Just 5 Clicks.)

- **August 30, 2006** *Building principal and site team will disseminate and discuss building alternatives compensation goal and professional development calendar.*

Planning Days	Staff Meeting (last staff meeting of the month)	Rtl Pilot
Round 1: Oct. 2 - Kindergarten Oct. 9 – 1 st grade Oct. 16 – 2 nd grade Oct. 25 – 3 rd grade Nov. 1 – 4 th grade Nov. 8 – 5 th grade Nov. 17 th – Spec Ed	Sept. 25 Oct. 30 Nov. 8 (1/2 day prof. dev.)	30 hours of course instruction on reading strategies for our most at risk readers. 40 hours of follow-up with students.
Round 2: Nov. 29 – Kindergarten Dec. 6 – 1 st grade Dec. 13– 2 nd grade Dec. 20 - 3rd grade Jan. 9 – 4 th grade Jan. 17 – 5 th grade Jan. 24 – Spec Ed	Nov. 27 Jan. 26 (1/2 day prof. dev.) Jan, 29	
Round 3: Feb. 1 – Kindergarten Feb. 8 – 1 st grade Feb. 15 – 2 nd grade Feb. 23 – 3 rd grade March 2– 4 th grade March 9 – 5 th grade March 16 – Spec Ed	Feb, 26 March 26	
Round 4: March 23 – Kindergarten April 17 – 1 st grade April 24 – 2 nd grade May 1 – 3 rd grade May 8 – 4 th grade May 15 – 5 th grade April 10 – Spec Ed	March 29 (1/2 day prof. dev.) April 30 May 21	
Teams will choose 3 strategies to practice & write them into their goal plan. (Strategy choices are attached.) Teams will review, revise & add to their practice after reviewing data during these planning days. Peer coaches may assist with this ongoing, job embedded prof. dev.	Teachers will report on their progress with strategies in cross grade teams at staff meetings. These are 40 minute staff meetings. Reflection & journaling is a part of every staff meeting. Prof. Dev. Day will be continued learning & practice.	The 9 teachers involved will be keeping close track of student growth during their teaching /learning cycle.

Reading Strategy Choices

Inferring

1. Direct instruction of the definition of infer, inferring, inference and using this language frequently.
2. Use teacher “think alouds” modeling inferential thinking and use student discussion and practice to, e.g.:
 - Draw conclusions based on clues from the text.
 - Makes predictions before and during reading.
 - Use implicit information from the text to create meaning.
 - Use pictures to help gain meaning.
 - Identify underlying themes.
 - Understand traits and motives of characters
3. Use graphic organizers such as a three-column note chart: What the author says, What I know, My inference.

Compare/Contrast

1. Teacher “think alouds” modeling compare/contrast thinking and use student discussion and practice to
 - Make connections (text to self, text to text, text to world)
2. Use graphic organizers with students to illustrate similarities and differences, e.g.:
 - Venn diagrams
 - Two column note charts

Analysis

1. Teacher “think alouds” modeling how to determine importance in text and use student discussion and practice to e.g.:
 - Distinguish what’s important from what’s interesting
 - Discern a theme, opinion, or perspective
 - Determine author’s purpose
 - Weigh evidence
2. Use graphic organizers to record analysis of ideas, e.g. 3-column note chart:
Quote from Text, Important Idea, Why did the author include it?



DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

Goal:

Greenwood will move 5% of the students out of Level 3 to Level 4 and increase Level 5 by 5% (MCA).

75% of Greenwood students in grades 3-5 will reach or exceed their expected RIT target in the WALT.

Summary/Interpretation of Data Analysis:

At 1st grade 85% of students were reading an accuracy rate of 95% or greater.

At 2nd grade 90% of students met or exceeded the goal.

At 3rd grade the Fall RIT scores averaged 196; in the Spring 210 in Inferential Comprehension.

At 4th grade each classroom had just under 50% of the students who met or exceeded their RIT target. Therefore, this will continue to be a goal for next year.

At 5th grade the target group for needed growth was 9 students. The average RIT gain for the entire group was 9 points. One student gained as much as 15.

(We found that using WALT data is a better indicator of growth than the MCA. Therefore, we will check our goals using MAP data in the following years.)

Goal Achieved: X Partially Yes No



Please list other building initiatives.

Initiative:

To work with families on being cognizant of healthy snack choices.

Strategies/Activities: (copy format if need more)

- **We had a committee of parents and the principal and the director of Culinary Express to discuss this issue.**
- **A brochure will be designed and published to have available for families.**
- **We'll keep healthful messages present in the newsletter.**

Status:

Date Completed:

Ongoing: X

•

Status:

Date Completed:

Ongoing:

Person/Group Responsible:

Jen and Bob Frazzini will be making the brochure.

Timeframe:

2006-2007 School year.



Site Team Report Greenwood Elementary

April 9, 2007



Academic Goal

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

Ethnic Distribution

	2005-2006	2004-2005	2003-2004
White American	568	567	595
African American	15	16	10
Asian American	44	45	42
Hispanic/Latino American	13	9	8
Indian American	0	0	1

Free and Reduced Lunch

	2005-2006	2004-2005	2003-2004
Free	0.9%	1.4%	1.2%
Reduced	0.8%	1.3%	1.1%

Student Mobility

2005-2006	2004-2005	2003-2004
3.61	3.66	6.06

Reading MAP Scores Spring 06

Levels						Inferential Comprehension				Literal Comprehension				Word Acquisition			
						1	2	3	4	1	2	3	4	1	2	3	4
3	95					12	7	18	58	9	10	19	57	10	18	18	49
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3-5	318					20	30	71	197	21	39	72	186	19	59	92	148

A large green graphic element on the left side of the slide, consisting of a vertical bar and a horizontal bar that curves into a rounded shape.

