

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session Meeting - November 25, 2013 - 4:00 PM  
District Administration Building, 210 County Rd. 101 N., Plymouth, MN

### **AGENDA**

1. CALL TO ORDER/ROLL CALL	3
2. ADMINISTRATIVE	
A. School Start Time Update - C. Anderson, S. Droegemueller, C. Polzin - <i>30 minutes</i>	4
3. TEACHING AND LEARNING	
A. Calendar 2014 - 2015 - J. Johnson - <i>10 minutes</i>	37
B. American Indian Education Update - J. Johnson - <i>10 minutes</i>	38
4. FINANCIAL	
A. Audit Management Report from 2012 - 2013 - J. Westrum - <i>30 minutes</i>	42
B. Budget Calendar - J. Westrum - <i>10 minutes</i>	46
C. Facility Update/All Day Kindergarten/Pre-Referendum Services - J. Westrum - <i>20 minutes</i>	48
5. HUMAN RESOURCES	
A. Human Resources Strategic Work Report - A. Doughty - <i>30 minutes</i>	57
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A. Tentative Board Agenda for Monday, December 9, 2013 - S. Droegemueller - <i>5 minutes</i>	79
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**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**MISSION**

*Our Core Purpose;*

*The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.*

**VISION**

*What We Intend to Create and Experience;*

The Vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student – no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

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

**BOARD OF EDUCATION**

**Work Session – November 25, 2013**

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

**COMMENTS BY:** Board Chair Droegemueller

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



## **School Start Time**

### **An Executive Summary Prepared for the Wayzata Public Schools School Board**

**Originator:** Chace B. Anderson, Superintendent of Schools  
**Date:** November 25, 2013  
**Subject:** School Start Time Update

#### **BACKGROUND**

At the January 28, 2013 school board work session, a report was presented to the school board regarding results from a survey about school start times that had been administered in the community. This survey was implemented in the spring of 2012 with the assistance of K-12 Insights, a consultant that works in cooperation with our school district to create and administer surveys. Those presented with the opportunity to complete the survey were: 1) all Wayzata Public Schools parents, 2) all Wayzata Public Schools staff members, and 3) all Wayzata High School students. The survey was developed by K-12 Insights with the assistance and the leadership of Dr. Jill Johnson, Executive Director of Teaching and Learning and Dr. Stacey Lackner, Director of Research and Evaluation. Dr. Beth Albright, M.D. and parent of children in the school district also offered inputs during the development of the survey. A copy of these survey results is included with this report (see Appendix A). In addition, some student narrative responses are included from Wayzata High School student council members regarding their thoughts about school start times (see Appendix B).

At the January 28, 2013 school board work session, the school board asked the superintendent to research this topic further and to consider the design of some preliminary scenarios for future consideration. Specifically, the school board supported the general “next steps” listed below. It should be noted that these actions are still in progress.

- Consolidate existing research into a summary document and take into consideration: 1) the medical science related to adolescent sleep patterns and school start times, 2) any anticipated effects that might be related to changes in school start time upon academic performance and other factors, 3) impact upon student activities, both school sponsored and non-school sponsored, and 4) logistical challenges associated with making changes to school start times.
- Charge an appropriate team of individuals to create 2-3 scenarios of possibilities; keeping in mind the following: 1) research on the topic, 2) survey results, 3) logistical considerations, 4) cost implications, 5) realistic/recommended timeline for implementation of any possible changes to school start times, and 6) other factors or implications as determined.
- Determine an appropriate timeline for the activities outlined above and report back to the School Board at a work session on a date to be determined.

The purpose of this report is to provide the school board with an update on the topic of school start times. Specifically, the following are covered in this report:

1. A brief review of some material presented at the January 28, 2013 school board work session is presented below.
2. Summary research information, some of which was collected at a conference held on October 3 and 4, 2013 in Minneapolis titled “Teens and Sleep: The Teenage Brain: How Sleep Affects Learning, Emotions, and Risky Behavior,” is included. Persons in attendance at this conference from the school district included school board members Susan Droegemueller and Cheryl Polzin, Lynda Lankford, an RN in the school district, Dr. Albright, MD and parent in the school district, and Chace Anderson, Superintendent.
3. Four sample school start time scenarios prepared by consultants from “The Center for Efficient School Operations” (CESO) are also included in this update. The CESO team works in cooperation with First Student and district transportation personnel, most directly with Mr. Jim Westrum, Executive Director of Business and Finance, and Mr. Jon Deutsch, Director of Transportation and Facilities. CESO is involved with the scheduling of bus routes and seeking and implementing transportation efficiencies. These scenarios are presented mainly as concepts and not specific recommendations.
4. Fourth, some suggested next steps are included for the school board’s consideration.

**REVIEW OF MATERIAL PRESENTED TO SCHOOL BOARD ON JANUARY 28, 2013**

Wayzata and Lake Conference School Start Times:

The current start and end times for the 11 schools in the district are:

	<u>Start</u>	<u>End</u>	<u>Time</u>
• Wayzata High School	7:30 AM	2:20 PM	6 Hrs 50 Min
• Greenwood and Oakwood Elementary Schools	7:45 AM	2:25 PM	6 Hrs 40 Min
• Middle Schools	8:20 AM	3:10 PM	6 Hrs 50 Min
• All Other Elementary Schools	9:10 AM	3:50 PM	6 Hrs 40 Min

These start times have been in place for a number of years in Wayzata. A three-tier bus route system is in place to accommodate the three “waves” of transportation required to transport students to and from their schools according to this schedule. Such a system that is very common in metro area school districts and efficient from a cost-benefit analysis for a school district of Wayzata’s size and number of schools. Each bus driver generally drives for all three routes in the morning and in the afternoon. Approximately 75 buses are required to transport students in each tier.

Wayzata High School is a member of the Lake Conference. The current start and end times for the five Lake Conference high schools are:

	<u>Start</u>	<u>End</u>	<u>Time</u>
• Eden Prairie High School	7:50 AM	2:35 PM	6 Hrs 45 Min
• Edina High School (0 Hour 7:30-8:25)	8:30 AM	3:10 PM	6 Hrs 40 Min
• Hopkins High School	7:47 AM	2:35 PM	6 Hrs 48 Min
• Minnetonka High School	8:00 AM	2:40 PM	6 Hrs 40 Min
• Wayzata High School	7:30 AM	2:20 PM	6 Hrs 50 Min

## Some Challenges and Related Obstacles to Changing School Start Times

The challenge, as presented by researchers, is that high school age students do not get an adequate amount of sleep necessary to function well in school. The research suggests that this occurs when students are required to wake up too early in the morning and because of the misalignment of sleep patterns, the natural biorhythms of students, and school start times.

Researchers suggest that the natural biorhythms of high school age students align with a later time to go to sleep at night (somewhere around 11:00 pm) and a later time to wake up in the morning (8:00 am if the suggested amount of sleep were to be obtained, i.e., nine (9) hours for high school age students). Currently, students may be going to bed around 11:00 pm, but are required to get up by no later than 6:00 or 6:30 am in order to be to school on time and in class by the start of first block. This results in about 7 to 7½ hours of sleep each night. Some students, who may be taking several advanced level courses or classes requiring a great deal of homework, may find themselves up beyond 11:00 pm and therefore having even less than this amount of sleep each night.

Approximately 80% of Wayzata High School students are involved in sports, performing arts, and other co-curricular activities. These activities are typically held after school and/or in the early evening. One challenge that comes with modifying school start times is the impact upon the busy lives of students and their families. Student schedules that include the regular school day and homework, student employment, school and non-school activities, and family events, are all legitimate factors when considering the balance of the research on adolescent sleep patterns and their natural biorhythms and the logistics associated with school and student schedules. School start times also have an impact on families and staff members with before/after school care needs and would further impact staff and the before/after school programs offered by the school district.

Along with this, part of the challenge in changing school start times lies in the logistical considerations and realities when making school start time changes. The National Sleep Foundation identifies the most common reasons school districts avoid making a change to a later start time; which are listed below. According to the research, the limitations can be and have been overcome by districts making a change to a later start time. It is important to consider all implications carefully and allow for an appropriate timeline for the implementation of any changes to start times to ensure the transition goes smoothly, and to allow families time to adjust their schedules to fit with a new school start time. The following are the logistical challenges cited by the National Sleep Foundation and are highlighted in an article titled “Eight Major Obstacles to Delaying School Start Times,” National Sleep Foundation. February 5, 2011 (see Appendix C for greater detail).

1. Transportation
2. After School Activities
3. Other Students and Programs
4. Reduced Time to Access Public Resources
5. Teachers
6. Stress for Families
7. Uneducated Community
8. Resistance of students

## Teens and Sleep Conference-Minneapolis, Minnesota-October 2013

A Teens and Sleep Conference was held on October 3 and 4, 2013 in St. Louis Park. Those in attendance with connections to the school district included: Sue Droegemueller, Cheryl Polzin, Lynda Lankford (District RN), Beth Albright (parent in the district and an M.D.) and Chace Anderson. The presentation topics included (Note: See Appendix D for some key points from each session):

1. Sleep and the Biology of the Human Brain (Conrad Iber, MD, Professor of Medicine, University of Minnesota)
2. Biology of Adolescent Sleep (Mary Carskadon, Ph.D., EP Bradley Hospital and Brown Medical School)
3. Sleep and Memory (Jessica Payne, Ph.D., University of Notre Dame)
4. Sleep, Caffeine Use and Social Media (Amy R. Wolfson, Ph.D., College of the Holy Cross, Professor of Psychology and Associate Dean of the Faculty)
5. Adolescent Depression and Sleep (Allison Harvey, Ph.D., Professor, Clinical Psychology, University of California, Berkeley)
6. Obesity, Health and Sleep (Dean Beebe, Ph.D., ABPP, Cincinnati Children's Hospital Medical Center, University of Cincinnati College of Medicine)
7. Drowsy Driving and High-Risk Behaviors (Mark Rosekind, Ph.D.)
8. School Start Times (Kyla Wahlstrom, Ph.D., Director-Center for Applied Research and Educational Improvement, University of Minnesota)
9. Educational Policy Implications (Ken Dragseth, Retired Superintendent-Edina Public Schools, Director of Administrative Licensure in the Department of Organizational Leadership, Policy, and Development in the College of Education and Human Development, University of Minnesota)

Dr. Wahlstrom's presentation was one that was most closely aligned with school start times, as the title of her presentation would suggest. A few of the key points from her presentation are included below.

In Minneapolis Schools following implementation of a later start time there were reports of improved attendance in grades 9, 10, and 11. Graduation rates improved along with a positive trend for GPA. She reported that with the Edina Schools, less signs of student depression, fewer students seeking help for emotional and physical concerns, and 92% of parents reported their teens were "easier to live with."

Students who slept for 8 or more hours were less likely to: show symptoms of depression, fall asleep in class, have phones/computers in their bedrooms, and do dangerous things. Academic performance was shown to increase their academic subjects along with improved standardized test scores and improved attendance and less tardiness.

Dr. Wahlstrom offered the following conclusions:

- Need to emphasize the use of all data when measuring the change (in start times), and not a single metric;
- Need frequent reminders that the sleep phase shift is based in human development and not in rebellious adolescent behavior;
- Keep focus on the child not on the system.

### **PRELIMINARY CONSIDERATIONS ABOUT DESIGN**

Many would consider the ideal scenario for school start times to be one where all schools start at about 8:15 am. This has been a suggested solution offered by some parents in recent parent meetings. It is not feasible

or possible to do this. The district has about 75 buses for each of the three tiers of transportation. If the district were to attempt to transport all students at the same time, over 200 buses would be needed. Currently, the 75 buses and drivers can do three tiers and work for about two or three hours in the morning and the same in the afternoon. If the district went to a single start time for all schools, it would need about 200 drivers willing to come in for an hour in the morning and an hour in the afternoon. First Student (contracted bus company) currently is challenged to find an adequate number of drivers to do the two/three hour shifts. It would be impossible to implement a common start time for all schools unless the state removed the requirement of districts to provide transportation for students.

Another challenge is the possible “domino effect” upon start/end times at the other schools with a later high school start time. Given the three-tier busing system and the desire to have all schools start and end at a reasonable time, a later start time at the high school would likely result in more elementary schools and perhaps the middle schools starting at an earlier time. (For example, when Edina changed their high school start time to 8:30 am the middle schools had to start about 15 minutes earlier in order to make the change work.) Any changes to school start times would have to take many factors into consideration. The sample scenarios included in Appendix E will show that changes to other school start times when the high school start time will impact the start times for other schools. It should be noted, however, that other school districts have made such a change and have found ways to overcome the associated challenges. It is essential to allow adequate time for planning and creating a communication and implementation plan.

