

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - June 23, 2008 - 4:15 PM
Administration Building, 210 County Rd. 101, N., Plymouth, MN 55447

AGENDA

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2.	ADMINISTRATIVE	
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3.	CURRICULUM AND INSTRUCTION	
	A. Engineering, Technical and Design (ETD) Curriculum Presentation - N. Neal	29
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This meeting will immediately be followed by a Closed Board Meeting.

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 2008-2010

To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – June 23, 2008

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Vice Chair Gleason

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

DECISION RESOURCES, LTD.
3128 Dean Court
Minneapolis, Minnesota 55416

WAYZATA SCHOOL DISTRICT
2008 OUTBOUND STUDY
FINAL February 2008

**PRIVATE/PAROCHIAL
(N=216)**

Hello, I'm _____ of Decision Resources, Ltd., a national survey research company located in Minneapolis. We've been asked by the Wayzata Public Schools to speak with a random sample of parents about issues facing the school system. Because you have chosen to enroll at least one of your children in a school other than one in the Wayzata Public Schools, we are interested in your perspective. In talking with other parents like yourself, we have found them to be a wealth of knowledge about what our public schools could be doing better or differently to meet parents' expectations. I assure you that your answers will be held in the strictest of confidence.

In order to provide us with a more detailed analysis, we would like you to answer these questions based on your child, _____(READ NAME). Throughout the questionnaire, you will be considering that particular child.

- | | |
|---|---------------------------|
| 1. Are there school-aged children in this household? (WAIT FOR RESPONSE) Do they attend public schools in this district, public schools in another district, parochial or private schools, charter schools, or home school? | NO.....0% |
| | YES/WAYZATA SD.....0% |
| | YES/OTHER PUBLIC SD....0% |
| | YES/PAROCHIAL/PRI....100% |
| | YES/CHARTER.....0% |
| | YES/HOME SCHOOL.....0% |
| | DON'T KNOW/REFUSED.....0% |

IF RESPONSES #3, #4, #5, #6, CONTINUE SURVEY:

2. At what age in your child's life did you make your decision to send your child(ren) to (another school district, parochial or private school, charter school or home school)?
- | | |
|-------------------------|-----|
| UNDER FIVE YEARS OLD.. | 62% |
| FIVE YEARS OLD..... | 15% |
| SIX YEARS OLD..... | 5% |
| SEVEN YEARS OLD..... | 4% |
| EIGHT YEARS OLD..... | 2% |
| NINE YEARS OLD..... | 1% |
| TEN YEARS OLD..... | 2% |
| ELEVEN YEARS OLD..... | 3% |
| TWELVE YEARS OLD..... | 1% |
| THIRTEEN YEARS OLD..... | 1% |
| FOURTEEN YEARS OLD..... | 2% |
| FIFTEEN YEARS OLD..... | 3% |
| SIXTEEN YEARS OLD..... | 0% |
| OVER 16 YEARS OLD..... | 0% |
| DON'T KNOW/REFUSED..... | 0% |

3. Could you tell me one or two reasons why you chose to send your child to (his/her) current school instead of the Wayzata School District?

SMALLER SCHOOLS, 8%; RELIGIOUS EDUCATION, 50%; TEACH MORALS, 2%; CHALLENGING CURRICULUM, 3%; MEET LEARNING NEEDS, 2%; SMALL CLASS SIZES, 10%; GOOD DISCIPLINE, 3%; BETTER QUALITY OF EDUCATION, 8%; SPECIFIC PROGRAM, 4%; FAMILY MEMBER ATTENDED, 3%; SCATTERED, 7%.

I would like to read you a list of factors that may have been part of your decision. For each one, on a four-point scale, where "one" stands for "no importance whatsoever" and "four" signifies "most important," please rank its importance in your decision. (ROTATE LIST)

	1	2	3	4	DKR
4. Lower class sizes?	6%	2%	14%	78%	1%
5. More challenging coursework?	27%	13%	22%	36%	1%
6. Wider range of available classes?	32%	22%	17%	28%	1%
7. More attention to the development of basic academic skills?	9%	5%	26%	61%	1%
8. Greater focus on character development and instilling values?	4%	2%	9%	84%	2%
9. Traditional moral values?	13%	3%	6%	78%	1%
10. Religious education?	22%	6%	4%	68%	1%
11. Reputation of school?	9%	5%	10%	76%	1%

	1	2	3	4	DKR
12. Size of High School?	36%	5%	6%	51%	3%
13. Personal attention by teachers?	7%	5%	20%	68%	1%
14. Meeting the learning needs of individual students?	10%	2%	22%	63%	3%
15. More diversity?	78%	9%	6%	6%	1%
16. Less diversity?	76%	11%	6%	6%	1%
17. Curriculum that focuses more on facts, such as dates and events?	66%	15%	7%	10%	2%
18. More opportunity to participate in sports?	50%	14%	10%	26%	1%
19. Access to All-Day Everyday Kindergarten?	81%	3%	7%	8%	1%
20. Access to Language Immersion programs?	82%	5%	6%	5%	2%
21. Other students are better behaved?	51%	7%	18%	21%	4%
22. Other students are more serious about school?	51%	11%	16%	20%	2%
23. Location to childcare?	88%	9%	1%	1%	1%
24. Location to your job?	88%	6%	4%	3%	1%
25. Child can go to school with neighborhood children?	85%	8%	5%	1%	1%
26. Special education program?	90%	4%	4%	2%	1%
27. District pre-school programs?	91%	5%	3%	1%	1%
28. Availability of before- and after-school child care in schools?	89%	7%	1%	1%	1%
29. Are there any other factors that were part of your decision?					
	NO, 93%; COLLEGE-PREP, 2%; TOO MANY DISCIPLINE ISSUES, 2%; SCATTERED, 3%.				

When you researched schools for your children, please tell me which schools you considered. (PROBE FOR TOP 2 SCHOOLS)

30. NO, 7%; OAKWOOD, 3%; HOLY NAME, 9%; ST. BART, 8%; BRECK, 15%; BENILDE-ST. MARGARET'S, 7%; BLAKE, 12%; PROVIDENCE, 7%; MINNEHAHA ACADEMY, 2%; WAYZATA SD, 7%; HERITAGE CHRISTIAN ACADEMY, 7%; REDEEMER LUTHERAN, 2%; SCATTERED, 14%.

31. NO, 26%; HOLY NAME, 5%; ST. BART, 3%; BRECK, 7%; BENILDE-ST. MARGARET'S, 10%; BLAKE, 13%; PROVIDENCE, 8%; ORONO SD, 4%; WAYZATA SD, 9%; WEST LUTHERAN, 2%; REDEEMER LUTHERAN, 2%; SCATTERED, 11%.

32. If you were to describe your child's current school to a friend, what would you say?

PRIVATE, 2%; RELIGIOUS EDUCATION, 15%; GREAT, 9%; GOOD TEACHERS, 4%; GOOD LEARNING ENVIRONMENT, 3%; MEET LEARNING NEEDS, 3%; STRONG ACADEMICS, 23%; PERSONAL ATTENTION, 6%; LIKE SMALL SCHOOL SETTINGS, 6%; GOOD COMMUNICATIONS, 3%; COLLEGE-PREP, 5%; GOOD SENSE OF COMMUNITY, 9%; SMALL CLASS SIZES, 5%; SCATTERED, 6%.

Now, I'd like to focus on the Wayzata School District....

33. From what you have seen or heard, how would you rate the quality of education provided by the Wayzata School District -- excellent, good, only fair, or poor?

EXCELLENT.....	31%
GOOD.....	48%
ONLY FAIR.....	11%
POOR.....	1%
DON'T KNOW/REFUSED....	10%

34. In comparison with neighboring suburban public school districts, do you think the quality of education provided by the Wayzata School District is much better, somewhat better, about the same, somewhat worse, or much worse?

MUCH BETTER.....	12%
SOMEWHAT BETTER.....	29%
ABOUT THE SAME.....	31%
SOMEWHAT WORSE.....	1%
MUCH WORSE.....	0%
DON'T KNOW/REFUSED....	27%

35. Are there any circumstances that would cause you to enroll your child in the Wayzata Public Schools? (IF "YES," ASK:) What would they be?

UNSURE, 6%; NO, 49%; FINANCIAL ISSUES, 20%; CHILD ENTERING MIDDLE SCHOOL, 6%; CHILD ENTERING HIGH SCHOOL, 3%; DEVELOPED SPECIAL NEEDS, 6%; CHILD'S CHOICE, 3%; SCATTERED, 7%.

Compared to your child's school, do you believe the Wayzata School District is better, worse, or about the same in each of the following areas?

	BET	WOR	SAM	DKR
36. Variety of course offerings?	23%	11%	33%	32%
37. Academic achievement?	11%	22%	33%	34%
38. Basic academic coursework and skills development?	5%	31%	31%	34%
39. Music, theater, and arts offerings?	19%	13%	27%	41%
40. Overall college preparation?	7%	32%	23%	39%
41. Access to technology?	19%	8%	37%	36%
42. Personalizing education for each student?	10%	49%	8%	32%
43. Opportunity for participation in extra-curricular sports?	12%	26%	29%	33%
44. Quality of teaching staff?	3%	27%	32%	37%
45. Character development?	7%	45%	12%	36%
46. Community service opportunities?	7%	25%	32%	37%
47. Student behavior?	7%	43%	16%	35%
48. State or national test scores?	7%	23%	29%	41%
49. Responsiveness to student needs?	7%	42%	15%	36%
50. Opportunity for participation in co-curricular academic competition?	11%	15%	37%	38%

Moving on....

51. If you were to describe the Wayzata School District to a friend or family member moving into the area, what would you say?

UNSURE, 16%; LARGE SCHOOLS, 24%; GOOD ACADEMICS, 7%; MORALS NOT TAUGHT, 3%; GOOD SCHOOLS, 14%; LARGE CLASS SIZES, 3%; AVERAGE DISTRICT, 2%; EXCELLENT SCHOOL DISTRICT, 26%; GOOD GIFTED AND TALENTED PROGRAMS, 2%; SCATTERED, 3%.

52. Have you ever visited a public school in the Wayzata School District?
 YES.....77%
 NO.....23%
 DON'T KNOW/REFUSED.....0%

53. Has any family member ever attended a public school in the Wayzata School District?
 YES.....63%
 NO.....37%
 DON'T KNOW/REFUSED.....0%

Now, just a few questions for background purposes....

54.	Approximately how many years have you lived in the Wayzata School District?	LESS THAN TWO YEARS....1% TWO TO FIVE YEARS.....18% SIX TO TEN YEARS.....27% ELEVEN - TWENTY YRS...41% OVER TWENTY YEARS.....13% DON'T KNOW/REFUSED.....0%
55.	Do you have any pre-school children?	YES.....16% NO.....84% DON'T KNOW/REFUSED.....0%
56.	What is your age, please? (READ CATEGORIES, IF NEEDED)	18-24.....0% 25-34.....5% 35-44.....40% 45-54.....51% 55-64.....3% 65 AND OVER.....1% REFUSED.....0%
57.	What is the last grade of school you completed?	LESS THAN HIGH SCH....0% HIGH SCHOOL GRADUATE...1% VO-TECH SCHOOL.....0% SOME COLLEGE.....6% COLLEGE GRADUATE.....62% POST-GRADUATE.....32% REFUSED.....0%

And now, for one final question, keeping in mind that your answers are held strictly confidential....

58.	Is your pre-tax yearly household income over or under \$75,000? IF "OVER," ASK: Is it over \$100,000? (IF "YES," ASK:) Is it over \$125,000? IF "UNDER," ASK: Is it under \$50,000? (IF "YES," ASK:) Is it under \$25,000?	UNDER \$25,000.....0% \$25,000-\$50,000.....0% \$50,001-\$75,000.....1% \$75,001-\$100,000.....4% \$100,001-\$125,000.....8% OVER \$125,000.....73% DON'T KNOW.....0% REFUSED.....15%
59.	Gender	MALE.....36% FEMALE.....64%
60.	TYPE OF OUTBOUND	PAROCHIAL/PRIVATE....100% OTHER PUBLIC.....0% HOME SCHOOL.....0%

DECISION RESOURCES, LTD.
3128 Dean Court
Minneapolis, Minnesota 55416

WAYZATA SCHOOL DISTRICT
2008 INBOUND STUDY
FINAL February 2008

INBOUND
(N=196)

Hello, I'm _____ of Decision Resources, Ltd., a national survey research company located in Minneapolis. We've been asked by the Wayzata Public Schools to speak with a random sample of parents about issues facing the school system. Because you have chosen to enroll your child into the Wayzata Public Schools, we surmise you place a very high priority on education. In talking with other parents like yourself, we have found them to be a wealth of knowledge about what our public schools could be doing better or differently to meet parents' expectations. I assure you that your answers will be held in the strictest of confidence.

In order to provide us with a more detailed analysis, we would like you to answer these questions based on your child, _____(READ NAME). Throughout the questionnaire, you will be considering that particular child.

I would like to read you a list of potential reasons for enrolling your child in the Wayzata Public Schools. For each one, tell me if it was a very important reason, somewhat important, not too important, or not at all important reason. If you have no opinion, just say so.... (ROTATE LIST)

VIM SIM NTI NAA DKR

1. Factors related to your child's prior school? 18% 11% 7% 64% 0%

IF "VERY IMPORTANT" OR "SOMEWHAT IMPORTANT," ASK: (N=57)

2. What would they be?

NOT SAFE, 5%; LARGE CLASS SIZES, 9%; POOR CURRICULUM, 16%; HIGH COST OF PRIVATE SCHOOL, 4%; TOO MUCH DIVERSITY, 7%; POOR ACADEMICS, 40%; PRIVATE ELEMENTARY SCHOOL ENDED, 2%; POOR TEACHERS, 7%; POOR FACILITIES, 5%; SCATTERED, 5%.