Greenwood:

- 
- A thick, dark blue horizontal bar with rounded ends, positioned below the title.
- A Place to Learn and Grow





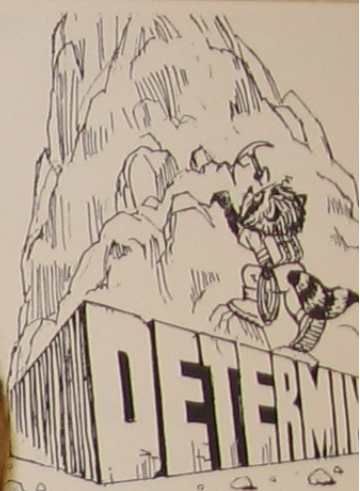






Merry
Christmas
Froggy!

HERSHEY'S
KISSES
MILK CHOCOLATE
A Pennsylvania Original for 100 years
TREAT YOURSELF TO
HERSHEY'S
KISSES
Please only look



DETERMINE
You know you can do it,
As hard as it seems.
By not giving up,
You'll fulfill many dreams.

436-800 CTE-712 JDL-098
YGH-535 AP-4098 DZR-1722
GOV-3781





something,
change it. If you
can't change it,
change your
attitude.



**Thank you very much
for being a part of our success!**

A model of excellence
among learning
communities!

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - April 9, 2007 - 7:30 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes - March 12, 2007
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
 - D. Professional Leaves of Absence – 2007-2008 School Year
3. RECOGNITIONS
 - A. April Employee of the Month
 - B. Minnesota School of Excellence - Plymouth Creek Elementary
 - C. International Brain Bee Champion - Melody Hu
 - D. State Wrestling Championship
4. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
 - A. Student Council
5. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Proposed New Board Policies and Regulations - First Reading
 - a. Board Policy and Regulations 629 & 629-R - "Alternative Instruction"
 - b. Board Policy and Regulations 630 & 630-R - "Home Schooling"
 - c. Board Policy 729 - "Video Recording On School Buses"
 - d. Board Policy 806 - "Video Surveillance And Recording Other Than On Buses"
 2. Proposed Amendments to Board Policies and Regulations (Minor Changes) - First Reading
 - a. Board Policy 724 - "Student Transportation Services - Walkers and Riders"
 - b. Board Policy 726 - "Student Transportation Management Services-Nonpublic (Within School District)"
 - c. Board Policy 728 - "Operation of District-Owned Activity Bus"
 - d. Board Policy and Regulations 804 & 804-R - "Emergency Closings"
 3. Proposed Amendments to Board Policies and Regulations (Major Changes) - First Reading
 - a. Board Policy and Regulations 723 & 723-R - "Student Transportation Safety"
 - b. Board Policy and Regulations 725 & 725-R - "Student Transportation Management Services-Nonpublic (Outside School District)"
 4. Required Board Review of Policies (per 3-year cycle)
 - a. Proposed Amendments to Board Policies and Regulations - Second Reading and Adoption
 1. Proposed Board Policy and Regulations 601 and 601-R - "Graduation Requirements"
 2. Proposed Board Policy and Regulations 605 and 605-R - "Teaching About Religion"
 3. Proposed Board Policy and Regulations 609 and 609-R - "Commercial Media Use"

4. Proposed Board Policy and Regulations 612 and 612-R - "Student Overnight Travel"
5. Proposed Board Policy and Regulations 620 & 620-R - "Student Activities Fees"
6. Proposed Board Policy and Regulations 621 and 621-R - "Interscholastic Athletics"
- b. Board Policies and Regulations (No Changes) - First Reading
 1. Board Policy 622 - "Student Organizations"
 2. Board Policy and Regulations 623 & 623-R - "Instructional Program Planning, Evaluation, and Reporting"
 3. Board Policy and Regulations 624 & 624-R - "Student Progress Reports to Parents"
 4. Board Policy and Regulations 625 & 625-R - "Credit For Learning"
 5. Board Policy 626 - "Nonpublic Student Participation"
- c. Proposed Amendments to Board Policies and Regulations (Minor Changes) - First Reading
 1. Board Policy and Regulations 617 & 617-R - "School Volunteers"
 2. Board Policy and Regulations 627 & 627-R - "Instruction Concerning Controversial Topics"
 3. Board Policy and Regulations 628 & 628-R - "Copyright Laws"
 4. Board Policy and Regulations 631 & 631-R - "Technology Use"
- B. Curriculum and Instruction
 1. Approval of 2008-09 School Calendar
 2. Greenwood Elementary Student Presentation
 3. Approval of Proposed Greenwood Elementary School Site Plan - Ginny Clark
- C. Finance and Business Services
 1. Monthly Financial Reports
 2. Budget Adjustments - 2006-07
- D. Human Resource Services

6. OTHER BOARD ACTION

7. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD

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

8. BOARD REPORTS

- A. Middle School Boundary Changes - L. Cohen

9. NEW BUSINESS

10. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – March 26, 2007

AGENDA SECTION: 7. Adjourn

ITEM: _____

COMMENTS BY: Board Chair Cohen

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