Regardless of the scenario that is in place or a new one that might be selected, it won’t be considered “the ideal” by all. As can be seen from the survey results included with this report and the narrative feedback from high school student council members, parents, staff, and students have varying opinions about changing start times or leaving them as they are.

Preliminary Scenarios Prepared by The Center for Efficient School Operations

The Center for Efficient School Operations (CESO) developed four sample scenarios. It should be noted that these are not presented as specific options for the School Board to consider as preferred models. They are presented only as options that are feasible using the current set of parameters for bus scheduling.

The draft scenarios are all comprised of three tiers of transportation. More detail about each is included in Appendix E and show the approximate time ranges for each scenario.

	<u>Start</u>	<u>End</u>
Tier 1: Approximate school start/end time ranges:	7:30-7:45	2:10-2:45
Tier 2: Approximate school start/end time ranges:	8:15-8:30	3:00-3:30
Tier 3: Approximate school start/end time ranges:	9:10-9:30	3:55-4:05

The information below shows four sample school clusters by “tier” as prepared by CESO. Again, these are not being presented to the school board as preferred options. They represent different versions of a three-tier transportation system that could be implemented using the current parameters.

Option A

- Tier 1: Birchview, Gleason Lake, Sunset Hill, Greenwood, Oakwood
- Tier 2: Wayzata High School, Kimberly Lane, Plymouth Creek, Providence, Holy Name, FAIR Schools
- Tier 3: East Middle School, West Middle School, Central Middle School, St. Bart’s, Redeemer

## Option B

Tier 1: East Middle School, West Middle School, Central Middle School, St. Bart's, Redeemer

Tier 2: Wayzata High School, Oakwood, Greenwood, Providence, Holy Name, FAIR Schools

Tier 3: Plymouth Creek, Gleason Lake, Sunset Hill, Kimberly Lane, Birchview

## Option C

Tier 1: West Middle School, East Middle School, Greenwood, Oakwood

Tier 2: Wayzata High School, Central Middle School

Tier 3: Plymouth Creek, Gleason Lake, Sunset Hill, Kimberly Lane, Birchview

## Option D

Tier 1: Wayzata High School, West Middle School, Central Middle School

Tier 2: East Middle School

Tier 3: All Elementary Schools

## **FUTURE POSSIBLE SCHOOL START TIME IMPLEMENTATION CONSIDERATIONS**

### Important Considerations:

1. The results of and possible impact of the February 25, 2014 bond referendum election upon school start times. Specifically, an eighth elementary school and an expanded high school would each have an impact upon transportation schedules.
2. Necessary modifications to school attendance areas due to the possible addition of an eighth elementary school.
3. Recent legislative action that funds all-day kindergarten starting with the 2014-2015 School Year.
4. Implementation of a short term facility usage plan for the 2014-2015 and 2015-2016 school years.
5. Peony Lane, the road that services the entrance into Wayzata High School, will be expanded into a four lane thoroughfare that will connect with Lawndale in the southern part of Maple Grove at or near the current intersection of County Road 47 and Lawndale;
6. Vicksburg Lane will be closed or have limited traffic flow during the summers of 2015 and 2016.
7. Interstate 494 is scheduled for a lane addition in both the northbound and southbound lanes likely during the summers of 2015 and 2016.
8. The district's transportation contract expires at the end of the 2013-2014 school year. Any subsequent contract with the current provider or a new provider would expire at the conclusion of the 2015-2016 School Year.
9. Continued study of the current research that shows the relatedness between adolescent sleep, academic performance, and mental/physical health.
10. Other...

### Superintendent's "Next Step" Recommendations/Considerations

1. Convene a task force in the spring of 2014 to further consider the research and to determine two or three preferred scenarios for School Board consideration by no later than the December 2014 school board work session. This task force shall be comprised of an appropriate representation of constituents.
2. By no later than the 2016-2017 School Year, implement a school start time schedule that reflects the findings and recommendations of the afore-mentioned task force, considers pertinent "teens and

sleep” research, is developed to efficiently respond to the needs of existing schools and any new or expanded schools and any reconfigured school attendance areas.

3. In the spring of 2014, conduct a community forum including a regional expert(s) in the field of teens and sleep to present information to the community.
4. Other...

## **CLOSING THOUGHTS**

As can be seen, there are many variables and factors to consider. It is my belief that this is a worthy cause for further study and the recommendations and considerations listed above are some good next steps for the school district to consider as it continues to gain a better understanding about school start times and the best options for Wayzata Public Schools.

## Appendix A



# Start Time Feedback Survey Results Summary and Analysis

Wayzata Public Schools  
January 28, 2013



# Overview

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Wayzata Public Schools is studying school start times in an effort to learn more about how they may impact student learning, physical well-being, extra-curricular activities and family schedules.

District leadership is reviewing options for the start time at Wayzata High School in order to create an optimum learning environment and consider the most appropriate alignment with students' biological clocks. This survey is part of an effort to inform and engage parents, students, staff and community members about this topic.

The surveys were available for participation in October 2012. All parents and teachers were invited to take the survey via email, while Wayzata High School students were given the opportunity to take the survey online.



# Participation Rate

Responding Group	Number of Responses (n)	Max Possible Responses (Nmax)	Response Rate (%)
All Staff	1,010	1,402	72%
K-12 Parents	2,995	6,347	47%
High School Students	697	3,272	21%

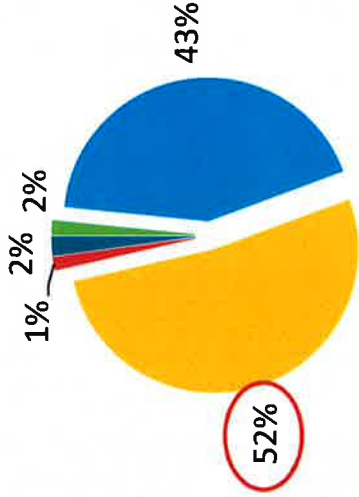
  

Type of Staff Respondent	Number of Responses	Percent of Total Staff Respondents
Elementary School Staff	443	44%
Middle School Staff	205	20%
High School Staff	265	26%
Other	97	10%



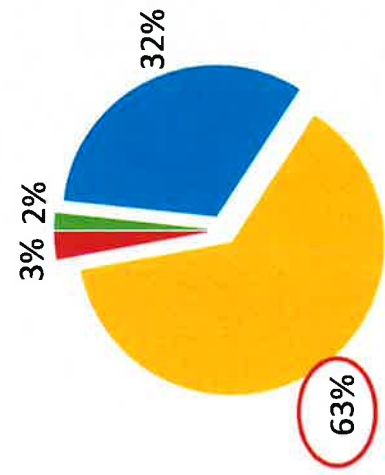
# Morning Routine of High School Students

Parents of High School Students



- Wakes up spontaneously, without an alarm, alert and ready to start the day
- Is easy to wake up and gets out of bed without much effort or delay
- Is difficult to wake up and struggles to get up and get moving
- Oversleeps and is frequently late to school
- I don't see my child before school

High School Students

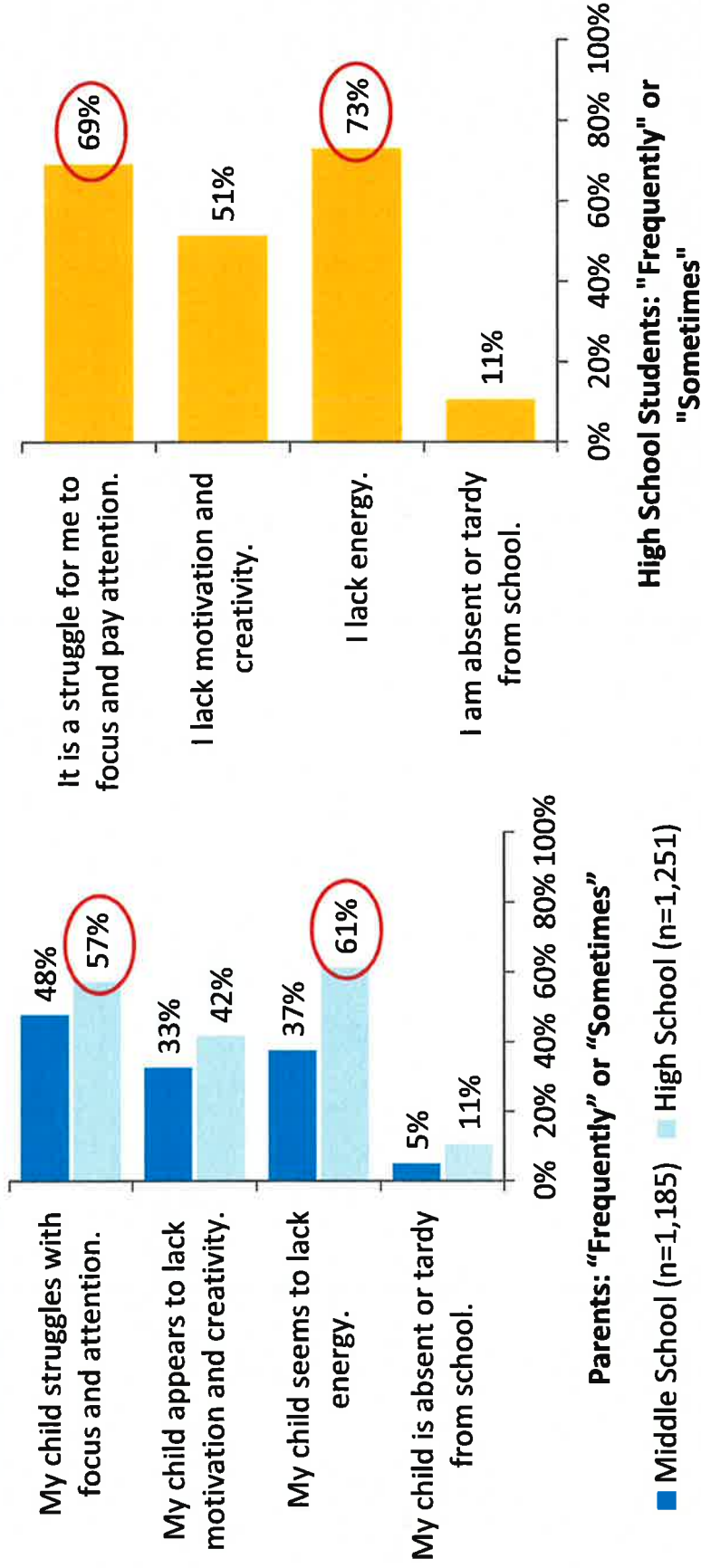


- I wake up spontaneously, without an alarm, alert and ready to start the day.
- I easily wake up with an alarm and I get out of bed without much effort or delay.
- It is difficult for me to wake up and I struggle to get up and get moving.
- I oversleep and am frequently late to school.

- Based on parent and student responses, the majority of high school students struggle to get up and get moving in the morning.



# Perceptions: Learning, Behavior and Health



- More parents of high school students reported that their child struggles to pay attention and lacks energy than parents of middle school students.
- The majority of high school students reported difficulty with attention and energy.