VIM SIM NTI NAA DKR

3. Factors related to the Wayzata Public School District? 73% 21% 3% 3% 1%

IF "VERY IMPORTANT" OR "SOMEWHAT IMPORTANT," ASK: (N=185)

4. What would they be?

HIGH QUALITY OF ACADEMICS, 20%; GOOD REPUTATION, 31%; GREAT TEACHERS, 9%; WIDE CURRICULUM, 14%; CONVENIENT LOCATION, 3%; HIGH GRADUATION RATE, 3%; GIFTED AND TALENTED PROGRAMS, 3%; USED TO LIVE IN THE DISTRICT, 10%; GOOD ATHLETICS, 2%; GOOD SPECIAL EDUCATION, 3%; SCATTERED, 2%.

VIM SIM NTI NAA DKR

5. Factors related to a particular Wayzata Public School? 6% 3% 14% 77% 0%

IF "VERY IMPORTANT" OR "SOMEWHAT IMPORTANT," ASK: (N=17)

6. What would they be?

GREAT TEACHERS, 24%; GOOD REPUTATION, 41%; SAFE, 6%; CONVENIENT LOCATION, 12%; GIFTED AND TALENTED PROGRAM, 18%.

VIM SIM NTI NAA DKR

7. Location of the current Wayzata Public School to be attended? 34% 28% 12% 26% 0%

8. What mattered more in your decision to enroll your child in the Wayzata Public Schools -- the offerings at a particular school OR the programs and general educational approach of the School District? PARTICULAR SCHOOL.....1% SCHOOL DISTRICT.....93% BOTH EQUALLY.....4% NEITHER.....2% DON'T KNOW/REFUSED.....1%

9. How often did you visit the school you chose prior to enrolling your student?
- | | |
|------------------------|-----|
| ZERO..... | 21% |
| ONE TIME..... | 28% |
| TWO TIMES..... | 32% |
| THREE TIMES..... | 10% |
| FOUR TIMES..... | 3% |
| FIVE TIMES..... | 2% |
| SIX OR MORE TIMES..... | 4% |

IF GREATER THAN "ZERO," ASK: (N=154)

10. How valuable was the site visit in your decision -- very valuable, somewhat valuable, not too valuable, or not at all valuable?
- | | |
|--------------------------|-----|
| VERY VALUABLE..... | 70% |
| SOMEWHAT VALUABLE..... | 28% |
| NOT TOO VALUABLE..... | 2% |
| NOT AT ALL VALUABLE..... | 0% |
| DON'T KNOW/REFUSED..... | 0% |

11. What expectations did you have about your student's educational experience in the Wayzata School District?

UNSURE, 2%; NOTHING, 2%; INDIVIDUAL ATTENTION, 3%; TEACH THE BASICS, 15%; BETTER ACADEMICS, 31%; GOOD TEACHERS, 4%; SAFE, 6%; CHALLENGING ACADEMICS, 12%; GOOD SPECIAL EDUCATION, 2%; STUDENT WOULD LEARN, 17%; WIDE CURRICULUM, 7%.

12. Are there any issues which could cause you to leave and go back to the previous school district or choose another option? (IF "YES," ASK:) What are they?

UNSURE, 1%; NO, 88%; POOR DISCIPLINE, 2%; LARGE CLASS SIZES, 2%; HIGH GAS PRICES, 2%; STUDENT NOT LEARNING, 2%; SCATTERED, 3%.

13. How successfully were your expectations met so far -- very successfully, somewhat successfully, not too successfully, or not at all successfully?
- | | |
|-------------------------|-----|
| VERY SUCCESSFULLY..... | 88% |
| SOMEWHAT SUCCESSFUL... | 10% |
| NOT TOO SUCCESSFULLY... | 2% |
| NOT AT ALL SUCCESSFUL.. | 1% |
| DON'T KNOW/REFUSED..... | 0% |

14. Could you tell me one or two reasons why you feel that way?

GETTING GOOD GRADES, 13%; STUDENT IS THRIVING, 41%; GREAT TEACHERS, 18%; GOOD SPECIAL EDUCATION, 4%; GOOD COMMUNICATION, 2%; POOR SPECIAL EDUCATION, 2%; INDIVIDUAL ATTENTION, 4%; CHALLENGING, 7%; COLLEGE-PREP, 6%; COULD IMPROVE, 3%; SCATTERED, 1%.

15. Overall, how would you rate the quality of education provided by the Wayzata Public Schools -- excellent, good, only fair or poor?

EXCELLENT.....	87%
GOOD.....	12%
ONLY FAIR.....	2%
POOR.....	0%
DON'T KNOW/REFUSED.....	0%

IF "GOOD," "ONLY FAIR," OR "POOR," ASK: (N=26)

16. If you could advise the School District, what actions would you recommend to significantly improve the quality of education in the Wayzata School District?

UNSURE, 31%; MORE COMMUNICATION, 12%; BETTER MATH AND SCIENCE, 4%; MORE DIVERSITY, 4%; SMALLER CLASS SIZES, 15%; BETTER TEACHERS, 12%; MORE VARIETY IN CURRICULUM, 12%; SCATTERED, 11%.

17. In comparison with your child's prior school district, do you think the quality of education provided by the Wayzata School District is much better, somewhat better, about the same, somewhat worse, or much worse?

MUCH BETTER.....	31%
SOMEWHAT BETTER.....	16%
ABOUT THE SAME.....	10%
SOMEWHAT WORSE.....	1%
MUCH WORSE.....	0%
DON'T KNOW/REFUSED....	43%

I would like to read you a list of factors that may have been part of your decision. For each one, on a four-point scale, where "one" stands for "no importance whatsoever" and "four" signifies "most important," please rank its importance in your decision. (ROTATE LIST)

	1	2	3	4	DKR
18. Lower class sizes?	19%	17%	37%	26%	2%
19. More challenging coursework?	16%	8%	26%	50%	1%
20. Wider range of available classes?	9%	9%	25%	54%	3%
21. More attention to the development of basic academic skills?	5%	9%	29%	57%	0%
22. Greater focus on character development and instilling values?	12%	16%	32%	39%	1%
23. Reputation of school?	1%	3%	7%	90%	0%
24. Personal attention by teachers?	3%	3%	28%	67%	0%

	1	2	3	4	DKR
25. Meeting the learning needs of individual students?	3%	5%	28%	64%	1%
26. More diversity?	42%	15%	16%	26%	2%
27. Less diversity?	67%	19%	9%	2%	3%
28. Curriculum that focuses more on facts, such as dates and events?	45%	29%	19%	5%	1%
29. More opportunity to participate in sports?	50%	18%	18%	12%	3%
30. Availability of before- and after-school child care in schools?	75%	8%	7%	6%	5%
31. District pre-school programs?	84%	4%	2%	5%	5%
32. Option for early entrance to Kindergarten?	75%	5%	7%	10%	4%
33. Special education program?	74%	6%	4%	12%	5%
34. Other students are better behaved?	24%	20%	34%	19%	3%
35. Other students are more serious about school?	23%	21%	38%	16%	3%
36. Location to childcare?	84%	3%	4%	5%	5%
37. Location to your job?	68%	7%	9%	11%	5%
38. Child can go to school with neighborhood children?	54%	7%	20%	17%	2%

39. Are there any other factors that were part of your decision?

NO, 93%; DISTRICT HAS FUNDING, 2%; SIBLING GOES TO DISTRICT, 2%; SCATTERED, 3%.

Compared to your child's previous school, do you believe Wayzata Public Schools are better, worse, or about the same in each of the following areas? (ROTATE LIST)

	BET	WOR	SAM	DKR
40. Class sizes?	31%	6%	20%	44%
41. Variety of course offerings?	47%	0%	8%	45%
42. Academic achievement?	50%	0%	6%	44%
43. Basic academic coursework and skills development?	42%	0%	15%	43%
44. Music, theater, and arts offerings?	37%	1%	16%	46%
45. Overall college preparation?	38%	0%	5%	57%
46. Access to technology?	44%	1%	11%	44%

	BET	WOR	SAM	DKR
47. Personalizing education for each student?	35%	2%	19%	45%
48. Opportunity for participation in extra-curricular sports?	34%	2%	17%	48%
49. Quality of teaching staff?	39%	0%	18%	43%
50. Character development?	38%	3%	15%	44%
51. Community service opportunities?	30%	2%	14%	54%
52. Student behavior?	37%	4%	15%	44%
53. State or national test scores?	43%	1%	5%	51%
54. Responsiveness to student needs?	42%	1%	11%	46%
55. Opportunity for participation in co-curricular academic competition?	31%	1%	16%	53%

56. What is your principal source of information about the Wayzata Public Schools?

COMMUNICATOR, 17%; WEBSITE, 55%; BUILDING NEWSLETTERS, 14%; TEACHERS, 4%; WORD OF MOUTH, 6%; E-MAIL, 3%; SCATTERED, 2%.

Let me confirm some basic information....

We show your child is currently enrolled in _____ School and in the _____ grade. Is that correct?

57. Children's school:	EAST.....10%
	HIGH SCHOOL.....25%
	SUNSET HILL.....12%
	BIRCHVIEW.....12%
	GLEASON LAKE.....9%
	PLYMOUTH CREEK.....15%
	GREENWOOD.....4%
	OAKWOOD.....4%
	WEST.....4%
	CENTRAL.....4%
	KIMBERLY LANE.....2%

58. Children's grade:

KINDERGARTEN.....	21%
FIRST GRADE.....	7%
SECOND GRADE.....	10%
THIRD GRADE.....	9%
FOURTH GRADE.....	6%
FIFTH GRADE.....	4%
SIXTH GRADE.....	6%
SEVENTH GRADE.....	3%
EIGHTH GRADE.....	9%
NINTH GRADE.....	6%
TENTH GRADE.....	5%
ELEVENTH GRADE.....	8%
TWELFTH GRADE.....	7%

59. What was the previous public school district or private/parochial school your child attended?

REFUSED, 5%; NONE, 46%; MINNEAPOLIS, 12%; ROBBINSDALE, 10%; OSSEO, 7%; OUTSIDE METRO AREA, 5%; ROCKFORD, 3%; ANOKA HENNEPIN, 2%; OTHER PUBLIC SCHOOL DISTRICTS, 4%; PRIVATE/PAROCIAL, 6%.

60. Do you have any other pre-school or school-aged children?

YES.....	72%
NO.....	28%
DON'T KNOW/REFUSED.....	0%

61. Gender

MALE.....	38%
FEMALE.....	62%

DECISION RESOURCES, LTD.
3128 Dean Court
Minneapolis, Minnesota 55416

WAYZATA SCHOOL DISTRICT
2008 OUTBOUND STUDY
FINAL February 2008

**HOME-SCHOOL
(N=56)**

Hello, I'm _____ of Decision Resources, Ltd., a national survey research company located in Minneapolis. We've been asked by the Wayzata Public Schools to speak with a random sample of parents about issues facing the school system. Because you have chosen to enroll at least one of your children in a school other than one in the Wayzata Public Schools, we are interested in your perspective. In talking with other parents like yourself, we have found them to be a wealth of knowledge about what our public schools could be doing better or differently to meet parents' expectations. I assure you that your answers will be held in the strictest of confidence.

In order to provide us with a more detailed analysis, we would like you to answer these questions based on your child, _____(READ NAME). Throughout the questionnaire, you will be considering that particular child.

- | | |
|---|---------------------------|
| 1. Are there school-aged children in this household? (WAIT FOR RESPONSE) Do they attend public schools in this district, public schools in another district, parochial or private schools, charter schools, or home school? | NO.....0% |
| | YES/WAYZATA SD.....0% |
| | YES/OTHER PUBLIC SD....0% |
| | YES/PAROCIAL/PRIVATE..0% |
| | YES/CHARTER.....0% |
| | YES/HOME SCHOOL.....100% |
| | DON'T KNOW/REFUSED.....0% |

IF RESPONSES #3, #4, #5, #6, CONTINUE SURVEY:

2. At what age in your child's life did you make your decision to send your child(ren) to (another school district, parochial or private school, charter school or home school)?
- | | |
|-------------------------|-----|
| UNDER FIVE YEARS OLD.. | 45% |
| FIVE YEARS OLD..... | 25% |
| SIX YEARS OLD..... | 5% |
| SEVEN YEARS OLD..... | 0% |
| EIGHT YEARS OLD..... | 7% |
| NINE YEARS OLD..... | 4% |
| TEN YEARS OLD..... | 0% |
| ELEVEN YEARS OLD..... | 4% |
| TWELVE YEARS OLD..... | 7% |
| THIRTEEN YEARS OLD..... | 0% |
| FOURTEEN YEARS OLD..... | 4% |
| FIFTEEN YEARS OLD..... | 0% |
| SIXTEEN YEARS OLD..... | 0% |
| OVER 16 YEARS OLD..... | 0% |
| DON'T KNOW/REFUSED..... | 0% |

3. Could you tell me one or two reasons why you chose to send your child to (his/her) current school instead of the Wayzata School District?

UNSURE, 3%; RELIGIOUS EDUCATION, 7%; TEACH MORALS, 7%; CHALLENGING CURRICULUM, 14%; INDIVIDUAL ATTENTION, 18%; LOCATION, 4%; SPECIAL EDUCATION, 7%; GIFTED AND TALENTED PROGRAMS, 4%; BETTER MEET LEARNING NEEDS, 2%; SMALL CLASS SIZES, 4%; GOOD DISCIPLINE, 4%; BETTER QUALITY OF EDUCATION, 2%; WANTED TO HOME SCHOOL, 14%; TEACH SPECIFIC PROGRAM, 4%; LESS DIVERSITY, 4%; SCATTERED, 3%.