# Staff Perceptions: Student Alertness

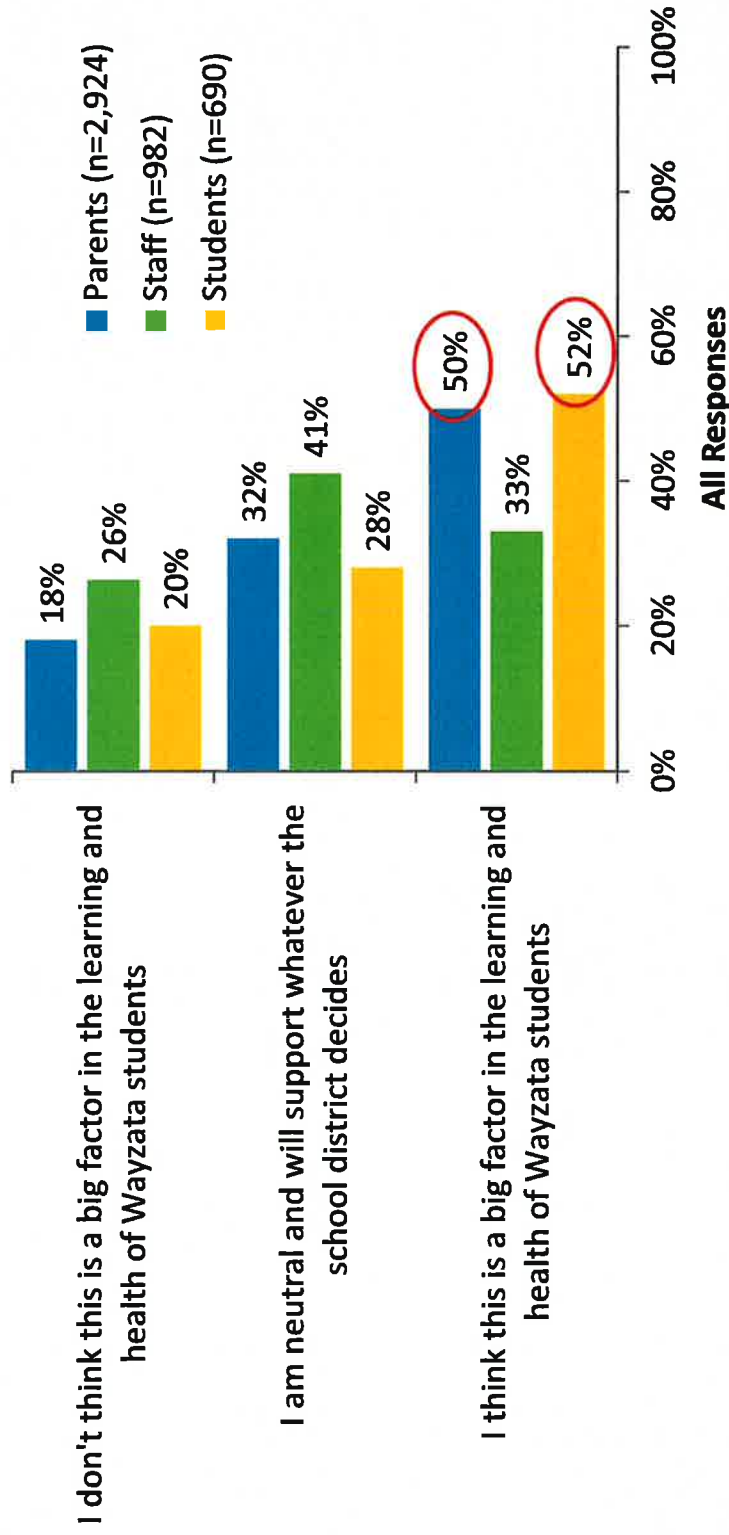
	Elementary School	Middle School	High School
	"Frequently" or "Sometimes"		
Most of my students struggle with focus and attention.	55%	61%	64%
Most of my students appear to lack motivation and creativity.	29%	42%	49%
Most of my students seem to lack energy.	26%	40%	57%
	"Strongly Agree" or "Agree"		
Students at the beginning of the day are alert and ready to learn.	93%	70%	58%
Students mid-day are generally more alert and ready to learn than they are at the beginning of the day.	19%	57%	65%
Students generally seem alert and ready to learn throughout the day regardless of the time of day.	39%	54%	53%

- More elementary staff agreed that their students are alert and ready to learn in the morning. More high school staff agreed that their students are alert and ready to learn in the afternoon.



# Overall Opinion

*“My overall opinion about school start times and scheduling, and their alignment with the biological clocks and students, is:”*

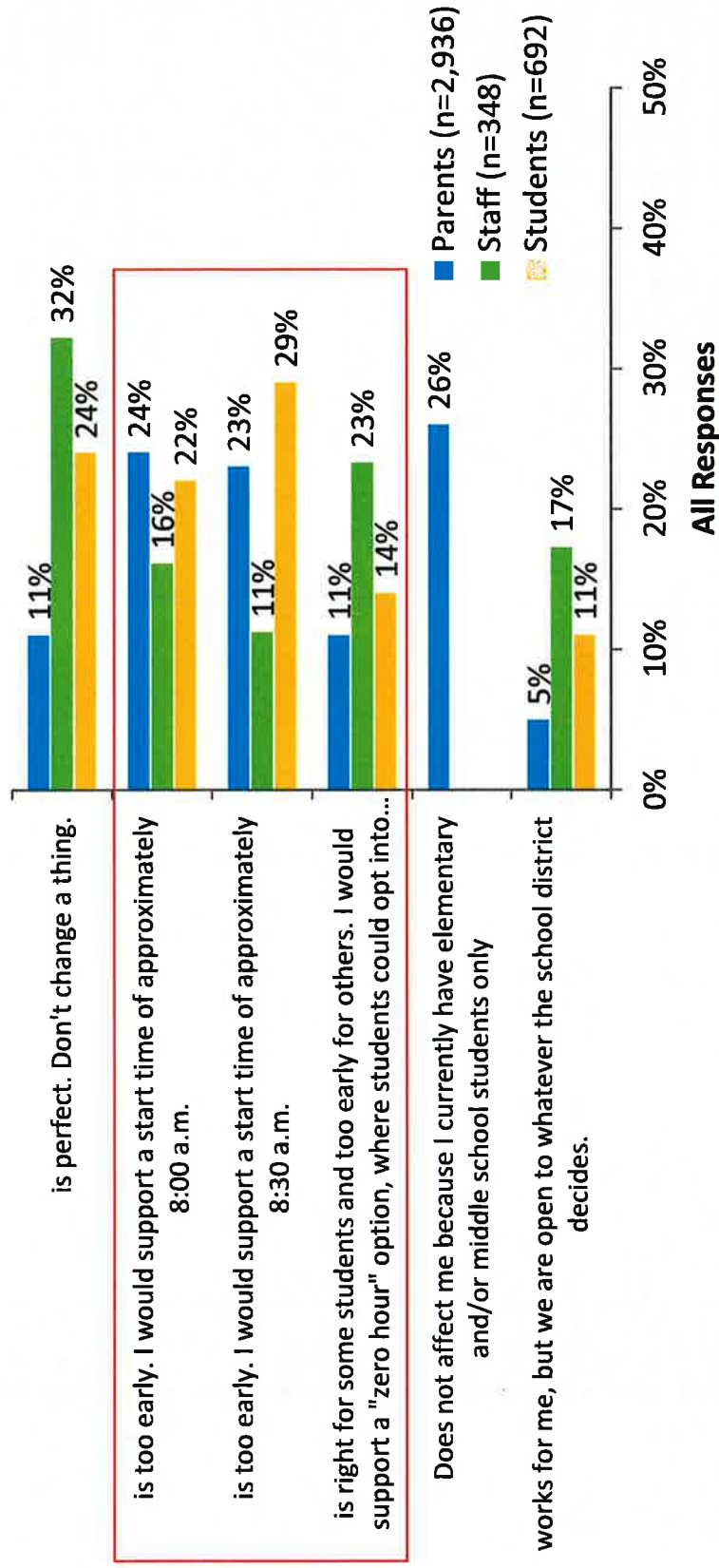


- About half of parents and students responded that alignment of school start times and scheduling with students' biological clocks is a big factor in student learning and health. One third of all respondents are neutral.



# Current Start Time

The current 7:30 a.m. start time at Wayzata High School...



- Based on the combined results of the three choices in the red box above, 58% of parents, 50% of staff and 65% of students responded that the current high school start time is too early for at least some students.

# Busing Schedule Preferences: First and Second Choices

	Staff's First Choice Tie		Staff's First Choice Tie		Parent's First Choice		Parent's Second Choice		Student's First Choice		Student's Second Choice	
	Option A	Option E	Option E	Option E	Option E	Option A	Option A	Option A	Option A	Option A	Option B	Option B
Total Points*	1352	1352	1352	1352	3782	3776	3776	3776	1083	1083	1067	1067
Rank 1	225	343	343	343	942	597	597	597	165	165	138	138
Rank 2	244	81	81	81	244	678	678	678	213	213	249	249
Rank 3	189	161	161	161	468	629	629	629	162	162	155	155

\*Preference ranks were converted to points. Rank 1=3 points, Rank 2=2 points, and Rank 3=1 point.

- Option A:** 5 Elementary Schools; High School and 2 Elementary Schools; Middle Schools
- Option B:** Middle Schools; High School and 2 Elementary Schools; 5 Elementary Schools
- Option C:** 5 Elementary Schools; Middle Schools, High School and 2 Elementary Schools
- Option D:** Middle Schools; 5 Elementary Schools; High School and 2 Elementary Schools
- Option E:** Leave it as it is now.

- The busing preferences question resulted in a statistical tie between the first and second choices for each respondent group.



# Top Three Concerns about Changing Start Time

Respondents	Concern	"Strongly Agree" or "Agree"
Parents	I don't have any concerns about a later start time.	57%
	I am concerned that there may be a negative impact on middle school start and end times.	38%
	I am concerned that there may be a negative impact on elementary school start and end times.	37%
Staff	I am concerned that my childcare will be affected.	50%
	I am concerned that there may be a negative impact on middle school start and end times.	50%
	I am concerned that there may be a negative impact on elementary school start and end times.	48%
Students	I am concerned that I may not have enough time to maintain a part-time job.	52%
	I am concerned that I may not have enough time to participate in after-school activities.	51%
	I am concerned that I may not have enough time to complete schoolwork.	51%

- The top concern for parents, was “no concerns”. Staff were equally concerned about their childcare and the effect on elementary and middle school start times. High school students were equally concerned about after-school jobs, activities and time to complete schoolwork.

## Conclusions

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- Waking up and getting moving in the morning is a struggle for more than half of Wayzata high school students.
- Concerns about student attention and energy are higher for high school parents than middle school parents.
- More elementary staff agreed that their students are alert in the morning. More high school staff agreed that their students are alert in the afternoon.
- Responses from Wayzata parents, staff and students mirror findings from medical research on adolescent sleep patterns.



## Conclusions

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- Half of parent and student respondents believe that alignment of school start times and scheduling with students' biological clocks is a big factor in student learning and health.
- 58% of parents, 50% of staff, and 65% of students responded that the current high school start time is too early for at least some students.



# **Appendix B**

## **Student Council Feedback about School Start Times**

### **Feedback Collected on 10-8-12 at a Student Council Meeting**

#### Wayzata High School Student Council Feedback

On Monday, October 8, 2012 the superintendent and the student council advisor met with the high school student council students. Students were invited to share their thoughts about the current high school start and end times and what suggestions/thoughts they have about what should happen. Their written responses are included below:

“I like what time we start at. 15 minutes later might not be too bad. Any later than that and I would get home later and just go to bed even later. Late starts on Wednesday are perfect because they are right in the middle of the week, so you kind of get to catch up on your sleep. I don’t really think we should change our start time. Plus traffic would be even worse than it already is. It would mess up after school activities.”

“I feel that a 15 minute difference in start time would benefit a lot of students. I get anywhere from 5-7 hours of sleep per night. An hour later would be way too late but a 30 minute differential would be good. As much as I would like a later start time, I feel the consequences of a time change cancel the benefits.”

“I don’t think that changing the time later or earlier would be worth the help or worth anything. Waking up earlier would make us less focused in school, and later would give us less time for outside of school activities, and homework. In conclusion, I think we should keep the start time the same.”

“I think if we were to change the school start times I think that we should only start 30 minutes later and not any later because of the time people get home after school. If we are going to come home later then we are going to stay up later and get the same amount of sleep we do now. So why change times?”

“I don’t like starting later because a lot of kids would get home an hour later. Losing an hour to do homework, so in theory we would go to bed even later.”

“I think the latest school should start would be 8. But, I personally would rather have late start once a week. If school starts later, that means that sports would end later as well; leaving less time for homework when I’m already up until at least midnight every night.”

“Being a ‘morning’ person, the current start time is very reasonable. Late starts almost seem like a waste of Wednesday mornings, but it’s nice to have a little down time. If school started at 9:00 or 8:30-ish, I would honestly become less productive (morning hours for me are kind of wasteful in terms of productivity).”

“I don’t think that the start time should change. It feels like there already isn’t enough time to get things done after school. Even when I’m not in a sport, I get home around 3, I do homework, until about 11. If school were to start later, I wouldn’t finish homework until around 12, and even later when I’m in a sport.”

“In high school it takes about 20 minutes or so to get to school because of traffic and a pretty long distance whereas middle school took about 10 minutes because of no traffic and a shorter distance to get there. This is why middle schools should start at 7:30 because students wouldn’t have to wake up as early as high-schoolers do now because getting to school doesn’t take as long in middle school.”

“Changing time would just make students go to bed later! It would interfere with sports timing. Traffic in the morning!”

“I don’t think it would be helpful to change the start times if we are concerned about sleep. School would end later. We would have extra-curriculars later, and be doing homework later. I think we would just be taking the

timeframe and our own schedule and pushing them later. We aren't actually saving time. I know that like 99% of people, I have talked to don't want to change the times, especially those involved in sports, clubs, or other activities out of school. We would be up until 3 in the morning. DON'T CHANGE TIMES"

"I don't have a problem with the current start time. I get about 7 hours of sleep without sports/extensive activities which is more sleep than last year. The earlier start time is good because I wake up at that time anyway and get to bed earlier. Current start is good"

"When would the start change take effect if we did decide to change start time?"

"I enjoy the idea of a later start but only 30-45 minutes later. Otherwise everyone who is involved in sports and activities. People haven't experienced yet, therefore, they are hesitant about it, but if they didn't have an option, I think they would be more willing to change."

"Don't think later starts would be a good idea because sports would be later and we would have less time for homework."

"Don't get me wrong, I am not a happy camper when my alarm goes off at six every morning, however, I'm happy when the bell rings at 2:20 pm. The thought of a later start time originally sounds really appealing but when I think about the effects, it doesn't. My job requires me to be there by 3:00. I would have to quit my job. Another thought is that I believe the hours would cancel out. If we get out an hour later, most likely everyone would be going to be an hour later."

"It would be nice to sleep in later but being involved in dance team, I already get home later in the evening around 5:30 or 5:45. I don't think I would want to get home any later with all of my homework, and I know other kids have several things to do after school as well."

"I think start time should be the same because:

- An earlier end time enables kids to get to their sports and activities earlier;
- We need time to work on homework at night, rather than in the morning;
- If we start an hour later, kids will still stay up an hour later;
- Parents who drive their kids to school before going to work will have to leave later;
- I love the Blocks 2-5 idea! It would also help reduce traffic, and provide kids with a choice.

We should keep the Wednesday late starts. It helps break up the week and allows students to get an extra 40 minutes of sleep in the middle of the week."

"The start time that we have now seems to work because I personally think that no matter what time we start students will be getting the same amount of sleep. If we were to change the start time, I wouldn't (want to) start my day any later than 8:00 am."

"Ignoring whether late starts would be worth the difficulty, if implemented, I would suggest switching the high school start time with the middle or elementary school start time, just to accommodate the high schools."

# Appendix C

## “Eight Major Obstacles to Delaying School Start Times”

### National Sleep Foundation

#### Hot Topics

The following are eight major obstacles to changing school start times:

#### 1. Transportation

Because most school districts have a delicately balanced bus transportation system designed to run as efficiently and inexpensively as possible, any change in the school schedule can have a severe impact. The specific circumstances in each district vary, but problems that arise can include cost, recruiting drivers, and/or redesigning the routes.

One solution that has worked to solve this problem is flipping start times, most commonly elementary with high school. This solution requires no extra buses or drivers, just a change in the order of pickups. This schedule also seems to be more appropriate to elementary school students' sleep schedules, because young children tend to wake up earlier in the morning. This is a very dicey issue; however, in districts where the start time is quite early. If the young students have to go to school so early, they have to go to bed VERY early (because they need 10 - 11 hours of sleep). Parents may not get home from work until very near or after bedtime. The direct flip cannot work unless all start times are reasonable.

Another solution that may be implemented is a shift to public transportation for older students. In many cases, the public bus routes are similar to yellow bus routes, and can be used by students. Many districts have found they can actually save money by buying students bus passes and eliminating a large portion of their yellow bus fleet.

Some communities face another problem, which is that shifting start times will impact traffic congestion and commuting for both teachers and students. Teen drivers are at the highest risk for fall asleep auto crashes; however, and preliminary studies have shown that delaying their school start time has a significant effect in lowering the occurrence of such crashes.

#### 2. After School Activities

High school athletics are very important to many students who have obvious concerns about the impact of a change in start times on their ability to participate. Any delay in the start of school will most likely result in a later release time, which may reduce time available for practice and matches (especially daylight hours). One result of later release times may be greater competition for field and gym space, which may result in the cancellation of some programs (JV and sports like swimming and golf, for example, which often require the use of facilities during off-peak hours). If school gets out later, some athletes might be required to leave class early in order to attend a match. In this case, students may have to choose between a game and a test, a choice no student should have to make.

Despite all these concerns, most districts that have changed their start time have experienced few problems with regard to athletics. Practice times are rescheduled, and in some cases lights are installed so practice can run a little later. Match times are changed so that students do not have to leave class early. Many districts have even seen increased participation in sports (Edina, MN) and improved performance by their teams (Wilton, CT; Nathan Hale, Seattle, WA). Research has shown that sleep deprivation has a severe negative impact on coordination and endurance, so it makes sense that better rested student athletes would perform better.

Also, while athletics are obviously very important to many students and their families, everyone must remember that a school's first obligation is to provide its students with an environment conducive to learning.

The delay in release time for students also means that students with after-school jobs may be affected. This issue is important for certain students and their families who rely on the extra income to get by. Therefore, the change may disproportionately affect low income families. On the other hand, studies have shown that employers indicate a change in start times has not affected their business or the number of hours their student employees can work. They indicate that extra help is not usually needed until school gets out anyway, so they can easily adjust to the new schedule.

Other researchers have found that students who are employed for more than 15 hours per week are negatively impacted academically, so working fewer hours may be better for students who don't rely on the income for substantive needs, which includes the great majority of working teens.

Participation in other activities such as after-school tutorials, religious classes, community service, or clubs may also be jeopardized by a later release time. On the other hand, many students find that if they sleep more, they can finish their homework faster and have ample time to participate in extracurricular activities.

### **3. Other Students and Programs**

As mentioned above, a change in schedule for high school students will usually result in a change for younger students. If elementary students have the earliest start times, they may be waiting for the bus in the dark early mornings, or waiting at home alone after school. Research is lacking on the effect of school start times on younger students, so it is hard to justify their earlier start.

Many communities have been able to find workable solutions for younger children. Local community organizations may be able to provide childcare. Parents can organize a rotating schedule for a "bus stop supervisor" each day for each neighborhood.

A change in transportation can be difficult for certain student populations and programs, such as special education students and career centers. Careful planning and consideration can usually resolve such difficulties.

### **4. Reduced Time to Access Public Resources**

If school ends later, students will have less time to use the library, among many other community resources. However, students do seem to be able to work more efficiently when they are less sleep deprived, and could therefore make better use of the time they do have.

### **5. Teachers**

Some worry that a later start time and release time will leave teachers less time with their families. But in practice, teachers rarely find this to be true. Many are able to spend more time with young students in the morning. Some elect to arrive at school at the same time and complete planning before school, meaning their schedules are unchanged. Many teachers also report having extra personal time to exercise.

Teachers can also take advantage of the extra time to sleep. This will enable them to be more alert and energetic in the classroom and more effectively handle problems and discipline procedures. Teachers also appreciate being able to incorporate the day's news into their lessons.

Teachers who coach have seen very little impact on their role as coaches. The changes implemented to help students adjust to the new schedule also apply to the teachers who work as coaches.

## **6. Stress for Families**

Many people are resistant to change and emotions can run high when someone is forced to alter his/her routine. Most families have a highly coordinated schedule worked out to balance the many activities of each of its members. The thought of reworking this delicate balance can be intimidating. Many parents have a hard time looking beyond this personal disadvantage to the benefits that will result.

In reality, a community can easily adjust to change, especially if given ample time and resources to prepare. A detailed outline of the expected changes is essential. Hotlines, message boards and meetings to discuss problems are helpful resources. It is also important to involve stakeholders in the process from the beginning, so they can voice their concerns.

## **7. Uneducated Community**

One of the biggest challenges in any campaign for change is to educate the community and convince them of the merits of your proposal. It is extremely important to spread the word to as many people as possible about sleep and school start times. The change will affect the entire community, from students and parents to businesses, libraries, police, youth sports clubs, bus drivers and many others. Create a standard presentation, and offer to give it to as many groups as possible. People must understand the biological changes that occur in teens that make them unable to fall asleep early. This means that the issue cannot just be a personal matter of putting the kids to bed earlier, or a sign that teens are lazy, obstinate or defiant, but a serious issue that must be addressed by the schools.

Your education efforts should also inform adults of their probable sleep deprivation and its effects. Sleep is important for everyone, not just the students.

## **8. Resistance of students**

Students may not be clamoring for this change. Teens, much like the adults in their lives, will be resistant to change and will worry about the impact on their after-school activities.

Therefore, it is equally important to educate the students themselves about the benefits of a later start time. This material can be incorporated in many different subjects at all age levels. Science class is the most obvious, but sleep can also be discussed in psychology, health, math (data on sleep can be used to learn about different mathematical operations), social studies, geography, and English classes (students can write persuasive essays or research papers on this issue).

Source from National Sleep Foundation:

<http://www.sleepfoundation.org/article/hot-topics/eight-major-obstacles-delaying-school-start-times>

## **Appendix D**

### **Teens and Sleep Conference General Session Summaries**

#### Sleep and the Biology of the Human Brain (Conrad Iber)

- Sleep clocks are found in animals, plants, fungi, and bacteria
- Sleep is found in all mammals
- The absence of sleep results in impairment, injury and death
- The average 80 year old has slept 24 years.

#### Humans need sleep for the following reasons

- Energy and space conservation
- Restoration
- Learning, memory, and abstraction

#### Sleep and Brain Enhancement

- Unitization-the ability to transform packets of memory into unitary entities
- Assimilation-placing new spoken words in a family of similar phonemically related words
- Abstraction-the ability to recognize embedded rules in nonsense information

#### Summary

- Sleep and its timing are biological imperatives
- Sleep is an active and structured process
- The active brain during sleep leverages plasticity to improve brain performance
- Sleep is structured process of nightly brain performance enhancement

#### Biology of Adolescent Sleep (Mary Carskadon)

- Bedtime becomes later
- Rise time becomes earlier
- Total amount of sleep is reduced
- Chronic insufficient sleep affects morning alertness most, especially when waking at an adverse circadian phase
- Evening alertness is bolstered by the clock-dependent alerting signal

#### Sleep and Memory (Jessica Payne)

- Sleep selectively benefits emotional memory while also helping us regulate emotion
- Sleep doesn't consolidate existing memories by simply making them stronger. Rather, it goes beyond this, transforming memories, integrating them, extracting generalities and emphasizing what's important
- May shed light on the fact that what we remember is not always (nor typically) what we actually experience
- May allow errors and inaccuracies
- Leads to memories that are flexible and adaptive, and allows for creativity.

#### Sleep, Caffeine Use and Social Media (Amy Wolfson)

##### Caffeine and Sleep:

- Increases sleep onset latency and night awakenings
- Decreases sleep efficiency
- Decreases sleep duration
- Increases morning sleepiness

- Negative impact on sleep quality
- Moderate-High caffeine users vs. Very Low users 1.9 times more likely to have difficulty sleeping and 1.8 times more likely to report morning sleepiness

#### Adolescent Depression and Sleep (Allison Harvey)

- 30% of the US population over a 12-month period are diagnosed with a mental illness
- Half of all lifetime mental illness starts by 14 years of age
- Sleep problems in teens predict worse mental health
- 20% of adolescents will have had a depressive episode by age 18
- 75% relapse within 5 years
- Insomnia and depression co-occur
- Insomnia is an independent risk factor for first and recurrent episodes of depression
- Insomnia is an independent predictor of suicidal behavior in depressed patients
- Emerging adult depression and bipolar disorder RCT results

#### Conclusions:

- Sleep disturbance is an important contributor to emotional dysfunction and mental illness
- Treating sleep disturbance, given high prevalence, may have wide reaching public health implications
- Likely applications to other mental illness (ADHS, etc.)