I would like to read you a list of factors that may have been part of your decision. For each one, on a four-point scale, where "one" stands for "no importance whatsoever" and "four" signifies "most important," please rank its importance in your decision. (ROTATE LIST)

	1	2	3	4	DKR
4. Lower class sizes?	21%	11%	23%	45%	0%
5. More challenging coursework?	18%	23%	36%	23%	0%
6. Wider range of available classes?	36%	30%	14%	20%	0%
7. More attention to the development of basic academic skills?	7%	14%	20%	59%	0%
8. Greater focus on character development and instilling values?	11%	4%	14%	71%	0%
9. Traditional moral values?	14%	11%	21%	54%	0%

	1	2	3	4	DKR
10. Religious education?	50%	11%	7%	32%	0%
11. Reputation of school?	73%	7%	11%	7%	2%
12. Size of High School?	64%	0%	20%	16%	0%
13. Personal attention by teachers?	21%	3%	14%	61%	0%
14. Meeting the learning needs of individual students?	7%	4%	13%	77%	0%
15. More diversity?	93%	4%	4%	0%	0%
16. Less diversity?	82%	4%	4%	11%	0%
17. Curriculum that focuses more on facts, such as dates and events?	43%	14%	25%	18%	0%
18. More opportunity to participate in sports?	82%	11%	4%	4%	0%
19. Access to All-Day Everyday Kindergarten?	93%	4%	4%	0%	0%
20. Access to Language Immersion programs?	86%	11%	4%	0%	0%
21. Other students are better behaved?	59%	7%	16%	18%	0%
22. Other students are more serious about school?	61%	7%	5%	27%	0%
23. Location to childcare?	86%	4%	4%	7%	0%
24. Location to your job?	96%	0%	4%	0%	0%
25. Child can go to school with neighborhood children?	100%	0%	0%	0%	0%
26. Special education program?	82%	4%	4%	11%	0%
27. District pre-school programs?	100%	0%	0%	0%	0%
28. Availability of before- and after-school child care in schools?	89%	4%	4%	4%	0%

29. Are there any other factors that were part of your decision?

NO, 73%; POOR BUS TRANSPORTATION, 5%; SPECIAL EDUCATION, 6%; TOO MANY DISCIPLINE ISSUES, 4%; SCATTERED, 11%.

When you researched schools for your children, please tell me which schools you considered. (PROBE FOR TOP 2 SCHOOLS)

30. NO, 50%; GREENWOOD, 3%; PLYMOUTH CREEK, 3%; HOPKINS SD, 4%; MINNEHAHA ACADEMY, 2%; WAYZATA EAST, 3%; ORONO SD, 2%; WAYZATA SD, 11%; HERITAGE CHRISTIAN ACADEMY, 4%; HOME SCHOOL, 4%; REDEEMER LUTHERAN, 7%; HILL ACADEMY, 4%; ROBBINSDALE SD, 4%.

31. NO, 64%; BEACON ACADEMY, 4%; HOLY NAME, 4%; SUNSET HILLS, 4%; PERPICH, 2%; ORONO SD, 11%; WAYZATA SD, 2%; HERITAGE CHRISTIAN ACADEMY, 3%; GLEASON LAKE, 3%; EAGLE RIDGE ACADEMY, 3%.

32. If you were to describe your child's current school to a friend, what would you say?

RELIGIOUS EDUCATION, 2%; HOME SCHOOL, 46%; GREAT, 7%; GREAT TEACHERS, 4%; GOOD LEARNING ENVIRONMENT, 7%; MEET LEARNING NEEDS, 11%; STRONG ACADEMICS, 4%; PERSONAL ATTENTION, 7%; SAFE, 7%; GOOD DISCIPLINE, 2%; SCATTERED, 4%.

Now, I'd like to focus on the Wayzata School District....

33. From what you have seen or heard, how would you rate the quality of education provided by the Wayzata School District -- excellent, good, only fair, or poor?

EXCELLENT.....	4%
GOOD.....	27%
ONLY FAIR.....	34%
POOR.....	0%
DON'T KNOW/REFUSED....	36%

34. In comparison with neighboring suburban public school districts, do you think the quality of education provided by the Wayzata School District is much better, somewhat better, about the same, somewhat worse, or much worse?

MUCH BETTER.....	0%
SOMEWHAT BETTER.....	9%
ABOUT THE SAME.....	36%
SOMEWHAT WORSE.....	5%
MUCH WORSE.....	0%
DON'T KNOW/REFUSED....	50%

35. Are there any circumstances that would cause you to enroll your child in the Wayzata Public Schools? (IF "YES," ASK:) What would they be?

UNSURE, 7%; NO, 73%; FINANCIAL ISSUES, 4%; CHILD ENTERS MIDDLE SCHOOL, 2%; CHILD ENTERS HIGH SCHOOL, 4%; DEVELOPED SPECIAL NEEDS, 4%; SCATTERED, 7%.

Compared to your child's school, do you believe the Wayzata School District is better, worse, or about the same in each of the following areas?

	BET	WOR	SAM	DKR
36. Variety of course offerings?	5%	14%	48%	32%
37. Academic achievement?	0%	34%	38%	29%
38. Basic academic coursework and skills development?	0%	39%	29%	32%

	BET	WOR	SAM	DKR
39. Music, theater, and arts offerings?	32%	13%	20%	36%
40. Overall college preparation?	0%	18%	25%	57%
41. Access to technology?	7%	7%	54%	32%
42. Personalizing education for each student?	0%	61%	7%	32%
43. Opportunity for participation in extra-curricular sports?	9%	14%	38%	39%
44. Quality of teaching staff?	0%	45%	20%	36%
45. Character development?	0%	54%	14%	32%
46. Community service opportunities?	4%	11%	39%	46%
47. Student behavior?	0%	54%	14%	32%
48. State or national test scores?	0%	4%	57%	39%
49. Responsiveness to student needs?	0%	50%	14%	36%
50. Opportunity for participation in co-curricular academic competition?	16%	16%	32%	36%

Moving on....

51. If you were to describe the Wayzata School District to a friend or family member moving into the area, what would you say?

UNSURE, 25%; LARGE SCHOOLS, 11%; GOOD ACADEMICS, 4%; MORALS NOT TAUGHT, 2%; GOOD SCHOOLS, 25%; LARGE CLASS SIZES, 7%; EXCELLENT DISTRICT, 4%; NOT ENOUGH DIVERSITY, 4%; GOOD GIFTED AND TALENTED PROGRAMS, 4%; GOOD SPORTS, 4%; TOO MUCH DIVERSITY, 7%; SCATTERED, 5%.

52. Have you ever visited a public school in the Wayzata School District?
 YES.....64%
 NO.....25%
 DON'T KNOW/REFUSED....11%

53. Has any family member ever attended a public school in the Wayzata School District?
 YES.....45%
 NO.....48%
 DON'T KNOW/REFUSED.....7%

Now, just a few questions for background purposes....

54.	Approximately how many years have you lived in the Wayzata School District?	LESS THAN TWO YEARS....0% TWO TO FIVE YEARS.....21% SIX TO TEN YEARS.....30% ELEVEN - TWENTY YRS...41% OVER TWENTY YEARS.....7% DON'T KNOW/REFUSED.....0%
55.	Do you have any pre-school children?	YES.....25% NO.....71% DON'T KNOW/REFUSED.....4%
56.	What is your age, please? (READ CATEGORIES, IF NEEDED)	18-24.....7% 25-34.....4% 35-44.....38% 45-54.....45% 55-64.....4% 65 AND OVER.....4% REFUSED.....0%
57.	What is the last grade of school you completed?	LESS THAN HIGH SCH....0% HIGH SCHOOL GRADUATE...0% VO-TECH SCHOOL.....0% SOME COLLEGE.....11% COLLEGE GRADUATE.....68% POST-GRADUATE.....21% REFUSED.....0%

And now, for one final question, keeping in mind that your answers are held strictly confidential....

58.	Is your pre-tax yearly household income over or under \$75,000? IF "OVER," ASK: Is it over \$100,000? (IF "YES," ASK:) Is it over \$125,000? IF "UNDER," ASK: Is it under \$50,000? (IF "YES," ASK:) Is it under \$25,000?	UNDER \$25,000.....0% \$25,000-\$50,000.....0% \$50,001-\$75,000.....4% \$75,001-\$100,000.....4% \$100,001-\$125,000.....25% OVER \$125,000.....29% DON'T KNOW.....0% REFUSED.....39%
59.	Gender	MALE.....36% FEMALE.....64%
60.	TYPE OF OUTBOUND	PAROCHIAL/PRIVATE.....0% OTHER PUBLIC.....0% HOME SCHOOL.....100%

DECISION RESOURCES, LTD.
3128 Dean Court
Minneapolis, Minnesota 55416

WAYZATA SCHOOL DISTRICT
2008 OUTBOUND STUDY
FINAL February 2008

**OTHER PUBLIC SCHOOL DISTRICT
(N=152)**

Hello, I'm _____ of Decision Resources, Ltd., a national survey research company located in Minneapolis. We've been asked by the Wayzata Public Schools to speak with a random sample of parents about issues facing the school system. Because you have chosen to enroll at least one of your children in a school other than one in the Wayzata Public Schools, we are interested in your perspective. In talking with other parents like yourself, we have found them to be a wealth of knowledge about what our public schools could be doing better or differently to meet parents' expectations. I assure you that your answers will be held in the strictest of confidence.

In order to provide us with a more detailed analysis, we would like you to answer these questions based on your child, _____(READ NAME). Throughout the questionnaire, you will be considering that particular child.

- | | |
|---|---------------------------|
| 1. Are there school-aged children in this household? (WAIT FOR RESPONSE) Do they attend public schools in this district, public schools in another district, parochial or private schools, charter schools, or home school? | NO.....0% |
| | YES/WAYZATA SD.....0% |
| | YES/OTHER PUBLIC SD...79% |
| | YES/PAROCIAL/PRIVATE..0% |
| | YES/CHARTER.....21% |
| | YES/HOME SCHOOL.....0% |
| | DON'T KNOW/REFUSED.....0% |

IF RESPONSES #3, #4, #5, #6, CONTINUE SURVEY:

2. At what age in your child's life did you make your decision to send your child(ren) to (another school district, parochial or private school, charter school or home school)?
- | | |
|-------------------------|-----|
| UNDER FIVE YEARS OLD.. | 33% |
| FIVE YEARS OLD..... | 18% |
| SIX YEARS OLD..... | 7% |
| SEVEN YEARS OLD..... | 4% |
| EIGHT YEARS OLD..... | 5% |
| NINE YEARS OLD..... | 3% |
| TEN YEARS OLD..... | 4% |
| ELEVEN YEARS OLD..... | 6% |
| TWELVE YEARS OLD..... | 5% |
| THIRTEEN YEARS OLD..... | 3% |
| FOURTEEN YEARS OLD..... | 9% |
| FIFTEEN YEARS OLD..... | 3% |
| SIXTEEN YEARS OLD..... | 1% |
| OVER 16 YEARS OLD..... | 0% |
| DON'T KNOW/REFUSED..... | 0% |

3. Could you tell me one or two reasons why you chose to send your child to (his/her) current school instead of the Wayzata School District?

SMALLER SCHOOLS, 24%; TEACH MORALS, 3%; CHALLENGING CURRICULUM, 7%; LOCATION, 9%; BETTER SPECIAL EDUCATION, 6%; LANGUAGE IMMERSION, 5%; BETTER DISCIPLINE, 5%; GIFTED AND TALENTED PROGRAMS, 2%; MEET LEARNING NEEDS, 5%; SIBLING ATTENDS, 3%; SMALL CLASS SIZES, 12%; RECOMMENDATION FROM FRIENDS, 2%; MOVED AWAY FROM DISTRICT, 8%; MORE DIVERSITY, 2%; SCATTERED, 7%.

I would like to read you a list of factors that may have been part of your decision. For each one, on a four-point scale, where "one" stands for "no importance whatsoever" and "four" signifies "most important," please rank its importance in your decision. (ROTATE LIST)

	1	2	3	4	DKR
4. Lower class sizes?	21%	7%	19%	51%	2%
5. More challenging coursework?	36%	24%	22%	17%	1%
6. Wider range of available classes?	45%	30%	14%	10%	1%
7. More attention to the development of basic academic skills?	24%	14%	31%	30%	1%
8. Greater focus on character development and instilling values?	28%	15%	24%	30%	3%
9. Traditional moral values?	54%	9%	9%	24%	4%

	1	2	3	4	DKR
10. Religious education?	76%	11%	4%	6%	3%
11. Reputation of school?	34%	9%	29%	27%	2%
12. Size of High School?	34%	7%	13%	41%	6%
13. Personal attention by teachers?	20%	10%	26%	43%	1%
14. Meeting the learning needs of individual students?	22%	7%	21%	47%	3%
15. More diversity?	64%	11%	13%	11%	1%
16. Less diversity?	76%	11%	5%	5%	3%
17. Curriculum that focuses more on facts, such as dates and events?	66%	13%	13%	7%	1%
18. More opportunity to participate in sports?	69%	13%	7%	11%	1%
19. Access to All-Day Everyday Kindergarten?	78%	4%	8%	9%	1%
20. Access to Language Immersion programs?	66%	13%	7%	13%	1%
21. Other students are better behaved?	46%	17%	23%	11%	3%
22. Other students are more serious about school?	52%	13%	18%	15%	3%
23. Location to childcare?	83%	6%	3%	5%	3%
24. Location to your job?	87%	6%	1%	5%	1%
25. Child can go to school with neighborhood children?	71%	6%	9%	13%	1%
26. Special education program?	78%	7%	5%	9%	1%
27. District pre-school programs?	91%	4%	1%	3%	1%
28. Availability of before- and after-school child care in schools?	88%	4%	3%	2%	3%

29. Are there any other factors that were part of your decision?

NO, 74%; LOCATION, 2%; COLLEGE-PREP, 3%; SMALL SCHOOL DISTRICT, 3%; SPECIAL EDUCATION, 2%; LANGUAGE IMMERSION, 2%; MORE EXTRA-CURRICULAR OPPORTUNITIES, 3%; TOO MANY DISCIPLINE PROBLEMS, 4%; SCATTERED, 7%.

When you researched schools for your children, please tell me which schools you considered. (PROBE FOR TOP 2 SCHOOLS)

30. NO, 15%; BEACON ACADEMY, 7%; TANGLIN, 4%; KIMBERLY LANE, 3%; BLAKE, 3%; GREENWOOD, 2%; ORONO SD, 16%; WAYZATA SD, 7%; HOPKINS SD, 11%; EDINA SD, 4%; ROCKFORD SD, 2%; MINNETONKA SD, 5%; OSSEO SD, 3%; ROBBINSDALE SD, 3%; SCATTERED, 15%.

31. NO, 51%; BEACON ACADEMY, 6%; ST. BART, 3%; BLAKE 3%; JEWISH DAY SCHOOL, 2%; ORONO SD 6%; WAYZATA SD, 6%; HOPKINS SD, 6%; MINNETONKA SD, 5%; ROBBINSDALE SD, 2%; SCATTERED, 10%.

32. If you were to describe your child's current school to a friend, what would you say?

UNSURE, 2%; GREAT, 11%; GOOD TEACHERS, 13%; GOOD LEARNING ENVIRONMENT, 4%; MEETS LEARNING NEEDS, 7%; CHALLENGING CURRICULUM, 17%; DIVERSE, 6%; PERSONAL ATTENTION, 2%; SMALL SCHOOL SETTING, 10%; TEACH MORALS, 4%; GOOD COMMUNICATION, 3%; GOOD SENSE OF COMMUNITY, 4%; SMALL CLASS SIZES, 7%; TOP-RATED, 3%; GOOD DISCIPLINE, 2%; SCATTERED, 5%.

Now, I'd like to focus on the Wayzata School District....

33. From what you have seen or heard, how would you rate the quality of education provided by the Wayzata School District -- excellent, good, only fair, or poor?	EXCELLENT.....22%
	GOOD.....53%
	ONLY FAIR.....10%
	POOR.....0%
	DON'T KNOW/REFUSED....15%

34. In comparison with neighboring suburban public school districts, do you think the quality of education provided by the Wayzata School District is much better, somewhat better, about the same, somewhat worse, or much worse?	MUCH BETTER.....3%
	SOMEWHAT BETTER.....24%
	ABOUT THE SAME.....53%
	SOMEWHAT WORSE.....5%
	MUCH WORSE.....1%
	DON'T KNOW/REFUSED....15%

35. Are there any circumstances that would cause you to enroll your child in the Wayzata Public Schools? (IF "YES," ASK:) What would they be?

UNSURE, 4%; NO, 68%; FINANCIAL PROBLEMS, 5%; CHILD ENTERING MIDDLE SCHOOL, 3%; CHILD ENTERING HIGH SCHOOL 5%; IMPROVED SPECIAL EDUCATION, 3%; OFFER BETTER PROGRAMS, 3%; SCATTERED, 9%.

Compared to your child's school, do you believe the Wayzata School District is better, worse, or about the same in each of the following areas?

	BET	WOR	SAM	DKR
36. Variety of course offerings?	18%	3%	58%	21%
37. Academic achievement?	13%	13%	52%	23%
38. Basic academic coursework and skills development?	5%	20%	53%	22%
39. Music, theater, and arts offerings?	16%	3%	51%	30%
40. Overall college preparation?	7%	17%	49%	27%
41. Access to technology?	12%	7%	58%	24%
42. Personalizing education for each student?	6%	40%	32%	22%
43. Opportunity for participation in extra-curricular sports?	16%	19%	45%	20%
44. Quality of teaching staff?	1%	16%	63%	20%
45. Character development?	3%	30%	46%	22%
46. Community service opportunities?	5%	13%	55%	28%
47. Student behavior?	4%	34%	41%	20%
48. State or national test scores?	9%	14%	55%	23%
49. Responsiveness to student needs?	5%	32%	43%	20%
50. Opportunity for participation in co-curricular academic competition?	14%	7%	54%	25%

Moving on....

51. If you were to describe the Wayzata School District to a friend or family member moving into the area, what would you say?

UNSURE, 9%; LARGE SCHOOLS, 34%; GOOD ACADEMICS, 3%; MORALS NOT TAUGHT, 3%; GOOD SCHOOLS, 19%; LARGE CLASS SIZES, 6%; DISCIPLINE ISSUES, 4%; AVERAGE DISTRICT, 3%; GOOD TEACHERS, 2%; EXCELLENT SCHOOL DISTRICT, 10%; NOT ENOUGH DIVERSITY, 3%; SCATTERED, 4%.

52. Have you ever visited a public school in the Wayzata School District?
 YES.....80%
 NO.....20%
 DON'T KNOW/REFUSED.....1%

53. Has any family member ever attended a public school in the Wayzata School District?
 YES.....59%
 NO.....40%
 DON'T KNOW/REFUSED.....1%

Now, just a few questions for background purposes....

54.	Approximately how many years have you lived in the Wayzata School District?	LESS THAN TWO YEARS....6% TWO TO FIVE YEARS.....19% SIX TO TEN YEARS.....24% ELEVEN - TWENTY YRS...41% OVER TWENTY YEARS.....10% DON'T KNOW/REFUSED.....0%
55.	Do you have any pre-school children?	YES.....16% NO.....81% DON'T KNOW/REFUSED.....3%
56.	What is your age, please? (READ CATEGORIES, IF NEEDED)	18-24.....1% 25-34.....7% 35-44.....40% 45-54.....45% 55-64.....4% 65 AND OVER.....1% REFUSED.....2%
57.	What is the last grade of school you completed?	LESS THAN HIGH SCH....0% HIGH SCHOOL GRADUATE..11% VO-TECH SCHOOL.....0% SOME COLLEGE.....13% COLLEGE GRADUATE.....53% POST-GRADUATE.....24% REFUSED.....0%

And now, for one final question, keeping in mind that your answers are held strictly confidential....

58.	Is your pre-tax yearly household income over or under \$75,000? IF "OVER," ASK: Is it over \$100,000? (IF "YES," ASK:) Is it over \$125,000? IF "UNDER," ASK: Is it under \$50,000? (IF "YES," ASK:) Is it under \$25,000?	UNDER \$25,000.....4% \$25,000-\$50,000.....5% \$50,001-\$75,000.....3% \$75,001-\$100,000.....8% \$100,001-\$125,000.....18% OVER \$125,000.....43% DON'T KNOW.....0% REFUSED.....21%
59.	Gender	MALE.....43% FEMALE.....57%
60.	TYPE OF OUTBOUND	PAROCHIAL/PRIVATE.....0% OTHER PUBLIC.....100% HOME SCHOOL.....0%

Curriculum Review

Summary

Spring 2008

Industrial Technology to
Engineering, Technology and Design

Middle School

- Moving toward a paperless classroom
- Using moodle for
 - Quizzes
 - Direction sheets
 - Turning in work for grading
 - Discussions
 - <http://ww2.wayzata.k12.mn.us/eportfolio/>

6th grade Curriculum

- Replacing Tech Labs
- Robotics Engineering
- Keyboarding
- New woods project
- Measuring to 1/8"
- e Portfolio
- Piloted this year at East

7th grade

- Replacing Tech Labs
- Teaching CAD with Pro Engineer software
- Designing CO2 car on Pro Engineer
- Observing CNC cutting CO2 car
- Measuring in metric
- Keyboarding
- e Portfolio
- Piloted at West

8th grade

- Advanced Robotics with NXT Lego Mindstorm
- Video
- Graphics
- New woods project
- Measuring to 1/16"
- e Portfolio
- Will use new tech lab for all except woods
- Piloted at Central

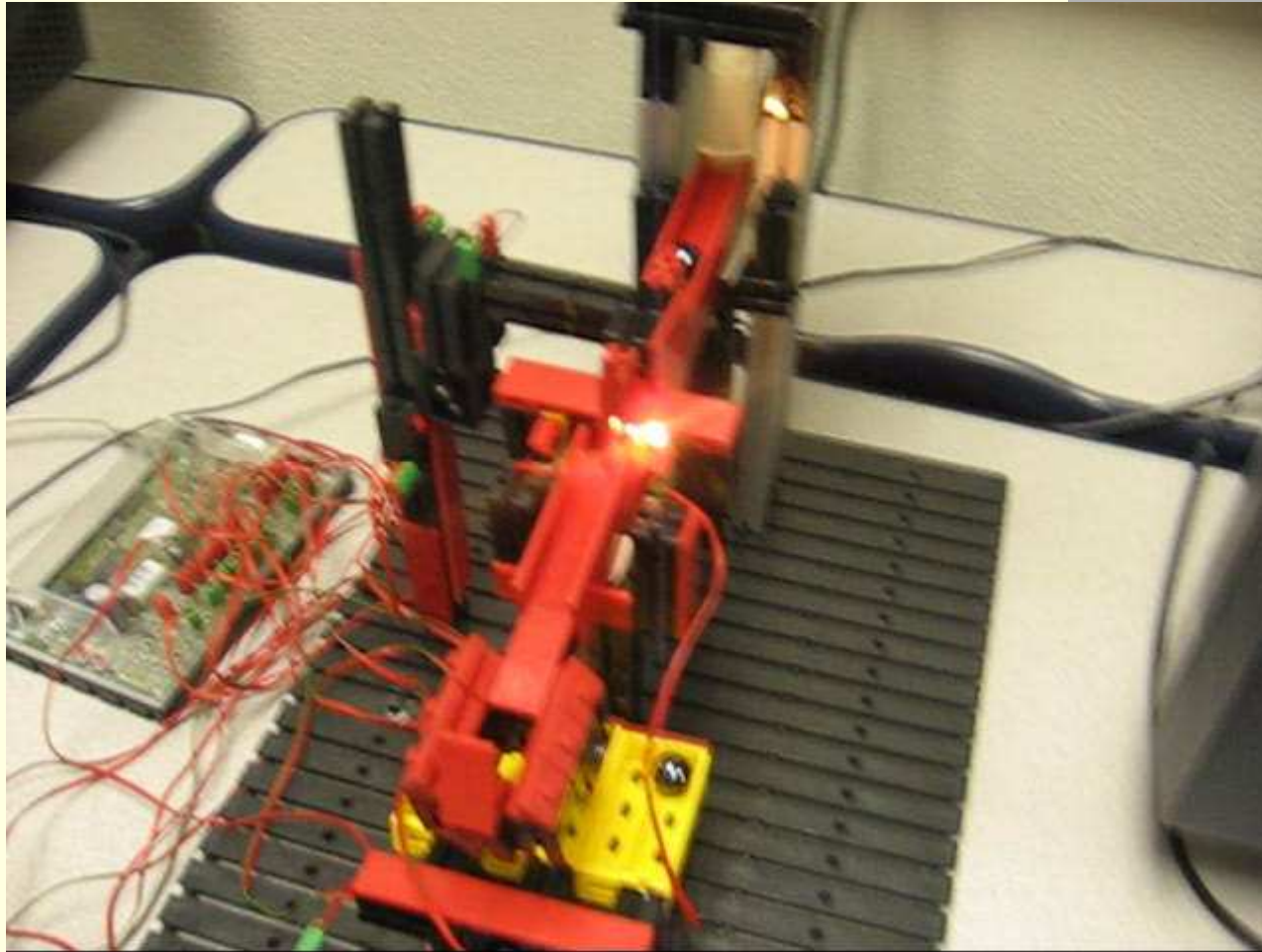
WHS Design and Engineering

- Architectural Design
 - Computer Aided Design (CAD)
- Architecture and Industrial Design
 - Meets STEM requirements
 - Includes 3D walkthroughs and animation

Design and Engineering

- Engineering Concepts
- Principles of Engineering (POE)
- Introduction to Engineering Design (IED)
- Civil Engineering and Architecture (CEA)
 - NEW for 2008-2009
- All of these meet STEM requirements

Marble Sorter



Printing and Design Medium

- Graphic Art/Print Technology 1
- Graphic Art/Print Technology 2
- Advanced Print Technology
- Animation
- Interactive Media Design
 - NEW for 2008-2009
 - Game Development

PLTW (Project Lead the Way)

- POE (Principles of Engineering)
 - New in 2006
 - Provisional Certification in 2008
 - College credit available
 - 76% passed the college test
- IED (Introduction to Engineering)
 - New teacher will be trained this summer

PLTW continued

- Will add CEA (Civil Engineering and Architecture) this fall
 - Teacher trained this summer
- Nice blend with our Architecture courses and our Engineering courses
- Many of the other PLTW options require separate space and do not align with our curriculum

Courses Aligned from MS to WHS

- Video at MS to Television Production
- Robotics Engineering to PLTW
- CAD to Architecture
- Graphics to Printing and Design Medium
- Woods to Woodworking

Graphics Lab at WHS

- 30 Mac Pro Computers
 - Flash
 - Photo Shop
 - Illustrator
 - After Effects
 - Adobe Creative Suite 3 (CS3)
 - Design Package

Graphics continued

- Vinyl Cutter
- Platemaker
- Smartboard with Airliner
- DVD/VCR
- 2 Textbooks
- 4 station screen printer

Television Studio at WHS

- Multi-connect intercom system
- Digital Video switcher
- Compix Graphics Upgrade
- Teleprompter kits
- JVC mini DV deck
- Apple G5 computer
- Apple G5 Power Book
- Airliner, wireless keyboard, gyro mouse