#### Obesity, Health and Sleep (Dean Beebe)

- Inadequate sleep causes real world problems:  
Mental Health: Daytime sleepiness, attention & learning, mood/emotion, risky behaviors  
Physical Health: Obesity, Athletics (injury/performance), Illness, Special Populations

#### Drowsy Driving and High-Risk Behaviors (Mark Rosekind)

- Notes not available

#### School Start Times (Kyla Wahlstrom)

- In Minneapolis Schools following implementation of a later start time:
  - Significant increase in attendance rates for grades 9, 10, 11
  - Graduation rates significantly improved over the three years after the later start time was initiated
  - A positive trend line for pre-post comparisons on actual GPA of high school students
- In Edina Schools following implementation of a later start time:
  - Students reported statistically significant less depression compared with two similar districts
  - School counselors and nurses reported fewer students seeking help for emotional problems and somatic physical complaints
  - 92% of parents said their teenagers were easier to live with
- Students who slept 8+ hours were significantly less likely to:
  - Report symptoms of depression
  - Fall asleep in class
  - Drink caffeinated beverages
  - Have a phone or computer in bedroom
  - Do dangerous things without thinking
- Academic Performance/Standardized Test/Attendance-Tardiness/Health and Outside

### Activities Findings

- Statistically significant increases in GPA in core courses of English, Math, Social Studies, and Science
- Pre-Post comparison on math scores in state achievement assessments revealed a statistically significant positive increase for two districts
- All districts provided ACT scores, and two of the four districts' per-post comparisons resulted in statistically significant increases
- Significant increases in attendance noted for 11<sup>th</sup> and 12<sup>th</sup> graders
- Statistically significant decreases in tardiness
- Students who work at a job for pay or participate in clubs or other activities are statistically significantly more likely to get insufficient sleep
- Students who work for a job for pay are statistically more likely to report symptoms of depression, drink soda and energy drinks, coffee or tea, use tobacco, alcohol, and other drugs than students who do not work for pay.
- Students who play sports are statistically less likely to 1) report symptoms of depression, 2) drink soda and energy drinks, coffee, or tea, use tobacco, alcohol, or other drugs than students who do not play sports
- Students who participate in clubs or other organized activities such as music, are statistically significantly less likely to use tobacco, alcohol, and other drugs, but more likely to drink coffee or tea.
- Additional findings
  - There is no relationship between participation in sports and letter grades when practice occurs after school or on the weekend
  - The more days per week students spend practicing before school, the lower the self-reported grades.
- Effect of technology on sleep
  - Students who reported more bedroom distractions were statistically significantly more likely to get less than 8 hours of sleep on school nights
  - Teens who reported getting insufficient sleep on school nights were significantly more likely to: 1) have a computer in the room, 2) have a cell phone in their bedroom, (no significant results were found for students with a tv in their room)
- Conclusions
  - Need to emphasize the use of all data when measuring the change, and not a single metric
  - Need frequent reminders that the sleep phase shift is based in human development and not in rebellious adolescent behavior
  - Keep focus on the child not on the system

### Educational Policy Implications (Ken Dragseth)

- Notes not available

**Appendix E**  
**Center for Efficient School Operations**  
**Draft Scenarios Using Current Parameters**



## The Center for Efficient School Operations

*"Partnering with School Districts to help keep educational dollars in the classroom."*

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October 1<sup>st</sup>, 2013

Discussion regarding potential time changes for the Wayzata School District.

The current times for schools in the Wayzata school district have been in place for many years. The primary advantage of keeping the existing times is that the community is very used to the times, and people have planned their lives around them. When we look at changing school times, we need to remember the activities that will change with parents, students, and community. Many of these are obvious, but it is worth considering that school times also have an effect on:

- After School Sports
- After School music, dance, and other school and non-school activities
- Work times for parents
- Bedtime
- High school student jobs
- Day Care center use
- Homework time
- Second jobs and evening opportunities for staff
- Other

As you will likely find out, there will be parents and staff who will embrace change, and there will be many others who will not want change because they have already set up their daily schedules based on the current times.

If you were to ask what "Best Practice" is from an overall perspective, I think you will realize that there are so many factors that school times affect, and it will be difficult to get consensus. That being said, the conversations that we have been involved with around school starting times included thoughts such as:

- High School starting early has a negative effect on student achievement due to needed sleep.
- Middle School students likely have some of the same concerns regarding sleep.
- Middle School student having a later day would have the advantage of young adolescents being home for a shorter period of time unsupervised (until parents get home from work).

- Elementary teachers prefer an earlier time because both teachers and students get tired.
- It is better to have all schools of the same level running at the same time for purposes of sharing staff between schools, and potential staff development before or after school.
- It is helpful to have middle schools run before the high school so that coaches and students could be involved in high school activities.

In Minnesota, we have the option of telling each non-public school the time that they operate, and the method of transportation. In the first options listed below, we have done extensive work in VersaTrans (transportation scheduling software) to confirm that the times between the schools would actually work, and have also listed the non-public times for each school. In the later options, we have not done the final work in VT, but we do know that we can operate each option within the current transportation budget. Any time you see a non-public time listed, it is only a proposed time. We would actually want to consider all options and costs for non-public schools, and then meet with the non-public schools to discuss options for them before we would make any decisions regarding non-public times.

**CURRENT WAYZATA SCHOOL TIMES AND LENGTH OF DAY**

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	High	7:00	7:30	2:20	2:30	6:50
	Greenwood	7:35	7:45	2:25	2:30	6:40
	Oakwood	7:35	7:45	2:25	2:30	6:40
Tier 2	<u>MIDDLES</u>					
	Central MS	8:10	8:20	3:10	3:20	6:50
	East MS	8:10	8:20	3:10	3:20	6:50
	West MS	8:10	8:20	3:10	3:20	6:50
	Providence	8:20	8:25	3:10	3:15	
	St Bart's	8:20	8:25	3:05	3:05	
	Redeemer	8:20	8:25	3:05	3:05	
	Holy Name	8:05	8:25	3:05	3:15	
Fair (both)	8:20	8:25	3:15	3:20		
Tier 3	<u>ELEM</u>					
	Birch view	9:00	9:10	3:50	4:00	6:40
	Gleason Lake	9:00	9:10	3:50	4:00	6:40
	Kimberly					
	Lane	9:00	9:10	3:50	4:00	6:40
	Plymouth					
	Creek	9:00	9:10	3:50	4:00	6:40
Sunset Hill	9:00	9:10	3:50	4:00	6:40	

The concern with these times is the very early AM time for the high school, which studies suggest are not in line with what is the best time for students to learn.

Other issues that may be of a concern are the different times for elementary schools (1:25 apart from each other), and the middle schools start after the high school (potential issue for sports and coaches).

The advantage of this schedule is that the public has accepted it, and the students in the Wayzata school district are doing well regardless of the early start for high school. There also may be some perceived advantage for high school students that want to participate in after school activities to get them started and over with at an earlier time.

**“OPTION A”  
(Original Option “C”)**

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	<u>ELEM</u>					
	Birch view	7:20	7:30	2:10	2:20	6:40
	Gleason Lake	7:20	7:30	2:10	2:20	6:40
	Sunset Hill	7:20	7:30	2:10	2:20	6:40
	Greenwood	7:20	7:30	2:10	2:20	6:40
Oakwood	7:20	7:30	2:10	2:20	6:40	
Tier 2	<u>HIGH</u>	7:55	8:20	3:10	3:20	6:50
	Kimberly					
	Lane	8:10	8:20	3:00	3:10	6:40
	Plymouth					
	Creek	8:10	8:20	3:00	3:10	6:40
	Providence	8:20	8:25	3:10	3:15	
	Holy Name	8:15	8:25	3:05	3:15	
Fair (both)	8:20	8:25	3:15	3:20		
Tier 3	East MS	9:00	9:10	4:00	4:10	6:50
	West MS	9:00	9:10	4:00	4:10	6:50
	Central MS	9:00	9:10	4:00	4:10	6:50
	St Bart’s	9:00	9:25	3:55	3:55	
	Redeemer	9:00	9:25	3:55	3:55	

The advantages of this system is that it gives the high school a later time, has many elementary schools run earlier, and has the elementary schools running closer together.

Even though the difference in school time for high school and middle schools are actually the same as current, there will likely be a perception that the middle schools are running too late. This may also be an issue for middle school athletics if they compete with other schools that have earlier times.

**“OPTION B”  
(Original Option “E”)**

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	East MS	7:10	7:20	2:10	2:20	6:50
	West MS	7:10	7:20	2:10	2:20	6:50
	Central MS	7:10	7:20	2:10	2:20	6:50
	St Bart’s	7:35	7:35	2:00	2:05	
	Redeemer	7:35	7:35	2:00	2:05	
Tier 2	High	7:50	8:10	3:00	3:10	6:50
	Oakwood	8:10	8:20	3:00	3:10	6:40
	Greenwood	8:10	8:20	3:00	3:10	6:40
	Providence	8:20	8:25	3:15	3:15	
	Holy Name	8:15	8:25	3:05	3:15	
	Fair (both)	8:20	8:25	3:15	3:20	
Tier 3	<u>ELEM</u>					
	Plymouth					
	Creek	9:00	9:15	3:55	4:05	6:40
	Gleason Lake	9:00	9:15	3:55	4:05	6:40
	Sunset Hill	9:00	9:15	3:55	4:05	6:40
	Kimberly					
	Lane	9:00	9:15	3:55	4:05	6:40
Birch view	9:00	9:15	3:55	4:05	6:40	

The advantage of this system is that it gets the high school students into the school considerably later. It also puts the middle schools earlier (before the high school), which could have some advantage for combined after school sports and availability of coaches.

There is also the advantage of having the elementary schools closer together (:55 instead of 1:25) but the schools that are going later will likely not consider this an advantage because elementary schools tend to want to run earlier.

**“OPTION C”  
(Original Option “G”)**

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	West MS	7:10	7:20	2:10	2:20	6:50
	East MS	7:10	7:20	2:10	2:20	6:50
	Greenwood	7:20	7:30	2:10	2:20	6:40
	Oakwood	9:00	9:15	3:55	4:05	6:40
Tier 2	High	7:50	8:10	3:00	3:10	6:50
	Central MS	8:00	8:10	2:50	3:00	6:50
Tier 3	<u>ELEM</u>					
	Plymouth					
	Creek	9:00	9:15	3:55	4:05	6:40
	Gleason					
	Lake	9:00	9:15	3:55	4:05	6:40
	Sunset Hill	9:00	9:15	3:55	4:05	6:40
	Kimberly					
Lane	9:00	9:15	3:55	4:05	6:40	
Birchview	9:00	9:15	3:55	4:05	6:40	

This option has the high school going later, the middle schools starting either earlier or at the same time as the high school, and all elementary except one being on the same tier. One elementary was left on the first tier to avoid the need to add school buses.

**“OPTION D”  
(Original Option “H”)**

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	High	7:30	7:55	2:45	2:55	6:50
	West MS	7:30	7:40	2:20	2:30	6:50
	Central MS	7:30	7:40	2:20	2:30	6:50
Tier 2	East MS	8:20	8:30	3:10	3:20	6:50
Tier 3	Elementary	9:00	9:10	3:50	4:00	6:40

In this option, we actually compressed the schedule. Each other option had students being dropped off starting at 7:10 or 7:20 (current is 7:00), but in this option we did not drop any students until 7:30. Due to this happening, we would actually add school buses to operate at these times. However, we believe that the times have changes so much (55 minutes per day per bus) that we would likely see enough of a reduction in the cost of each bus per day to pay for the extra buses.

## 2014-2015 Calendar

<b>July</b>	<b>August</b>	<b>September</b>																																																																																																																										
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**District Offices Closed:** July 4, September 1, November 27 & 28, December 25 & 26, January 1, January 19  
February 16, May 25

<b>Key:</b>	
	Holiday (Not in Session)
	School not in session K-12
	Professional Dev, Grading, Teacher Work Day

Qtr 1:	42 Student Days; 44 Teacher Days	Sem	Students	Teachers
Qtr. 2	43 Student Days; 45 Teacher Days	1	85	89
Qtr. 3	43 Student Days; 46 Teacher Days	2	87	91
Qtr. 4	44 Student Days; 45 Teacher Days	Workshop Week		4
Workshop Week	4 Teacher Days		<b>172</b>	<b>184</b>

**MEMORANDUM**

TO: Independent School District Superintendents  
Charter School Directors  
Tribal School Superintendents

FROM: Dennis W. Olson, Director of American Indian Education

DATE: September 20, 2013

RE: American Indian Education Transmittal of Resolution/Parent Committee Roster and Resolution Forms

Compliance with Minnesota Statutes, section 124D.78, requires that school districts that enroll ten or more American Indian students complete the enclosed Transmittal of Resolution documents *each* school year. Please note that the district needs to convene a parent meeting in order to complete the forms.

The completed forms (3 pages) should be mailed via U.S. Postal service to:

Office of Indian Education  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113

Forms are due no later than **December 15, 2013**. Remember to keep a copy for your files.

**If you have any questions or need assistance completing these documents, contact Dennis Olson at 651-582-8300 or at [dennis.w.olson@state.mn.us](mailto:dennis.w.olson@state.mn.us). Thank you for your cooperation.**

**Office of Indian Education  
Transmittal of Resolution and Parent Committee Roster**

Identification Information		
School District Name	Wayzata Public Schools	District Type/No. 284
Name of person completing form	Title	Telephone
Karla Thompson	Director of Personalized Learning	763-745-5094

**Resolution/Parent Committee Information**

**Check all applicable items and attach the requested information:**

This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).

Resolution is attached:

Date resolution passed by Parent Committee: 11-12-2013

Date resolution presented to Local School Board: \_\_\_\_\_

The attached resolution is a resolution of (check one):  Concurrence  Non-concurrence

Recommendations are (check one):  Included  Not included

Resolution is NOT attached. If not attached, explain:

School Board Response is NOT attached. If not attached, explain:

A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee:

*were invited, only 1 responded. All American Indian families*

The district requests that the Office of Indian Education provide assistance in the following area(s):

Parent Committee Training

Staff Development on American Indian history and culture

Other (explain):

The information provided on this form is true and accurate to the best of my belief and knowledge.

*Karla Thompson*  
Signature – Superintendent of School District/Authorized Representative

11-12-2013  
Date signed

## 2013-14 PARENT COMMITTEE RESOLUTION

WHEREAS, the Wayzata Independent School District # 284 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the Wayzata Independent School District # 284 is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

WHEREAS, the Indian Education Parent Committee of Wayzata Independent School District did meet on 11-12-2013 to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee of Wayzata does concur that the district's programs meet American Indian student needs.

In favor of Resolution 3

Not in favor of Resolution\* 0

Karla Thompson

Name  
Chairperson  
Indian Education Parent Committee

11-12-2013  
Date

*\*If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (Minn. Stat. § 124D.78, Subd.1)*





Jim Westrum, Executive Director of Finance & Business Services  
210 County Road 101 North, P.O. Box 660 | Wayzata, MN 55391-0660  
763.745.5023 | Fax: 763.745.5091 | [www.wayzata.k12.mn.us](http://www.wayzata.k12.mn.us)

DATE: November 22, 2013  
TO: Dr. Chace Anderson  
Board of Education  
FROM: Jim Westrum  
SUBJECT: Preliminary 2012-2013 Year End Financial Results

Actual audited financial reports will be presented to the school board on December 9, 2013. The June 30, 2013 financial reports will include a comprehensive analysis of the district in the “Management’s Discussion and Analysis” (MD&A) component of the financial statements. Thus, the MD&A will provide the reader of the financial statements an analysis of the district’s financial activities based on currently known facts, decisions, and conditions. We are currently in the process of preparing the MD&A.

Attached you will find a one-page summary of the District’s preliminary financial results for the year ended June 30, 2013. While the District’s actual financial results came in very close to projections, several fund balance classifications will be discussed in greater detail herein and at Monday’s work session. In addition, representatives from the District’s independent CPA firm will provide the board with an Executive Audit Summary and Management Report.

Overall, the District continues to maintain or improve its financial position. On a line item basis, we were very close to budget in substantially all areas. Our final revenues and expenditures came in more favorable than budget in most areas, and the Food Service and Community Service funds continue to be self- supporting.

**GENERAL FUND**

The District’s General fund unassigned fund balance is \$11,478,094, or 10.4% of expenditures, as of June 30, 2013. While this amount reflects a decrease of (\$735,810) from a beginning balance of \$12,213,904, it is important to note that \$542,046 of this decrease is simply reclassifying a portion of the unassigned fund balance to the Assigned- Self Funded Workers Compensation classification. This component of the General fund’s year-end balances represents an estimate commonly used in workers compensation deductible plans known as claims incurred but not recorded (IBNR). Each of the other assigned fund balance classifications came in close to projections.

The combination of the District’s General fund’s unassigned, assigned, and non-spendable fund balances are \$14,889,966, or 13.5% of expenditures, as of June 30, 2013. While this combined

amount reflects a decrease of (\$558,377) from a beginning balance of \$15,448,343, it is important to note that \$445,594 of this decrease is due to a decrease in the District's prepaid expenditures. While the District originally budgeted the utilization of \$1.3 million of these balances, once again, certain budgeted expenditures will cross fiscal years and the budget authority will need to be reauthorized as carryover in the subsequent. 2013-2014 fiscal year.

In addition to the General fund unassigned fund balance classifications, a variety of categorical revenues that have legal requirements as to how the resources are to be spent have unexpended balances as of June 30, 2013. These balances are accounted for and included in the General fund. These balances are classified as restricted fund balances as the resources they represent will be utilized in future years in accordance with statutory requirements. Thus, in total, the General Fund's overall fund balance as of June 30, 2013 is \$25,462,067, or 21.0% of expenditures. The majority of the \$3.1 million increase in all components of the General Fund's year end fund balances may be attributed to the addition of the Restricted for Land Purchase account. This account is where the net proceeds of District owned land that was sold last year has been deposited and will remain until replacement land is acquired.

Additional discussion regarding the overall operations of the district in 2012-2013 will occur at the November work session.

### **FOOD SERVICE FUND**

The Food Service fund balance is \$1,356,861, or 26.1% of expenditures, as of June 30, 2013. This amount reflects an increase of \$19,984 from a beginning balance of \$1,336,877 and is very close to what was projected. This increase is \$125,046 more favorable than budgeted, and represents a small variance when compared to the total expenditures of the fund.

During the 2012-2013 school year, several large capital items required replacement. The Food Service fund was able to replace these items within its current resources. Recent federal legislation has required that culinary express staff closely monitor its food service operations to ensure that the Food Service fund remains self-sustaining. Currently, consideration is being given to how best to deliver healthy meal choices while serving families and remaining in compliance with overly prescriptive federal mandates. A recommendation will be made to the school board during the 2013-2014 school year on how best to proceed in this new highly regulated environment.

### **COMMUNITY SERVICE FUND**

The Community Service fund balance is \$1,688,754, or 21.4% of expenditures, as of June 30, 2013. This amount reflects an increase of \$352,825 from a beginning balance of \$1,335,929 and exceeds the deficit spending that was originally projected. It is important to note that there are numerous legal restrictions within the Community Service fund that require certain resources to be used for the exclusive use of delivering specific services. The Community Service fund staff has

been intentionally balancing its programs and was successful in funding its own programming. Thus, there was not a need for the General Fund transfers that were budgeted and approved by the school board to occur in the 2012-2013 fiscal year.

As discussed, the Community service fund continues to balance its revenues and its expenditures. This self-supporting fund has maintained its financial position despite a reduction in state funding formulas. Recent state legislation improving revenue formulas combined with overall school district population growth has provided additional resources to the Community Service fund and thus, the projected deficit spending in 2012-2013 did not occur and the General Fund transfers were not deemed necessary. The District will continue to closely monitor its Community Service fund operations to ensure that the fund remains self-sustaining.

### **CAPITAL PROJECTS AND CONSTRUCTION FUND**

The Capital Projects and Construction fund balance decreased from a balance of \$15,433,822 as of June 30, 2012 to a balance of \$14,367,412 as of June 30, 2013. Most of the activity in this fund is related to the Technology Levy, Alternative Facility Improvements, and elementary classroom additions. As most of the construction revenues are received up front while the expenditures occur over the summer and cross fiscal years, a significant portion of these ending balances will be used in the 2013-2014 school year.

### **DEBT SERVICE FUND**

The Debt Service fund balance decreased from \$2,373,561 as of June 30, 2012 to \$1,948,292 as of June 30, 2013. This balance appears adequate to ensure payment of all scheduled debt service payments for the upcoming fiscal year.

### **SUMMARY COMMENTS**

We will continue to evaluate this 2012-2013 financial data in relationship to our 2013-2014 and 2014-2015 budgets. We will use this, as well as other relevant information, as a basis for a revised budget of 2013-2014 revenue and expenditures.

Overall, the district continues to maintain or to improve its financial position while maintaining several of its reserves. On a line item basis, we were very close to budget in substantially all areas. In addition, our fund balance reserves either increased or planned utilization caused them to decrease by a small amount.

Feel free to contact me if you have any additional questions at 763-745-5023.

**Excellence. For each and every student.**

Wayzata Public Schools  
Fund Balance report for year ended June 30 2013 for Board 11-25-13  
as of 2013-2014 as of 11-20-13

	Audited Fund Balance <u>7/1/2012</u>	11/8/2013 Revenue <u>2012-2013</u>	11/8/2013 Expenditure <u>2012-2013</u>	11/8/2013 Change in Fund Balance <u>6/30/2013</u>	11/8/2013 Fund Balance <u>6/30/2013</u>
<b>Operating Funds</b>					
<b>General Fund</b>					10.4%
Unassigned Fund Balance	\$ 12,213,904	\$ 109,443,848	110,179,658	\$ (735,810)	\$ 11,478,094
Assigned - Capital Transfer	588,935	-	-	-	588,935
Assigned - Dome Escrow	364,500	-	-	-	364,500
Assigned - Re-Employment Insurance	193,930	-	15,439	(15,439)	178,491
Assigned - Q comp	376,654	-	104,557	(104,557)	272,097
Assigned - Site Carryover	838,863	-	19,272	(19,272)	819,591
Assigned - Self Funded Workers Comp	272,000	-	(542,046)	542,046	814,046
Assigned - Certificates of Participation	-	220,249	-	220,249	220,249
Nonspendable Fund Balance	-	-	-	-	-
Nonspendable - Prepaid Items	599,557	-	445,594	(445,594)	153,963
<b>Subtotal</b>	<u>15,448,343</u>	<u>109,664,097</u>	<u>110,222,474</u>	<u>(558,377)</u>	<u>14,889,966</u>
Restricted/Assigned Fund Balance					
Restricted - Staff Development	974,935	927,580	1,074,053	(146,473)	828,462
Restricted - Cooperative Revenue	250,000	-	-	-	250,000
Restricted - Deferred Maintenance	276,054	-	1,777	(1,777)	274,277
Restricted - Basic Skills Programs	651,959	14,469	-	14,469	666,428
Restricted - Health and Safety	119,616	1,070,901	1,052,411	18,490	138,106
Restricted - Operating Capital	4,464,701	2,304,963	1,360,868	944,095	5,408,796
Restricted - Disabled Accessibility	7,452	-	7,452	(7,452)	-
Restricted - Technology & H&S Transfers	-	7,648,940	7,648,940	-	-
Restricted - Land Purchase	-	2,889,790	-	2,889,790	2,889,790
Restricted - Safe Schools Levy	167,230	-	50,988	(50,988)	116,242
<b>Subtotal</b>	<u>6,911,947</u>	<u>14,856,643</u>	<u>11,196,489</u>	<u>3,660,154</u>	<u>10,572,101</u>
<b>Total General Fund</b>	<u>\$ 22,360,290</u>	<u>\$ 124,520,740</u>	<u>121,418,963</u>	<u>\$ 3,101,777</u>	<u>\$ 25,462,067</u>
<b>Food Service Fund</b>	1,336,877	5,225,301	5,205,317	19,984	1,356,861
<b>Community Service Fund</b>	1,335,929	8,256,309	7,903,484	352,825	1,688,754
<b>Capital Projects and Construction Fund</b>	15,433,822	17,484,601	18,551,011	(1,066,410)	14,367,412
<b>Total Operating Funds</b>	<u>\$ 40,466,918</u>	<u>\$ 155,486,951</u>	<u>153,078,775</u>	<u>\$ 2,408,176</u>	<u>\$ 42,875,094</u>
<b>Non Operating Funds</b>					
Debt Service Fund	2,373,561	11,029,056	11,454,325	(425,269)	1,948,292
<b>Total All Funds</b>	<u>\$ 42,840,479</u>	<u>\$ 166,516,007</u>	<u>164,533,100</u>	<u>\$ 1,982,907</u>	<u>\$ 44,823,386</u>
<b>Total All Funds Excluding Construction</b>	<u>\$ 27,406,657</u>	<u>\$ 149,031,406</u>	<u>145,982,089</u>	<u>\$ 3,049,317</u>	<u>\$ 30,455,974</u>

**INDEPENDENT SCHOOL DISTRICT 284  
WAYZATA, MINNESOTA**

**BUDGET AND STAFFING PREPARATION CALENDAR  
2014-2015**

School Board Approves Payable 2014 Levy	December 9, 2013
Open enrollment application deadline	January 15, 2014
Board work session -- Discuss Revised Budget for 2013-2014	January 27, 2014
Board work session—Discuss Budget and Staffing Preparation Calendar	January 27, 2014
Capital committee allocation recommendations to Strategic Leadership Team	February 1, 2014
Principals and Administrators submit proposed budget changes to Business Office	February 1, 2014
Employee notification due of leave request, retirement, resignation	February 1, 2014
Board action on mid-year budget adjustments	February 10, 2014
Board action on 2014- 15 leave requests and retirements	February 10, 2014
HR sends 2014-15 Employee Status Summary (includes leaves, return-from-leaves and retirees) to sites	February 13, 2014
Staffing allocations completed and sent to sites with the Budget materials	February 18, 2014
Update CFAC on Budget Status	February 18, 2014
Principals inform HR of the possibility of any continuing contract staff positions being discontinued	February 19, 2014
Leadership Council reviews proposed allocations and budget changes	February 19, 2014
Board Work Session—review preliminary revenues/expenditures and proposed changes	February 24, 2014
Strategic Leadership Team discussions on preliminary staffing ratios and supplies allocations	February 25, 2014
Preliminary enrollment projections by school distributed	February 28, 2014
Economic Forecast released (this is used to determine state budget)	March 1, 2014
Budget materials sent to buildings	March 1, 2014
Budget materials submitted to supervisors for review (Elementary, Middle Schools, all other)	March 5, 2014
Board action on resolution discontinuing individual contracts for continuing contract staff	March 10, 2014
Principal/Supervisor to notify in writing any continuing contract staff that their position will be discontinued. Principal/Supervisor delivers resolution to continuing contract staff member (In order to exercise bumping rights, employee must request within 7 duty days of the notification.)	March 11, 2014