Television Continued

- Sony Lavalier Microphones
- Headsets and belt packs
- Server
- Tripods
- Textbook
- Tables and chairs
- Canon GL-2 cameras
- Studio cameras and complexes in 2008-09

Wood Lab & Architectural Design at WHS

- Saw Stop table saw
- Textbooks
- Airliner, wireless keyboard, gyro mouse

Engineering at WHS

- Structural Strength tensile tester
- PLTW Fishertechniks kits
- Auto Cad Suite
 - Inventor
 - REVIT
 - Civil 3-D
 - MD Solids Software
 - SSA 1000 Software

Engineering continued

- Cannon SD1000 Digital Cameras
- DVD player
- 13 additional computers and tables
- Data jacks and new electrical for computers

Middle Schools wood lab

- Spindle sanders
- Scroll saws
- Saw Stop table saw
- Band saws
- Power Miter Boxes

Middle Schools Technology Lab

- Remodeled rooms at East and Central
 - Tables and adjustable chairs
- Computerized CO2 race track
- CNC Mill to be shared between all 3 schools
- 34 PC computers
- 10 laptops
- Infrared keyboards

Middle School Continued

- Printer
- Keyboarding textbooks and stands
- Lego NXT Mindstorm robotic kits
- Video cameras and tripods
- Digital cameras
- Keyboarding software
- Remote access software
- Pro Engineer Software (free)
- Projectors, sound systems, Airliners, wireless keyboard and gyro mouse

Articulation

- PLTW course Principles of Engineering is articulated for college credit
 - Many Universities in US
- Printing
 - Hennepin Technical College
- Television will be articulated by the 2008-2009 school year
- Curriculum accessible to all staff and parts soon accessible to parent's and students at <http://www.wayzata.k12.mn.us/curriculum/>

Recommendations


- Continue requirements for 6th and 7th grade to take ETD
- Continue to allow 8th grade to elect ETD as one of 4 choices
- **OR**, make 8th grade ETD required and add the keyboarding component
- That our Graphics courses and Video courses count as a Fine Arts credit

Wayzata Public Schools



Alternative Compensation Plan 2007-2008

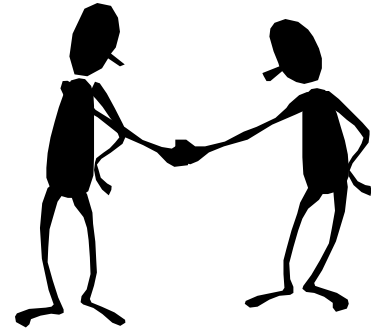
Vision



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

Program Benefits Based on Survey Results

- ⌘ Feedback
- ⌘ Collaboration
- ⌘ Observing others
- ⌘ Reflection
- ⌘ Specific and professional conversations
- ⌘ Less isolation
- ⌘ Academy classes are successful & appreciated
- ⌘ Study groups offer flexibility



Program Challenges based on Survey Results

- ⌘ Process is time consuming
- ⌘ More flexibility in scheduling
- ⌘ Unsure of what to do for Peer Coaching Session 2
- ⌘ Teachers transitioning from probationary to tenure

Questions



- ⌘ Can we reduce the number of times we meet with our coach?
- ⌘ Have the coaches been told that they should be scoring only at proficient and not distinguished?
- ⌘ Is it possible to have a peer coach that reflects the grade/subject/speciality area that I teach?

Survey: Meeting Frequency

⌘ Do you meet as part of a team/grade level/departement on a regular basis?

Never	0.40%	1
Once a Year	1.10%	3
Quarterly	9.00%	25
Monthly	23.50%	65
Weekly	46.90%	130
Daily	18.10%	50

Survey: Meeting Structure

⌘ What is the structure of the meeting?

Department/grade level tasks, house keeping business	18.40%	5:
Department/grade level tasks, housekeeping business and	69.00%	19
Student Focused	10.80%	30

Survey: Meeting Focus

How frequently are your meetings focused on the following? (On a scale from 1 to 5, use 1 for least frequently and 5 for most frequently.)

Department/grade level tasks, house keeping business

5

Student Learning (e.g. assessment, work samples, etc.)

3.6

Instructional Strategies

3.5

Curriculum, standards, and/or assessment

3.9



Academy Course Evaluation

Academy Course Evaluation Results

Statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Total responses
I have learned concepts that will increase my effectiveness as a teacher					
06/07	57%	39%	3%	1%	264
07/08	69%	30%	1%	1%	246
I have taken the information learned and applied it in my classroom/work setting					
06/07	49%	49%	1%	1%	
07/08	66%	32%	1%	1%	
The instructor was well-prepared and knowledgeable					
06/07	83%	16%	1%		
07/08	84%	14%	1%	1%	
The instructor used a variety of instructional strategies to engage participants					
07/08	66%	27%	4%		
The instructor created a collaborative environment that supported participant involvement					
07/08	80%	16%	2%		

Academy Study Group

Academy Study Group Evaluation Results

Statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Total response
I have learned concepts that will increase my effectiveness as a teacher					
06/07	66%	33%	1%		154
07/08	48%	50%			161
I have taken the information learned and applied it in my classroom/work setting					
06/07	62%	37%	1%		
07/08	58%	40%			
All participants took an active role in the learning process					
06/07	83%	15%	1%	2%	
07/08	65%	31%	2%		
I understood what my responsibilities were as a study group participant					
07/08	75%	24%			

MDE Commendations



- ⌘ Trusting relations
- ⌘ Successful training
- ⌘ Clear communication
- ⌘ Supported by principals
- ⌘ Fully integrated
- ⌘ Focuses on growth and coaching
- ⌘ Clear expectations

MDE Recommendations

- ⌘ Continue expanding various professional development opportunities at the HS
- ⌘ Create a common language for team meetings
- ⌘ Explore other options to demonstrate student growth outside of standardized assessments

Site Goals - Preliminary Data

School	07-08 Goal- % of students meeting growth	% of students meeting growth	% Increase
Birchview	72%	76.70%	4.70%
Gleason Lake	55.20%	70.90%	15.70%
Greenwood	60.90%	74.60%	13.70%
Kimberly Lane	63%	74.30%	11.30%
Oakwood	61.80%	74.70%	12.90%
Plymouth	62%	73.50%	11.50%
Sunset	54%	64.80%	10.80%
Central	52.70%	56.20%	3.50%
East	51.60%	58.60%	7.00%
West	52.70%	58.30%	5.60%

**Minnesota Department of Education
2007-08 Peer Review Site Visit Summary**

Career Ladder

Commendations:

- A lot of care was taken in the selection of the peer coaches and a great deal of trust has been built between the peer coaches and the teachers they work with
- The peer coaches have had a lot of training
- The peer coaches are enjoying their time as leaders and are excited to go back into the classroom

Recommendations:

- Learn from the current peer coaches ways to help avoid feelings of isolation for new peer coaches as turn-over occurs
- Help peer coaches keep up with the curriculum changes that are occurring while they are in the leadership role to reduce the learning curve as they return to the classroom

Job-embedded Professional Development

Commendations:

- The whole program is melded together well and there is a common language throughout the district on many elements
- Everything is clearly communicated and connected
- The Academy has 88% participation, and all instructors have training on how to work with adult learners
- There is principal buy-in at the sites, especially those where the whole staff is reading a common book and discussions occur during staff meetings
- The teachers see NUA as a positive which provides good instructional strategies they can use in the classrooms
- The district has clearly made a commitment to the program and it is fully integrated with all other district initiatives

Recommendations:

- Continue expanding various programs and professional development at the high school for more connectedness and to ensure all teachers are included
- Explore more meeting opportunities in the high school during the school day with consistent expectations and more communication in regards to what is being done by all teams and programs
- Create and communicate a common language for team meetings including how these are different from the Academy and what the expectation are for each of them

Teacher Evaluation

Commendations:

- The evaluation process is very focused on the rubric and the expectations that have been developed to go along with it
- The process focuses on growth and coaching
- Teachers feel they have a relationship with the peer coach and trust the peer coach and the system

Performance Pay

Commendations:

- Teachers are very clear on what they are expected to do and demonstrate to earn performance pay
- The Academy, while optional, is viewed by teachers as a part of the performance pay system

Recommendation:

- Explore other ways for staff to use the individual growth plan to meet their need to demonstrate student growth outside of standardized assessments (for example, the performance pay amounts may be revised to add pay for showing growth toward a student achievement goal on the individual growth plan using a formative assessment or common assessment)

Minnesota Department of Education
Q Comp Program Review
Program Implementation Update

Instructions for completing the Program Implementation Update document for the Document Review

Review your district's approved application and the approval letter. Use these two documents, along with information maintained within the district regarding the implementation of the program, to complete the attached chart. Follow these instructions:

- In the first column, determine whether the approved plan has been fully implemented and delete the incorrect response from the cell for each component.
 - For example, in the career ladder component:
 - If this component has not been fully implemented, the *yes* answer would be deleted leaving just the *no* answer in the first column.
- In the second column, describe what has been implemented for each component.
 - For example, the description of what is being implemented for the career ladder might read:
 - The master teachers were hired in August from a pool of 28 internal candidates. The interview team consisted of elementary, secondary, and specialist instructors as well as building-level administrators. The Master Teachers began their work in August and their program is fully operational. The site instructional leaders are varied, and our program teams hired those individuals as goals were determined. When goals related to specific curricular areas, site leaders were selected based on their knowledge of assessment practices and years of practice/experience in the classroom. Site content leaders include Curriculum Coordinators, Elementary Instructional Leaders, and one Elementary Instructional Leader at the district level. These individuals have continued their role in the district.
- In the third column, describe the challenges presented by the implementation of each component. In the description of challenges for the career ladder component, please include whether all of the positions have been filled.
 - For example, the description of challenges presented by the career ladder component might read:
 - All career ladder positions have been filled. One challenge we have been presented with is structuring the release time to allow for instructional leaders and building team and content leaders to work with other staff. Also, we find difficulty in the day-to-day evaluation of the implementation of the Q Comp plans. Each site has developed a plan that has been approved, and we presented sites with dollars available to structure professional development experiences around the Q Comp goal. Now we need assurance that sites are working toward the specific Q Comp goal and taking measures to integrate job-embedded professional development into the classroom. In addition, we struggle with how to better integrate the professional development activities in buildings as well as between buildings. Defining the role of the career ladder positions in this process would be better served if more detailed expectations were maintained.
- In the fourth column, reflect on how the challenges are being addressed.
 - For example, the reflections about challenges for the career ladder component might read:
 - We are currently having each site investigate ways to make job-embedded professional development more closely related to classroom instruction. Also, a district committee of teachers and administrators will review the challenges and provide suggestions as to what might be changed in the plan to address each of these challenges and the other challenges that may arise.

Minnesota Department of Education
Q Comp Program Review
Program Implementation Update

Q Comp Components	Please describe what is currently in place for this component. <i>(Use the approval letter as a guide.)</i>	Please describe the challenges the implementation of this component has presented.	Please describe any plans that are in place to address the challenges.
<p>Component 1: Career Ladder Has this portion of the program been implemented? Yes</p>	<p>12 peer coaches were hired in April 2006 from a pool of 36 candidates. The interview committee consisted of 4 administrators and 4 teachers appointed by the WEA president.</p> <p>There are six .5 content leader positions that are responsible for structuring the curriculum review process and a 1.0 FTE in reading and two 1.0 FTE's in technology integration.</p> <p>15 mentors were selected and trained to work with our teachers new to the district.</p>	<p>We will have open positions this spring as 4 peer coaches will have completed their two year commitment.</p> <p>During the curriculum review process the content leaders will be defining the power standards that are associated with their given content area. Once the standards are established it will be a challenge to make sure all staff know and embed the standards in their practice. Our ultimate goal is to design common assessments in all content areas.</p> <p>It is challenging for the mentors to meet the needs of each individual teacher when they are not assigned by content or grade level. Mentors were assigned a 1-10 ratio and were not able to conduct the one-on-one</p>	<p>Training is being designed to meet the needs of the new peer coaches. We will focus on integrating these new coaches with the established group of coaches.</p> <p>Content leaders have received training on standards and assessment. They continue to work collaboratively as Wayzata begins developing common assessments.</p> <p>Once assessments are in place, we will design professional development trainings around how to use common assessment to guide instruction.</p> <p>Some buildings have used professional development funding to give new teachers additional support by matching them with a one-on-one mentor to review curriculum components. Curriculum resource teachers provided content training for all</p>

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Minnesota Department of Education
 Q Comp Program Review
 Program Implementation Update

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	<p>There are 7 FTE literacy specialists who work at the elementary level and one HS literacy coach. They are responsible for collaborating with classroom teachers and supporting student interventions.</p> <p>There are 12 Data coaches. Each is assigned to a building and is responsible for knowing how to access data and serve as a teacher resource.</p> <p>29 course instructors have designed and developed academy offerings. The course offerings include reading, math, assessment, special education, technology integration, and instructional strategies.</p>	<p>mentoring that was stated in the approval letter. However, the MDE was notified in December 2006 of this change. At this time not all of our mentors are trained in the ER&D foundation classes, but all have received on-going training in working with new staff.</p> <p>This is our second year using MAP and the data coaches are learning how to access the reports and work with the data.</p>	<p>new teachers during new teacher orientation.</p> <p>Training continues to be offered for the data coaches. They have received training in MAP Administration, Stepping Stones, Leader's Edge, and Growth & Goals.</p> <p>Another June data retreat is being planned for all elementary and middle schools. Each school will send a team of teachers and an administrator who will analyze test results and help define the building's goal for next year. Data coaches will also be a part of this team.</p>
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Minnesota Department of Education
 Q Comp Program Review
 Program Implementation Update