Budget materials submitted to supervisors for review (High School)	March 21, 2014
Budget materials submitted to Business Office (Elementary , Middle Schools, all other (High School)	March 21, 2014 March 28, 2014
All salary and benefit information submitted to Business Office	March 28, 2014
All budget information entered into Finance System	April 4, 2014
Draft of Proposed 2014-2015 Preliminary Budget to Superintendent's Office	April 11, 2014
Board Work Session – Review Proposed 2014-2015 Preliminary Budget	April 28, 2014
Recommendations from principals regarding probationary (including long-term reserve and one-year contracts) teachers due in HR office. Three written evaluations during this school year must be completed and sent to HR.	May 1, 2014
Board action to non-renew a probationary contract	May 12, 2014
Formal notice of non-renewal of probationary contract to teacher(s) (principal/supervisor hand delivers)	May 13, 2014
Regular Board Meeting – Approve Preliminary Budget for 2014-2015	June 9, 2014
Final Board meeting for action to discontinue probationary teacher's contracts	June 9, 2014



**IDENTIFIED ISSUE: ELEMENTARY CAPACITY**

Student growth in some Elementary attendance boundaries beyond capacity.

**Quantify Issue:**

The capacity of all seven elementary schools combined is approximately 4,650 students, the capacity will increase to 4,978 starting fall of 2013/14.

Currently 200 students under capacity – All Elementaries combined.

Next Year: at least 131-177 student pressure due to All Day Kindergarten.

1. 2014/15 Enrollment Pressure
  - a. Birchview – Approximately 105 Kindergarteners to be located at CMS (5 Rooms)

Starting Fall of 2014/15, the District will be offering state funded All Day Kindergarten which will require more classroom spaces. Technically the capacity will decrease by approximately 278 students to accommodate 100% All Day Kindergarten, but adjustments will be made to Bright Start / Home Base and other spaces to increase capacity for 2 years.

**Future Trends**

Future Elementary enrollment trends are significantly affected by the District's open enrollment policy and resident birthrates.

Future Elementary capacity is significantly affected by the State's All Day Kindergarten funding.

Current Districtwide K-5 projections indicate:

2013/14	4,779 Students (Oct. 1) =	200	Students under capacity (capacity 4,978)
2014/15	4,831-4,877 Students =	131-177	Students over capacity (capacity 4,700)
2015/16	4,809-4,873 Students =	109-173	Students over capacity (capacity 4,700)
2016/17	4,785-4,878 Students =	696-603	Students under capacity (capacity 5,481)
2017/18	4,850-4,991 Students =	631-490	Students under capacity (capacity 5,481)
2018/19	4,819-5,028 Students =	662-453	Students under capacity (capacity 5,481)
2019/20	4,819-5,152 Students =	662-329	Students under capacity (capacity 5,481)
2020/21	4,819-5,267 Students =	662-214	Students under capacity (capacity 5,481)

Overall, a 200-300 student enrollment increase total across all attendance areas in the next 5 years; up to 583 student enrollment increase over the next 8 years. Near term capacity reduction due to All Day Kindergarten.

Elementary projected additional capacity need 2014/15 = 12-14 additional classrooms due to 100% All Day Kindergarten  
 The five year projection is over capacity until the 8<sup>th</sup> Elementary opens.  
 New elementary attendance boundaries in effect for 2013/14 school year.  
 Will need to change attendance boundaries again when 8<sup>th</sup> Elementary opens.

**Short Term Solution Options (ongoing since 2012/13)**

1. Limit open enrollment
2. Temporary shifting of Kindergarten out of buildings with most pressure.
3. Monitor B-5 census closely.

**Mid Term Solution (2013/14)**

1. Implemented Comprehensive boundary adjustments to respond 300 +/- students current and future pressure at specific attendance areas. (Plymouth Creek, Birchview, Greenwood).
2. Small additions completed to provide additional capacity flexibility to help meet annual fluctuations (Sunset Hill, Oakwood, Greenwood).
3. Combination of small additions and boundary changes to better align capacity with enrollment.

**Interim Solution Options (2014/15)**

1. Rooms reserved for Art, Music and Preschool programming to be studied for temporary use as Kindergarten space to increase building capacity.
2. Explore Kindergarten space at CMS by relocating adult programs.

**Long Term Solution Option Vote Spring 2014 (2016/17)**

1. Additional 8<sup>th</sup> Elementary Building combined with District-wide attendance area changes in the Fall of 2016 to create space at all elementaries (K-5) to respond to projected resident growth All Day Kindergarten demand and align with future growth potential.



**DISTRICTWIDE ELEMENTARY CAPACITY**

A.

Elementary School	2010 / 11 K-5 Capacity	2012 / 13 K-5 Capacity	2013/14 K-5 Capacity New Addn's	2014/15 K-5 Capacity	2016/17 K-5 Capacity	2014/15 Temporary Capacity Assumption Notes
Birchview	642	649	646 (629)	xxx+ CMS	609	Claims Bright Start?
Gleason Lake	698	739	718	XXX	702	Claims Bright Start?
Greenwood	629	742	790	XXX	750	Claims Bright Start?
Kimberly Lane	745	762	718	XXX	702	Claims (1) Computer Lab? Claims (1) Art Room? Claims Bright Start?
Oakwood	532	536	694	XXX	657	Claims Bright Start?
Plymouth Creek	783	724 + CMS 63	718	XXX	702	Claims Bright Start? Claims (1) Music Room?
Sunset Hill	601	601	694	XXX	657	Claims Bright Start?
Kindergarten Offsite		See CMS above		See CMS above		6 Kindergarten classrooms at Central Middle School ((5) Birchview + (1) ½ Day K)
8 <sup>th</sup> Elementary	N/A	N/A	N/A	N/A	702	N/A
<b>Total K-5 Capacity</b>	<b>4,630 Students</b>	<b>4,816 Students</b>	<b>4,978 Students (Depending on Extended Day K)</b>	<b>Approx. 4,700 Students</b>	<b>5,481 Students</b>	<b>Additional Net Capacity: 229-348 students</b> - Assumes reclaiming (10) spaces (see above) - Assumes (6) Kindergarten spaces at CMS

B.

Room Use Summary	2012/13	2013/14	Notes	2014/15	2016/17
½ Day Kindergarten	14	14		1	0
Extended Day Kindergarten	12	14		XX	39
<b>Total K Rooms</b>	<b>26</b>	<b>28</b>			<b>39</b>

**CAPACITY/USE ASSUMPTIONS (2012/13)**

Each elementary shall reserve the following spaces:

- (2) Computer Labs
- (1) Art Classroom
- (1) Music Classroom
- (4) Kindergarten Rooms (1/2 day vs. extended day TBD)
- (1) Home Base (minimum)

**CAPACITY/USE ASSUMPTIONS (2014/15)**

Each elementary shall reserve the following spaces:

- (1) Computer Labs (except Kimberly Lane)
- (1) Art Classroom (except Kimberly Lane)
- (1) Music Classroom (except Plymouth Creek)
- (5-6) Kindergarten Rooms (varies by site)
- (0-1) Home Base (varies by site)



**IDENTIFIED ISSUE: MIDDLE SCHOOL CAPACITY**

Middle School enrollment varies at the 3 attendance areas

Currently the enrollment is unbalanced: There is pressure at Central and East, and available space at West.

Quantify Issue

1. The 2011/2012 capacity of all three middle schools' combined was 2,491 students (Central 932, East 769, West 790).
2. The 2012/13 capacity of all three middle schools combined was 2,553 (Central 994, East 769, West 790)
3. Changes implemented at CMS increased its capacity for 2013/14 to 1,166 students (2,725 all 3 MS combined).
4. Currently the Middle School level District-wide is under capacity by 103 students.
5. West is under capacity by 54 students, East is over capacity by 3 students, Central is under capacity by 100 students.
6. Future planned changes at CMS will increase it further to 1,339 student capacity (2,898 all 3 MS combined).

Future Trends

Future middle level enrollment projections indicate:

2013/14	2,622 Students (Oct.1) =	103	Students under capacity	(Capacity 2,725)
2014/15	2,579-2,619 Students =	146-106	Students under capacity	(Capacity 2,725)
2015/16	2,643-2,734 Students =	82 under to 9	Students over capacity	(Capacity 2,725)
2016/17	2,758-2,879 Students =	140-19	Students under capacity	(Capacity 2,898)
2017/18	2,778-2,918 Students =	120 under to 20	Students over capacity	(Capacity 2,898)
2018/19	2,788-2,928 Students =	110 under to 30	Students over capacity	(Capacity 2,898)
2019/20	2,769-2,900 Students =	129 under to 2	Students over capacity	(Capacity 2,898)
2020/21	2,846-2,999 Students =	52 under to 101	Students over capacity	(Capacity 2,898)

Middle School capacity pressure will likely occur around the 2017/18 school year or possibly beyond.

Short Term Solution Options (ongoing since 2012/13)

1. Limit and/or close open enrollment at Elementary and Middle level to reduce pressure on middle level facilities.
2. Strategic placement of 5<sup>th</sup> grade open enrolled students when they enter middle school, to the middle school where space exists.
3. Explore Administrative Boundary Assignment: placement of 100% of Greenwood attendance area to West Middle School instead of the current boundary which assigns a percentage going to Central.
4. Utilization of teaching stations may need to increase beyond 75% (adds 170 students capacity at 80%).
5. Continue to increase capacity at CMS by re-purposing space
6. May need to use some of CMS for temporary Kindergarten – will delay capacity increase until 2016/17.

Mid-Term Solution Options (2016/17)

1. Boundary adjustments to respond to the student pressure at Central and East Middle School.
2. Explore intra-district transfers to incentivize student placement where space exists.

Long Term Solution Options (Timeline TBD – available 2016/17)

1. Create additional capacity at Central M.S. by reclaiming additional space for Middle School operations from other district uses by relocation of those programs elsewhere (lease or build).
2. Create additional capacity at East and / or Central by relocating the ALC elsewhere.



**IDENTIFIED ISSUE: HIGH SCHOOL CAPACITY**

High School enrollment pressure results in crowded core facility conditions and potential capacity issues.

**Quantify Issues**

1. The current High School capacity is approximately 3,200 students.
2. On October 1, 2013 the High School was 73 students over that capacity
3. Crowded conditions exist at the cafeteria, hallway circulation points, and during auditorium usage.
4. Attrition throughout the year means roughly 50-75 students less by year-end.
5. Current planning is to increase High School capacity by 700 students for Fall 2016/17 (3,900 capacity)

**Future Trends**

Future High School enrollment projections indicate:

2013/14	3,273 Students (Oct. 1) =	73	Students over capacity	(Capacity 3,200)
2014/15	3,360-3,407 Students =	160-207	Students over capacity	(Capacity 3,200)
<b>2015/16</b>	<b>3,455-3,517 Students =</b>	<b>255-317</b>	<b>Students over capacity</b>	<b>(Capacity 3,200)</b>
2016/17	3,521-3,600 Students =	379-300	Students under capacity	(Capacity 3,900)
2017/18	3,522-3,631 Students =	378-269	Students under capacity	(Capacity 3,900)
2018/19	3,612-3,771 Students =	288-129	Students under capacity	(Capacity 3,900)
2019/20	3,688-3,895 Students =	212-5	Students under capacity	(Capacity 3,900)
2020/21	3,707-4,100 Students =	193 under to 200	Students over capacity	(Capacity 3,900)

Future projected need is additional capacity for 700 students to be available as soon as 2016/17 and potentially additional growth beyond 5 years.

**Short Term Solution Options (2014/15)**

1. Limit open enrollment at the high school level and middle level to ultimately reduce pressure on High School facility.