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		<p>MDE Recommendation: Provide more definition to job descriptions, expectations and selection process for career ladder roles (mentors, data coaches, literacy specialists).</p>	<p>Each position has a job description and is posted when an opening occurs. These positions are funded out of the general fund and the building principal will make the final decision when selecting a candidate. All staff in these positions are receiving on-going training and understand their expectations and role this year.</p>
Q Comp Components	Please describe what is currently in place for this component. <i>(Use the approval letter as a guide.)</i>	Please describe the challenges the implementation of this component has presented.	Please describe any plans that are in place to address the challenges.
<p>Component 2: Job-embedded Professional Development Has this portion of the program been implemented? Yes</p>	<p>Each site has developed a student achievement goal. The elementary and middle schools' goals are based on the MAP assessment, and the high school goal is based on passing the state required exams.</p>	<p>It was difficult developing our site goals at the middle schools since last spring was the first time we had given the MAP assessment and have not yet established "typical growth."</p>	<p>We are starting to collect all of our MAP data and transferring it to our data warehousing system, Just 5 Clicks. This system will allow us to analyze our data and watch for trends that may emerge. We will continue to have a June data retreat where elementary and middle schools send a team of teachers who will analyze test results, define the building's goal for next year and design a professional development calendar. Data coaches will be part of this training</p>

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	<p>All buildings established a professional development calendar that specifically addresses how they are working toward the building goal.</p> <p>Staff development days, staff meetings, planning days, and team meetings may be devoted to working toward the building's goal.</p>	<p>It remains a challenge to find time during the school day to embed all the professional development that is necessary to prepare teachers for the current demands. Our district has several other large initiatives that require extensive training in addition to the student achievement goals.</p> <p>It remains a challenge to help all 11 schools consistently use meeting time for discussions centered around student learning and achievement.</p>	<p>The Curriculum and Instruction Department and the Administrative team are working to prioritize our needs and determine what is important for the Wayzata Public Schools as a 21st Century School District. The team is analyzing and evaluating what are essential and setting professional development priorities.</p> <p>On October 1, 2007 we designed a half-day professional development opportunity where leadership teams, composed of a building principal and 2 teacher leaders, came together and shared best practices that are happening at their site associated with job-embedded professional development. We are planning a follow-up training which will coincide with our June data retreat.</p> <p>The district professional development committee meets 4 full days a year and the main focus is to continually provide strategies for incorporating job-embedded professional development. The</p>
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	<p>The Academy for Wayzata Educators is also part of our professional development plan. We offered 19 courses that are taught by teacher leaders and 46 study groups that are facilitated by teacher leaders. We have 550 teachers participating (87%) in these 15 hour professional development offerings.</p>	<p>Our expectation is that attendance is required at all sessions. This year we have several people that have missed sessions due to illness or personal reasons.</p> <p>MDE Recommendation: Define meeting expectations and tasks for team meetings focused on site based student achievement.</p>	<p>committee has looked at multiple components that need to be present in learning teams. The components include: setting norms, establishing a purpose for the meeting, sharing instructional strategies, and using data to guide discussions.</p> <p>Each site has an identified person who is responsible for collecting the evidence associated with the site goal.</p> <p>On November 9th, several elementary buildings had a consultant work with their staff on how to conduct effective meetings which focus on student work.</p> <p>The few participants that were unable to complete their academy course may attend the Thinking Maps course that is starting in January in order to be eligible for the stipend.</p> <p>The above-mentioned information explains how we are specifically addressing these recommendations.</p>
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		<p>Identify student benchmarks (common assessments) to monitor progress for all students in meeting classroom and school goals.</p>	<p>The curriculum and instruction resource teachers are working on unpacking all standards and designing common assessments around the power standards.</p> <p>We have common assessments in Kindergarten, 1st grade (Observation Survey) and use theme tests in the other grades.</p> <p>An assessment component was added to the rubric so all teachers are evaluated on whether they have implemented formative assessment at the end of their lesson. They also engage in conversations with their peer coach about what happens to the students who aren't ready to move forward.</p>
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Minnesota Department of Education
Q Comp Program Review
Program Implementation Update

Q Comp Components	Please describe what is currently in place for this component. <i>(Use the approval letter as a guide.)</i>	Please describe the challenges the implementation of this component has presented.	Please describe any plans that are in place to address the challenges.
<p>Component 3: Teacher Evaluation Has this portion of the program been implemented? Yes</p>	<p>Peer coaches are doing multiple evaluations. Each evaluation consists of a pre-conference, observation and a post-conference. A teacher rated at 80% proficient or distinguished in the framework's domains will receive the \$1600 stipend and be eligible for the performance increment. We have developed rubrics for the following areas; counselor, dean, nurse, teacher, media specialist, special education direct instruction, special education consultant/therapist, psychologist/social worker, teacher on special assignment and peer coach.</p>	<p>MDE Recommendation: Continue to provide training and support to peer coaches to increase inter-rater reliability within the coaching/evaluation process</p> <p>MDE Recommendation: Consider reducing the number of components teachers are being evaluated</p>	<p>This fall Dave Peterson, from the University of St. Thomas, provided additional training that focused on inter-rater reliability. At peer coach meetings, we continually discuss and define what basic, proficient, and distinguished looks like in relation to each component on the rubric. We designed a document that has evidence of what to look for that corresponds to each performance level.</p> <p>Last spring the peer coaches reduced, revised, and clarified some of the rubrics' language to make it more specific and observable. We are only gathering domain 4 information in the spring.</p> <p>At our fall workshop training, peer coaches provided written instructions and demonstrated how to retrieve all on-line forms. All staff received a hard copy of the</p>

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		<p>It can be a challenge for the peer coaches to observe colleagues who do not directly instruct students (i.e. counselors, and nurses). There are several areas on the rubrics that require a conversation as opposed to an observation.</p> <p>MDE Recommendation: Establish trainings for new hires in the Wayzata evaluation process</p>	<p>rubric changes. Peer coaches will continue to educate staff on how to complete the forms. Peer coaches may provide staff with an electronic copy prior to the evaluation.</p> <p>We are continually talking about what is the best rubric for the specific job assignment. We added a few additional pre-conference questions to the media specialist rubric which specifically corresponds to components that are not observable, but important to the media specialist's role.</p> <p>Training is being designed to meet the needs of the new peer coaches. We will focus on integrating the new coaches with our current group.</p> <p>Dave Peterson will continue to provide formal training in the area of evaluation.</p> <p>Peer coaches continue to receive training in cognitive coaching from WMEP and Bill Sommers.</p>
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Minnesota Department of Education
Q Comp Program Review
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			Our ultimate goal is to build a model where Wayzata is able to provide and sustain on-going training as new peer coaches are hired.
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Q Comp Components	Please describe what is currently in place for this component. <i>(Use the approval letter as a guide.)</i>	Please describe the challenges the implementation of this component has presented.	Please describe any plans that are in place to address the challenges.
<p>Component 4: Performance Pay Has this portion of the program been implemented? Yes</p>	<p>Teachers who receive satisfactory evaluations will be eligible for the performance bonus and receive the performance increment. Buildings that meet their site goal will receive the site goal bonus. Teachers who participate in an academy offering will receive the academy stipend.</p>	<p>It seems to be more difficult for itinerant teachers who are assigned to multiple buildings to feel a part of a building goal.</p> <p>MDE Recommendation: Provide training and support to schools in setting school achievement goals that are equally rigorous, inclusive of all students and directly relates to teacher's teaching assignment.</p>	<p>Teachers who travel to multiple buildings are now selecting a site and attending professional development training at that site.</p> <p>Another June data retreat is being planned for all elementary & middle schools. Each school will send a team of teachers and an administrator who will analyze test results and help define the building's goal for next year.</p> <p>On October 1, 2007 we designed a half-day professional development opportunity where leadership teams, composed of a building principal and 2 teacher leaders, came together and shared best practices that were happening at their site associated with job-embedded professional development. We are planning a follow-up training on leading job-embedded professional development which</p>

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			<p>will coincide with our June data retreat.</p> <p>Several buildings provided staff development training on how to write SMART goals based on student achievement data.</p> <p>In addition to setting an individual professional development goal, each department at the high school wrote an equity goal which focuses on closing the achievement gap that is directly related to their specific content area.</p>
Q Comp Components	Please describe what is currently in place for this component. <i>(Use the approval letter as a guide.)</i>	Please describe the challenges the implementation of this component has presented.	Please describe any plans that are in place to address the challenges.
<p>Component 5: Alternative Salary Schedule Has this portion of the program been implemented? Yes</p>	<p>A teacher needs to have satisfactory evaluations in order to advance on the pay scale or receive a performance bonus. Teachers will receive a site goal bonus if the school meets its goal.</p>	<p>The challenge for 06-07 was using both MAP and MCAII scores and not having the MCAII results until late August. Teacher compensation was received in September.</p>	<p>All elementary and middle schools will be writing their goals based on the MAP test results.</p>

Minnesota Department of Education
Q Comp Program Review
Program Implementation Update

		MDE Recommendation: Clearly communicate pay out dates	Pay out dates are clearly communicated in contract language and in the participant responsibilities related to academy offerings. Peer coaches also stated during their beginning of the year presentation when pay out would be received.
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GASB 45 Trust Update

A committee of CFAC members, two board members, and finance staff has been meeting to make recommendations about the establishment of a trust to hold and invest the assets reserved to fund the District's post-retirement benefit obligations. The committee wanted the Board to receive an update on progress to date.

The new law passed in March authorizes school districts to form a trust to hold these assets, so that the districts can comply with the requirements of GASB 45. The assets can be invested in the same way that pension assets can be invested, which means a broader array of investments than school districts can usually invest in. The trust administrator must be a bank, an insurance company, or the Public Employee Retirement Association (PERA). The committee has concluded that it would be advisable to form an irrevocable trust, to be overseen by the Board Finance and Business Committee. The district would select an investment advisor to recommend investments and asset allocations to the District.

Attached is a draft policy for consideration by the Board. The policy authorizes the trust and sets out the oversight by the Board Finance and Business Committee.

Also attached is a draft request for proposals for investment policy development. This includes a statement of investment objectives, developed with the assistance of Tim Tracey, a CFAC member with extensive experience in this area. The request for proposal also references the state law governing permissible investments for this type of trust, so I have attached that also.

The concept of the committee is that the District will make decisions about investment parameters and will select an investment advisor. Thereafter the District will choose a firm (or PERA) to administer the trust, and will proceed to have trust documents drawn up.

One complexity the committee has discussed is the district's investment of some of these reserves in whole life insurance policies. If PERA is selected as trustee, in all likelihood they would not hold these policies for the district. There also may be some benefit to liquidating these policies, or selling them on the secondary market. (Although it may be that it makes sense to hold onto the policies, as the returns are quite stable and relatively high for a fixed investment.)

Committee Members

The committee consists of the following:
Tim Tracey, CFAC

Jerry Trenda, CFAC
Ted Victor, CFAC
Carter Peterson
Linda Cohen
Bill Rueber
Jim Scheuer
Alan Hopeman
Jim Westrum

Trust for Other Post Employment Benefits

The District shall form an irrevocable trust to hold, manage, and expend assets reserved for “other post-employment benefits,” defined as benefits for health care, dental care, and life insurance paid to or on behalf of employees after they retire from service with the District. “Other post-employment benefits” does not include pension benefits, deferred compensation, tax sheltered annuities, contributions to a health care savings plan, or severance pay. The terms of the trust must comply with the requirements of the Government Accounting Standards Board regarding other post-employment benefits.

The trust shall be overseen by the Finance and Business Committee of the Board. The District shall select a trust administrator and may select one or more money managers to advise the trust administrator and the Board on prudent investment of assets. The Finance and Business Committee shall determine investment guidelines and recommend investment allocations to the trust administrator.

Money held in the trust for other post-employment benefits shall be allocated among investments in ways that will allow for long-term growth in the portfolio and maintenance of purchasing power, after taking into account taxes, inflation, and annual spending. The overall risk of the portfolio shall be managed to minimize the potential losses that may occur, consistent with these goals.

The Finance and Business Committee shall review the investment performance of the trust at least quarterly. Also, the Finance and Business Committee shall review the investment guidelines and recommended investment allocations and evaluate the performance of the trust administrator and money managers annually.

DRAFT - - - Wayzata School District

Request for Proposals
Investment Policy for OPEB Trust under GASB45
Wayzata Public Schools
Independent School District 284
_____, 2008

Wayzata Public Schools seeks proposals from qualified firms to advise the school district on the development of investment policy for assets to be placed in a trust for “Other Post-Employment Benefits” (OPEB) under the provisions of Government Accounting and Standards Board Statement No. 45 (“GASB45”).

About the School District

Wayzata Public schools serves 9,967 students in grades Kindergarten through 12. The district operates 7 elementary schools, 3 middle schools and 1 high school. Wayzata Public Schools is a member of Intermediate District 287 and of the West Metropolitan Education Program, and some students are served by those organizations.

The district’s expenditure budget for fiscal year 2009 for the General Fund is \$106,884,134; for all funds, \$138,079,399. The district is self-insured for employee health and dental coverage.

Wayzata Public Schools carries a bond rating of Aa1 from Moody’s Investor’s Service, which is the highest rating given to any Minnesota school district. The district has received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International for 22 consecutive years. The district’s Comprehensive Annual Financial Report for the year ended June 30, 2007, is available for viewing on the district’s website at:

http://www.wayzata.k12.mn.us/wps/index.php?option=com_content&task=view&id=1041&Itemid=552

OPEB Obligations

As of July 1, 2008, the District expects to have OPEB obligations under GASB 45 of \$26,443,498, and to have reserved assets of \$26,439,034 to cover this obligation. GASB45 strongly urges the formation of a trust to hold and invest these assets for the purpose of funding the OPEB obligations. Approximately \$11,000,000 of these assets are currently held in the form of single-premium whole life insurance policies known as School-Owned Life Insurance, or SOLI, similar to Bank-Owned Life Insurance in the private sector. The District may decide to continue to hold these policies.

Investment Parameters

A state law passed in 2008 authorizes the formation of OPEB trusts (Laws of Minnesota Chapter 154, Article 10, Section 18). It also specifies the permissible investments for the assets of the trust. The new law specifically references Minnesota Statutes Section 356A.06, Subdivision 7. (Copy attached, as amended in 2008.)

Under state law, the trust established by the district must be managed by a qualified trust company or by the Minnesota Public Employee Retirement Association. The district will have to make decisions about appropriate investments, asset mix, and trustee selection. The first task for the district is to select a firm to provide investment advice.

Proposals

Proposals to provide trust investment advice services must include:

- Qualifications of the firm to provide this advice, including previous experience in investment advising, qualifications of key employees who would work on this contract, and a list of at least three references
- Identification of ANY and ALL fees, charges, commissions, rebates, reimbursements, or any other compensation for the trust management services. Any provider who fails to fully disclose fees will not be considered.

Selection Criteria

The firm selected to finance this project will be chosen on the basis of

- Cost
- Experience in providing investment advice for trusts for employee benefits
- Ability to provide service adequately in the judgment of the district
- Ability to protect the assets while achieving reasonable asset growth
- Ability to achieve return while muting volatility as outlined in investment objectives
- Ability to perform relative to market indexes with a 5 year plus horizon.

Submission

Proposals must be submitted by _____, 2008 to:

Alan R. Hopeman, Jr.

Executive Director of Finance and Business
Wayzata Public Schools
Independent School District 284
210 County Road 101 North
PO Box 660
Wayzata, MN 55391-0660

STATEMENT OF INVESTMENT OBJECTIVES

Purpose

The purpose of a written statement of investment objectives is to specify the logic behind the asset allocation chosen for the Wayzata School District managed liquid assets, including hedge fund partnerships investing in liquid assets. (The statement does not take into account other assets such as direct investment in real estate, venture capital, private equity, etc.)

It also gives measurable benchmarks to compare results. It states both the strategic (long-term) vs. the tactical (short-term) asset allocation parameters as well as the rules for rebalancing asset classes when they move out of line.

Objectives

The overall objective is to produce an asset allocation that will allow for long-term growth in the portfolio and maintenance of purchasing power, after taking into account taxes, inflation and annual spending.

The overall risk of the portfolio should be managed with the goal of minimizing the potential losses that may occur consistent with the goals stated above.

The overall performance objective is to outperform, after-fee, the return of a hypothetical portfolio composed of indices representing the agreed upon asset allocation (See Guidelines below). Also, the performance objective is to outperform the median manager in a universe of balanced managers.

Wayzata School District

INVESTMENT GUIDELINES - GLOBAL BALANCED ACCOUNT

Strategic Targets

The goals can be achieved through the strategic targets listed below. The overall asset allocation allows for the following range within asset classes:

	<u>Strategic Target</u>
Equities (U.S. and International)	___%
Fixed-Income	___%
Hedge Funds	___%

The following is the strategic target for each specific product at the time of purchase.

<u>Asset Class</u>	<u>Benchmark</u>	<u>Strategic Target</u>
Equities		
U.S.	S&P 500	
Large Cap Growth	Russell 1000 Growth	17%
Large Cap Value	Russell 1000 Value	17%
Small Cap	Russell 2000	4%
REITs	NAREIT	<u>0%</u>
	Total U.S.	38%
International		
Developed	MSCI EAFE	14%
Emerging Markets	Emerging Markets Free	<u>3%</u>
	Total International	17%
Global	MSCI World	0%
	Total equities	55%
Fixed Income	Lehman 1-10 Yr. Muni	45%
Hedge Funds		
Absolute Return	Merrill 3-5 Yr. Treasury	0%
Global	MSCI World	0%
Multi-Strategy	3-month LIBOR	<u>0%</u>
	Total hedge funds	0%
	Total	<u>100%</u>

The minimums and maximums stated above are subject to the overall allocation ranges for equities, fixed income and hedge funds as stated in the first paragraph of these investment guidelines.

Domestic Equities

In combining managers, it is understood that we could create a tracking error (difference to the S&P 500) that is low or high. A low tracking error will result in being close to the index when it declines. Since our objective is to preserve capital in a down market, we have chosen to use a satellite approach where the tracking error is wide. It is expected that with this approach we will both preserve capital better in a down market and produce a wider premium over the benchmark than would have been with a low tracking error.

The following guidelines will be observed by the managers for the Domestic Equity portion of the Account:

1. Permissible investments include common stocks including ADRs and foreign issues traded on U.S. exchanges and in the over-the-counter market as well as securities convertible into common stocks.
2. No more than 25% at market at time of purchase can be invested in any single industry.
3. No more than 8% of the manager's portfolio at market at time of purchase, and 10% at market value, shall be invested in any one company.
4. Options, short sales, margin purchases, letter or unregistered stock, direct or private placements, and commodities are not permissible for investment without prior written approval.
5. The rate of turnover will not be a factor in the evaluation of the portfolio.
6. The performance standards for the Domestic Equity portion of the Account are as follows:
 - Outperform the S&P 500 Index over rolling 5-year periods, net of fees and expenses
 - Outperform the median manager over rolling 5-year periods.
 - The growth manager will be expected to outperform the Russell 1000 Growth Index over rolling 5-year periods and to remain competitive with the index and the median growth managers over rolling 3-year periods.
 - The value manager will be expected to outperform the Russell 1000 Value Index over rolling 5-year periods and to remain competitive with the index and the median value managers over rolling 3-year periods.

There are no qualitative guidelines suggested with regard to equity ratings, rankings, etc. except that the manager has developed prudent standards and that the manager maintains those standards. There are no quantitative guidelines regarding industry or country exposure that are imposed; however, the manager is expected to develop and apply prudent standards.

REITs

Assets invested in a mutual fund or commingled vehicle will be managed in accordance with the investment guidelines and/or policies set forth in the offering memorandum or prospectus. It is recommended that any REIT portfolio be diversified by region within the US, building type/use, and in excess of 40% held in international properties.

International (Developed Markets) Equities

The International Portfolio seeks long-term capital growth on a total-return basis and performance superior to the Morgan Stanley Capital International "MSCI" EAFE Index (CAP-weighted, Unhedged) over a full market cycle (a rising and a falling market taken together)--although all equity portfolios are subject to absolute value declines. The account is typically invested in a well-diversified portfolio of established foreign companies. As International accounts are required to maintain modest cash balances, CFTC-approved stock index futures in the major international markets may be employed to more fully invest the portfolio and provide equity exposure on those cash balances. Currency exposure will be actively managed, typically through the purchase and sale of forward currency contracts. At no time will the portfolio engage in short sales, borrow money, purchase securities on margin, or exceed 100% investment in aggregate.

Permissible Investments:

1. Common and preferred stocks (including ADRs and GDRs) listed on established exchanges;
2. Currency spot and forward contracts, including long currency forward contracts, in excess of underlying equity denominated in that currency;
3. Stock index futures, options on futures, and options on currencies;
4. Warrants including participation notes, rights, private placements, IPOs and secondary offerings, Exchange Traded Funds (ETFs), and Income Trusts; Securities convertible into common stock.
5. Assets invested in a mutual fund or commingled vehicle will be managed in accordance with the investment guidelines and/or policies set forth in the offering memorandum or prospectus.

Diversification:

1. The portfolio will be broadly diversified across countries and sectors.
2. No more than 10% of the portfolio at market at the time of purchase, will be made in investments in securities in Emerging Market countries, as classified by the MSCI Emerging Markets Index.
3. No more than 5% of the portfolio at market at the time of purchase, and 10% at market value, shall be invested in the securities of any one issuer.

There are no qualitative guidelines suggested with regard to equity ratings, rankings, etc. except that the manager has developed prudent standards and that the manager maintains those standards.

International (Emerging Markets) Equities

The Emerging Markets Portfolio seeks long-term capital growth on a total-return basis and performance superior to the MSCI EMF (Emerging Markets Free) Index over a full market cycle (a rising and a falling market taken together) -- although all equity portfolios are subject to absolute value declines. The account is typically invested in a well-diversified portfolio of established foreign companies. As Emerging Markets accounts may maintain modest cash balances, CFTC-approved stock index futures in the major emerging markets may be employed to more fully invest the portfolio and provide equity exposure on those cash balances. At no time will the portfolio engage in short sales, borrow money, or purchase securities on margin.

Diversification:

1. The portfolio will be broadly diversified among Emerging Markets countries.
2. No more than 7% of the portfolio at market at the time of purchase, and 10% at market value, shall be invested in the securities of any one issuer.

Permissible Investments:

1. Common and preferred stocks (including ADRs and GDRs) listed on established exchanges;
2. Currency spot and forward contracts;
3. Stock index futures and options on futures;
4. Warrants including participation notes, private placements, rights;
5. Securities convertible into common stock.
6. Assets invested in a mutual fund or commingled vehicle will be managed in accordance with the investment guidelines and/or policies set forth in the offering memorandum or prospectus.

There are no qualitative guidelines suggested with regard to equity ratings, rankings, etc. except that the manager has developed prudent standards and that the manager maintains those standards.

Global Equities

Global Style Blend is an active global equity portfolio that aims to deliver long-term growth of capital on a total return basis using a barbell structure of high-conviction growth stocks on one side and value stocks on the other.

The portfolio's benchmark is the MSCI World Index, cap-weighted, unhedged, with net dividends reinvested.

To achieve a return 3% per annum above the benchmark return over full market cycles, gross of fees. Annualized tracking error is expected to be between 3% and 7%.

Permitted Investments

- a) Common stocks, preferred stocks, and securities with equity characteristics, including, but not limited to, ADRs, GDRs, participation notes and local access products.
- b) Securities convertible into common stock.
- c) Warrants, rights, private placements, REITS (Real Estate Investment Trusts), ETFs (Exchange Traded Funds), Income Trusts
- d) Partly paid securities, subject to holding cash to cover the position.
- e) Securities in nonbenchmark countries, including Emerging Markets countries.
- f) Investment in commingled investment vehicles (including in-house funds) are permitted. Notwithstanding anything to the contrary within these Portfolio Guidelines, assets invested in commingled vehicles will be managed in accordance with the investment policies, procedures and guidelines set forth in the prospectus or other relevant document for such commingled vehicle.
- g) Futures and options on futures on stock indices.
- h) Currency spot and forward contracts, and futures, options, and options on futures on currencies. Currency contracts may be sold to hedge exposure, and may be purchased such that net exposure to an individual currency exceeds the underlying stock investments in that country.

Restrictions

The portfolio will not:

- a) Engage in short sales; however, sales of currency contracts are permitted as noted above.
- b) Borrow to leverage the portfolio; however, if the portfolio becomes leveraged due to an operational issue, such as a failing trade, the Manager will seek to eliminate the overdraft as soon as possible.

Domestic Fixed-Income

The following investment restrictions will be observed with respect to the Domestic Fixed-Income portion of the Account:

Securities

Portfolio investments will consist of bonds, notes, bills, money market instruments and other evidences of indebtedness. Permitted securities include:

1. Debt issued by municipalities and their authorities (both taxable and tax-exempt)
2. Debt of the federal government and their agencies
3. Securities issued by corporations
4. Mortgage-related securities
5. Asset-backed securities

Quality

The portfolio will maintain an average rating of AA or higher. No more than 10% of the portfolio will be invested in triple-B rated securities at time of purchase. No more than 5% of the portfolio will be invested in non-investment grade tax-exempt securities at time of purchase (taxable non-investment grade securities can not be purchased). No more than 1% of the portfolio will be invested in any single non-investment grade issuer at time of purchase. Unrated securities considered by the manager to be within the quality guidelines of the account may be purchased. In the case of a split rating, the higher rating shall apply. In the event a security is downgraded subsequent to purchase in the portfolio, and causes a violation of these guidelines, such downgraded security may be held at the manager's discretion.

Benchmark and Duration

The portfolio's investment performance will be measured against the pre-tax return of the Lehman Brothers 1-10 Year Municipal Blend Index. Under most circumstances, the effective duration of the portfolio will remain within 1 year of the effective duration of that index.

Assets invested in a mutual fund or commingled vehicle will be managed in accordance with the investment guidelines, policies set forth in the offering memorandum or prospectus.

Hedge Funds

Hedge funds are bought in a limited partnership format.

The goal of the Absolute Return hedge fund is to maintain a risk level slightly higher than that of an intermediate bond while producing added value over the Merrill Lynch 3 - 5 year U.S. Treasury Index. The fund invests in both global stock and bond markets as well as incorporating currency management. Net market exposure is generally between 50% and 0% of net assets, averaging approximately 25% of net assets over time. Gross equity positions (long and short combined) will be limited to 200% of net assets at the time of investment. The Absolute Return hedge fund achieves high tax efficiency by minimizing short-term gains and long-term losses and harvesting losses to offset gains

The goal of the Global hedge fund is to outperform global equities, as represented by the MSCI World Index, by 4 - 6% per annum, after all costs. The fund is a long/short strategy which utilizes leverage, investments in futures and options and the technique of selling securities short.

Net market exposure is generally between 150% and 50% of net assets, averaging approximately 100% of net assets over time. Gross equity positions (long and short combined), excluding stock index futures, will be limited to 200% of net assets at the time of investment. The Global hedge fund achieves high tax efficiency by minimizing short-term gains and long-term losses and harvesting losses to offset gains.

The goal of the Multi-Strategy hedge fund is to outperform short-term money market rates, as measured by the 3-Month LIBOR, by 6 – 9 % per annum. The fund invests primarily in high-quality fixed income assets but may employ other instruments, including credit default swaps, baskets of corporate bonds and interest-rate swaps.

Rebalancing the Asset Classes

From time to time an asset class allocation will move away from its long-term strategic target. When this happens, normally 5% or greater, it is the intent to move it back towards its long-term target. It is understood that it is inefficient to rebalance to the strategic target until the estimated added value more than pays for the transaction costs and taxes. Generally, it is appropriate to rebalance either through cash flow or selling an asset class and bringing the allocation half way back toward its strategic target, in this case 2.5%.

Administration and Reporting

The investment managers will provide performance reports as required by us. Reports will include, at a minimum, daily valuation and be available to us via the manager's website and/or in hard copy. Monthly reporting will be supplied either via the web or in hard copy.

Meetings will be held with the manager at our request. Detailed account reporting will be produced by the managers and sent to our accountants as necessary. Account information, including actual performance since inception and performance relative to market indexes, should be available 24/7 through a secure Internet portal.

We expect the purchase and sale of our securities to be conducted in a manner designed to receive the combination of best price and execution.

We will review these guidelines to determine their continued applicability on an annual basis or as we deem necessary.

(From Minnesota Laws 2008, Chapter 349, Article 14)

Sec. 4. Minnesota Statutes 2006, section 356A.06, subdivision 7, is amended to read:

Subd. 7. **Expanded list of authorized investment securities.** (a) **Authority.** Except to the extent otherwise authorized by law, a covered pension plan not described by subdivision 6, paragraph (a), shall invest its assets only in accordance with this subdivision.

(b) **Securities generally.** The covered pension plan has the authority to purchase, sell, lend, or exchange the securities specified in paragraphs (c) to (i), including puts and call options and future contracts traded on a contract market regulated by a governmental agency or by a financial institution regulated by a governmental agency. These securities may be owned as units in commingled trusts that own the securities described in paragraphs (c) to (i), including real estate investment trusts and insurance company commingled accounts, including separate accounts.

(c) **Government obligations.** The covered pension plan may invest funds in governmental bonds, notes, bills, mortgages, and other evidences of indebtedness if the issue is backed by the full faith and credit of the issuer or the issue is rated among the top four quality rating categories by a nationally recognized rating agency. The obligations in which funds may be invested under this paragraph include guaranteed or insured issues of (1) the United States, its agencies, its instrumentalities, or organizations created and regulated by an act of Congress; (2) Canada and its provinces, provided the principal and interest is payable in United States dollars; (3) the states and their municipalities, political subdivisions, agencies, or instrumentalities; (4) the International Bank for Reconstruction and Development, the Inter-American Development Bank, the Asian Development Bank, the African Development Bank, or any other United States government sponsored organization of which the United States is a member, provided the principal and interest is payable in United States dollars.

(d) **Corporate obligations.** The covered pension plan may invest funds in bonds,

notes, debentures, transportation equipment obligations, or any other longer term evidences of indebtedness issued or guaranteed by a corporation organized under the laws

of the United States or any state thereof, or the Dominion of Canada or any province thereof if they conform to the following provisions:

(1) the principal and interest of obligations of corporations incorporated or organized under the laws of the Dominion of Canada or any province thereof must be payable in United States dollars; and

(2) obligations must be rated among the top four quality categories by a nationally recognized rating agency.

(e) **Other obligations.** (1) The covered pension plan may invest funds in bankers acceptances, certificates of deposit, deposit notes, commercial paper, mortgage participation certificates and pools, asset backed securities, repurchase agreements and reverse repurchase agreements, guaranteed investment contracts, savings accounts, and guaranty fund certificates, surplus notes, or debentures of domestic mutual insurance companies if they conform to the following provisions:

(i) bankers acceptances and deposit notes of United States banks are limited to those issued by banks rated in the highest four quality categories by a nationally recognized rating agency;

(ii) certificates of deposit are limited to those issued by (A) United States banks and savings institutions that are rated in the highest four quality categories by a nationally recognized rating agency or whose certificates of deposit are fully insured by federal agencies; or (B) credit unions in amounts up to the limit of insurance coverage provided by the National Credit Union Administration;

(iii) commercial paper is limited to those issued by United States corporations or their Canadian subsidiaries and rated in the highest two quality categories by a nationally recognized rating agency;

(iv) mortgage participation or pass through certificates evidencing interests in pools of first mortgages or trust deeds on improved real estate located in the United States where the loan to value ratio for each loan as calculated in accordance with section 61A.28, subdivision 3, does not exceed 80 percent for fully amortizable residential properties and in all other respects meets the requirements of section 61A.28, subdivision 3;

(v) collateral for repurchase agreements and reverse repurchase agreements is limited to letters of credit and securities authorized in this section;

(vi) guaranteed investment contracts are limited to those issued by insurance companies or banks rated in the top four quality categories by a nationally recognized rating agency or to alternative guaranteed investment contracts where the underlying assets comply with the requirements of this subdivision;

(vii) savings accounts are limited to those fully insured by federal agencies; and

(viii) asset backed securities must be rated in the top four quality categories by a nationally recognized rating agency.

(2) Sections 16A.58, 16C.03, subdivision 4, and 16C.05 do not apply to certificates of deposit and collateralization agreements executed by the covered pension plan under clause (1), item (ii).

(3) In addition to investments authorized by clause (1), item (iv), the covered pension plan may purchase from the Minnesota Housing Finance Agency all or any part of a pool of residential mortgages, not in default, that has previously been financed by the issuance of bonds or notes of the agency. The covered pension plan may also enter into a commitment with the agency, at the time of any issue of bonds or notes, to purchase at a specified future date, not exceeding 12 years from the date of the issue, the amount of mortgage loans then outstanding and not in default that have been made or purchased from the proceeds of the bonds or notes. The covered pension plan may charge reasonable fees for any such commitment and may agree to purchase the mortgage loans at a price sufficient to produce a yield to the covered pension plan comparable, in its judgment, to the yield available on similar mortgage loans at the date of the bonds or notes. The covered pension plan may also enter into agreements with the agency for the investment of any portion of the funds of the agency. The agreement must cover the period of the investment, withdrawal privileges, and any guaranteed rate of return.

(f) **Corporate stocks.** The covered pension plan may invest funds in stocks or convertible issues of any corporation organized under the laws of the United States or the states thereof, any corporation organized under the laws of the Dominion of Canada or its provinces, or any corporation listed on an exchange regulated by an agency of the United

States or of the Canadian national government, if they conform to the following provisions:

(1) the aggregate value of investments under this paragraph, plus paragraphs (g) and (k), plus equity investments under paragraphs (h), (i), and (j), as adjusted for realized gains and losses, must not exceed 85 percent of the market or book value, whichever is less, of a fund; and

(2) investments must not exceed five percent of the total outstanding shares of any one corporation.

(g) **Developed market foreign stocks investments.** In addition to investments authorized under paragraph (f), the covered pension fund may invest in foreign stock on an exchange in any developed market country that is included in the Europe, Australia, and Far East Index.

(h) **Commingled or mutual investments.** The covered pension plan may invest in index funds or mutual funds, including index mutual funds, through bank-sponsored collective funds and shares of open-end investment companies registered under the Federal Investment Company Act of 1940, ~~if the investments of the index or of the mutual fund~~ to the extent that these funds comply with paragraphs (c) to (j).

(i) **Real estate investment trust; related investments.** The covered pension plan may invest in real estate investment trusts secured by mortgages or deeds of trust and sold on an exchange, and insurance company commingled accounts, including separate accounts, of a debt or equity nature.

(j) **Exchange traded funds.** The covered pension plan may invest funds in exchange traded funds, subject to the maximums, the requirements, and the limitations set forth in paragraphs (c) to (i), as applicable.

(k) **Other investments.** (1) In addition to the investments authorized in paragraphs (b) to (j), and subject to the provisions in clause (2), the covered pension plan may invest funds in:

(i) venture capital investment businesses through participation in limited partnerships and corporations;

(ii) real estate ownership interests or loans secured by mortgages or deeds of trust through investment in limited partnerships or bank sponsored collective funds;

(iii) regional and mutual funds through bank sponsored collective funds and open-end investment companies registered under the Federal Investment Company Act

of 1940 ~~which do~~ to the extent that a fund or a portion of a fund does not qualify
under
paragraph (h);

(iv) resource investments through limited partnerships, private placements, and corporations; and

(v) international debt securities and emerging market equity securities.

(2) The investments authorized in clause (1) must conform to the following provisions:

(i) the aggregate value of all investments made according to clause (1), including allocated amounts of index and mutual funds, may not exceed 20 percent of the market

value of the fund for which the covered pension plan is investing;

(ii) there must be at least four unrelated owners of the investment other than the covered pension plan for investments made under clause (1), item (i), (ii), (iii), or (iv);

(iii) covered pension plan participation in an investment vehicle is limited to 20 percent thereof for investments made under clause (1), item (i), (ii), (iii), or (iv); and

(iv) covered pension plan participation in a limited partnership does not include a general partnership interest or other interest involving general liability. The covered pension plan may not engage in any activity as a limited partner which creates general liability.

EFFECTIVE DATE. This section is effective the day following final enactment.

**Wayzata Shared Leadership Task Force
(renamed: Building Leadership Capacity Task Force)**

Wayzata Public Schools
Board of Education
Work Session – June 23, 2008 – 4:15 p.m.

BACKGROUND - Reminder of Charge:

This task force is a product of the negotiations committee recommendation: *To engage a committee of teachers, principals and district administrators to explore various shared leadership models. We imagine a shared leadership model would improve communication and empower teachers to participate and engage in varying ways depending on interest and capacity. We believe it would also empower principals to clarify procedures, committee roles and decision-making processes to permit the system to operate more effectively.*

Points from May 20, 2008 Meeting:

- The Building Leadership Capacity Task Force is aligning its work with the leadership teams that are scheduled to meet on August 7th and 11th. The leadership team from each building will be composed of a cross representative group including: grade level or department level representatives, special ed., specialists, and support staff (food service, custodian, office or paras). Sites may choose a pre-existing leadership team or create a new one.
- The August 7th and 11th dates will provide learning about the following **(BOARD INVITED TO ATTEND ONE – AS A TEAM)**:
 - How to build rapport and trust with others for the sake of advancing our work
 - How to recognize barriers of change, in ourselves and our teams, and move through them
 - How to build capacity both in ourselves and in our teams that permits us to take more effective action
 - How to engage in honest but difficult conversations without blame or judgment

**In addition, the day will offer a toolkit that includes ideas on how to create group norms, set meeting agendas, conduct effective meetings, communicate effectively and make good decisions.
- After the August meeting, the site leadership team will determine the best way of sharing the tools and strategies learned in August with the rest of the staff and will communicate in advance that this will happen.
- The district-wide Building Leadership Capacity Task Force will continue to meet monthly or quarterly (TBD) for the sake of offering support and resources to the site leadership teams that continue to build capacity, help with emergent challenges and move the district as a whole forward.
- The overall direction of the Building Leadership Capacity Task Force is to help foster effective communication, improve committee and meeting effectiveness, clarify decision-making processes and responsibilities, and build a collective sense of responsibility and opportunity for leadership across the district.

Building Leadership Capacity in Schools, Author Linda Lambert

With all of this involvement in the work of leading, isn't the classroom being neglected?

Because student achievement is firmly connected to the adult learning and leading behaviors recommended here, building leadership capacity is not a diversion but a necessity. It is also important to remember that expanding leadership roles takes two forms: (1) taking on additional tasks or functions and (2) behaving more skillfully in daily interactions (e.g., asking questions, listening, provoking, giving feedback). The latter form doesn't take more time; it merely reframes how we do what we already do.

With broad-based leadership and collective responsibility, aren't superintendents and school boards losing control?

Yes, they are losing one form of control – the form that stifles sustainable development. A new form of control emerges, one that invests itself in learning and long range results. This new form requires that superintendents and board members let go of the need for daily predictabilities, narrow objectives, the development of “knee-jerk” policies, self-indulgence in crisis, and a paternalistic stance. As I noted in Chapter 6, this is not to suggest a hands-off approach, but rather an approach characterized by high engagement and low bureaucratization. Superintendents and school boards play an important role in a district with high leadership capacity. They continue to provide oversight, they are even more involved in the life of the district, but they resist the temptation to impose quick change through top-down mandates and fiats.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - July 14, 2008 - 7:00 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member of citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 1. Regular Meeting - May 12, 2008
 2. Regular Meeting - June 9, 2008
 - B. District/Professional Memberships for 2008-2009
 - C. Additions/Changes to School Board Meeting Schedule
 - D. Early Childhood Special Education Contract with Wayzata Community Church
 - E. Finance and Business Recommendations
 - F. Federal Title Funds Combined Application
 - G. Health/Safety Plan - Attachment 99
 - H. Indoor Air Quality 5-Year Plan Update
 - I. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
 - A. June Employee of the Month - Stella Hamblet - Oakwood Elementary
 - B. July Employee of the Month -
 - C. Honors Mentor Connection
 - D. YES Competition
 - E. Track and Field State Champion - Jordan Halgren
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Curriculum and Instruction
 1. Engineering, Technical and Design (ETD) Curriculum Presentation - N. Neal
 2. Digital Portfolios and Use of Moodle Curriculum Presentation - T. Bostrum
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
 1. Approval of the Office Clerical/Para Contract for 2008 - 2010
 2. Approval of the Culinary Express Contract for 2008 - 2010
7. OTHER BOARD ACTION
 - A. Official Designations for 2008-2009 School Year
 1. Bulletin Board
 2. Radio Station for Emergency Announcements
 3. Newspaper
 - B. Approval of District 287 Updates to the Memorandum of Agreement and Bylaws
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.

9. BOARD REPORTS
10. NEW BUSINESS
11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – June 23, 2008

AGENDA SECTION: 8. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Vice Chair Gleason

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