**Mid-Term Solution Options (2014/15)**

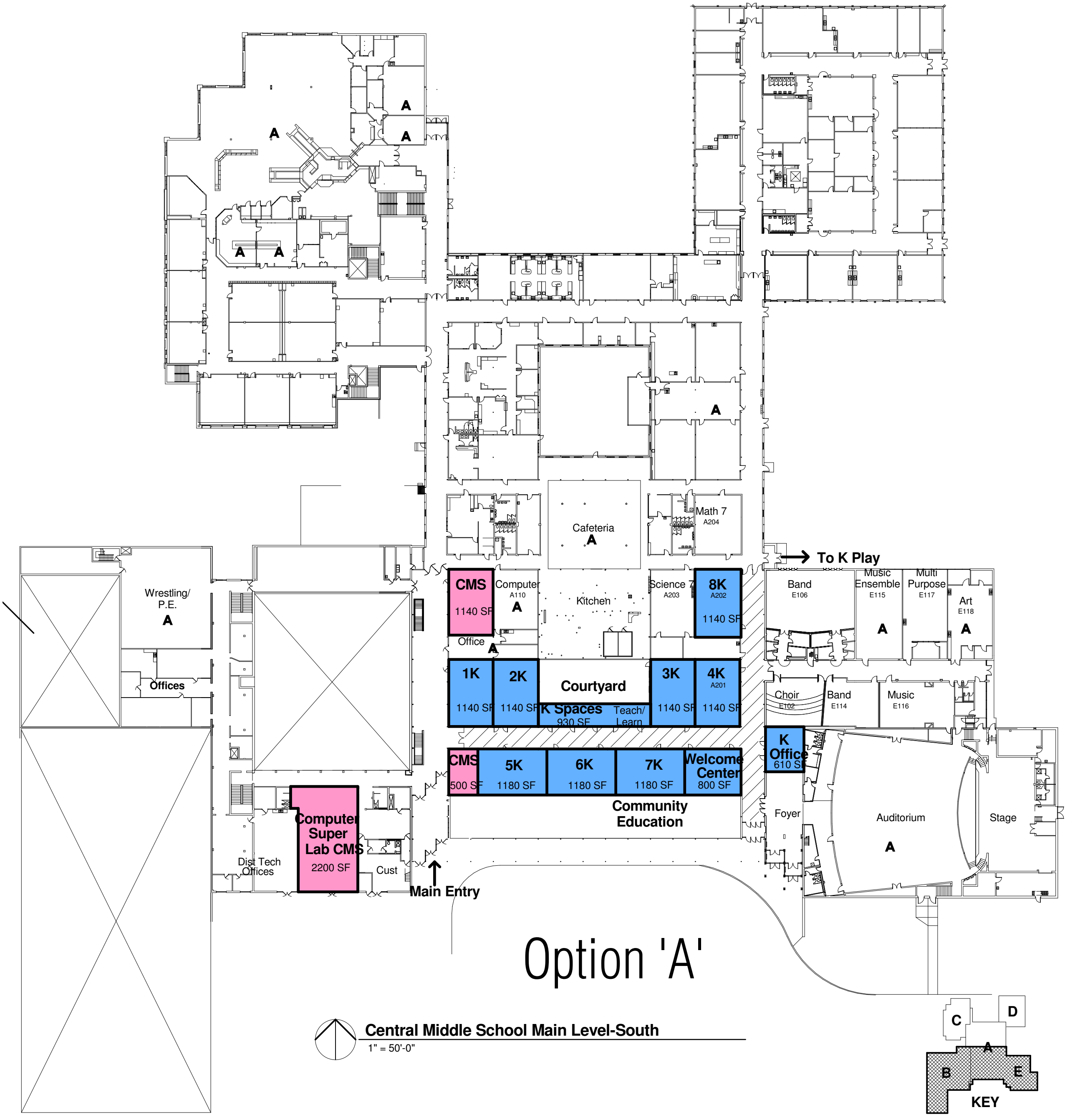
1. Explore / Pilot off-site / off campus programming to relieve pressure on current High School facility  
 Examples: Flexible scheduling (class schedule of 1-4 or 2-5)  
 On-line learning schedule  
 School to work / Industry partnerships  
 Post-secondary collaborations  
 Others

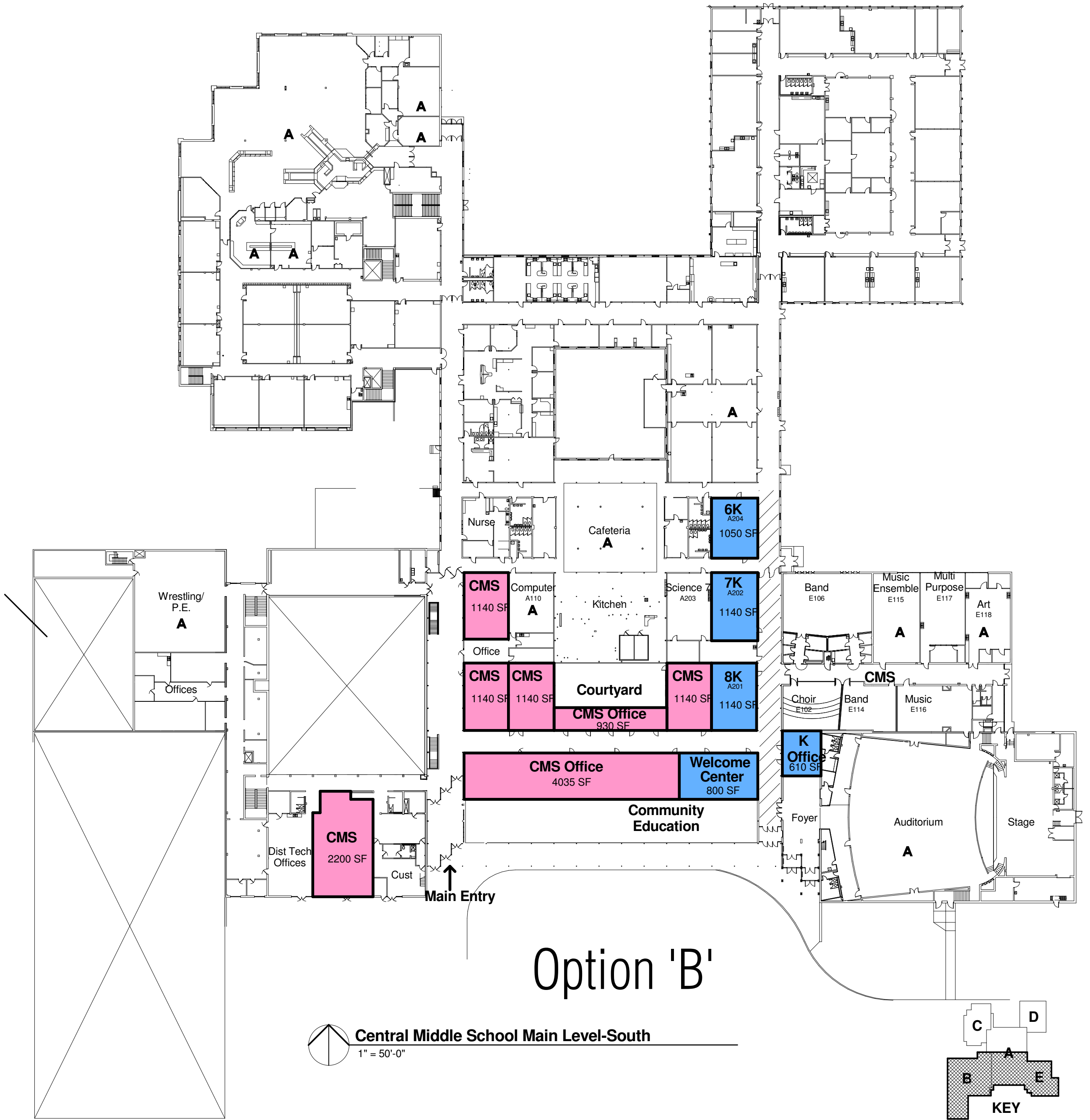
**Long Term Solution Options (2016/17)**

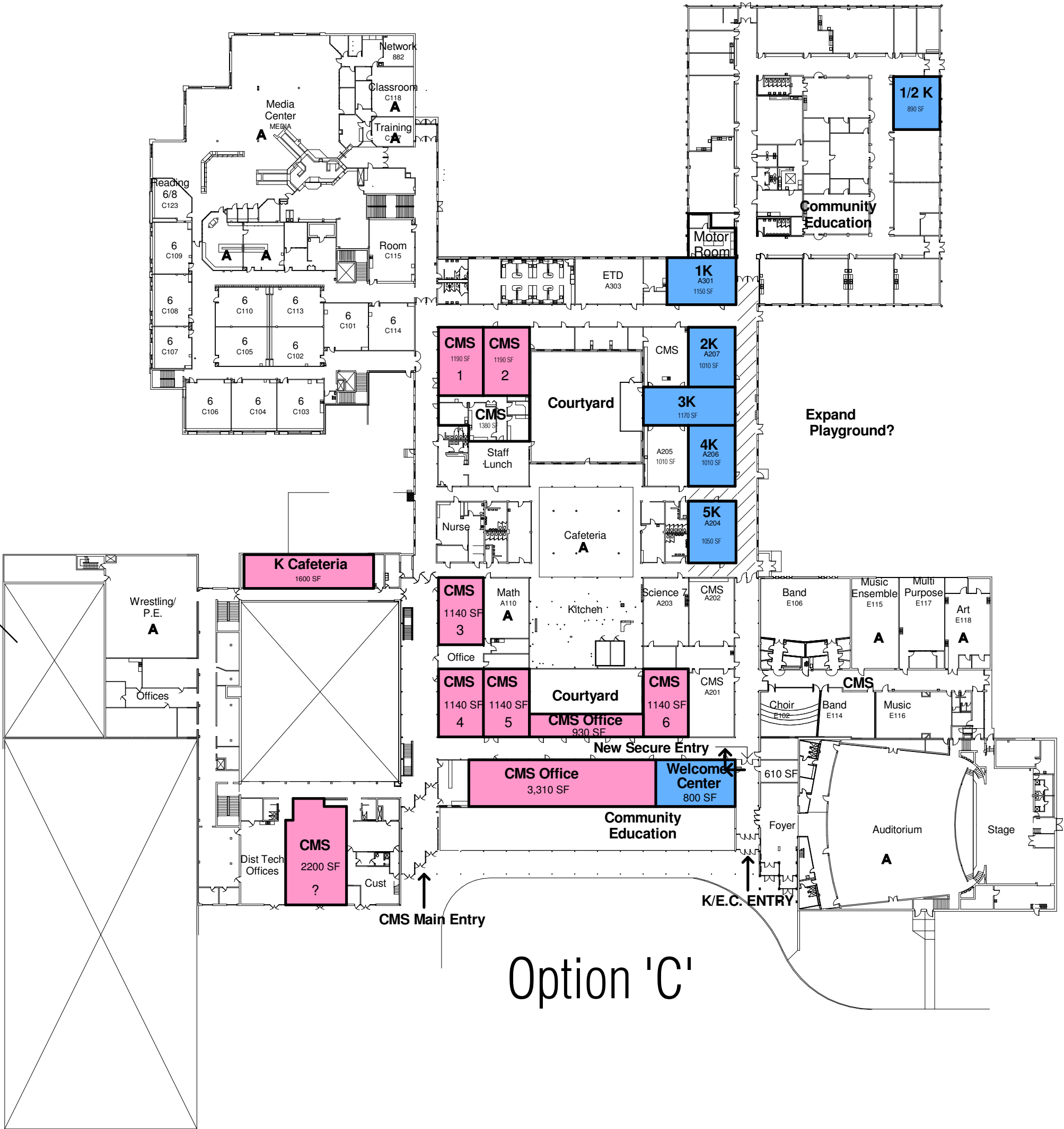
1. Address cafeteria capacity and circulation issues with a building addition to bring inadequate High School core facilities in line with existing classroom capacity. (Bond Election 2014?)
2. Address future capacity issue with a building addition to provide additional classroom space and other potential core issues such as physical education space, and/or... (Bond Election 2014?)

**Future Solution Options (2020/21)**

1. Implement off-site / off campus programming to relieve pressure on current High School facility  
 Examples: Senior Campus (1/2 day), Alternative High School (offsite), 9<sup>th</sup> grade center  
 Magnet High School (offsite), Flexible scheduling (class schedule of 1-4 or 2-5)  
 Significant on-line learning schedule, School to work / Industry partnerships  
 Post-secondary collaborations  
 Others
2. Additional Classroom Addition



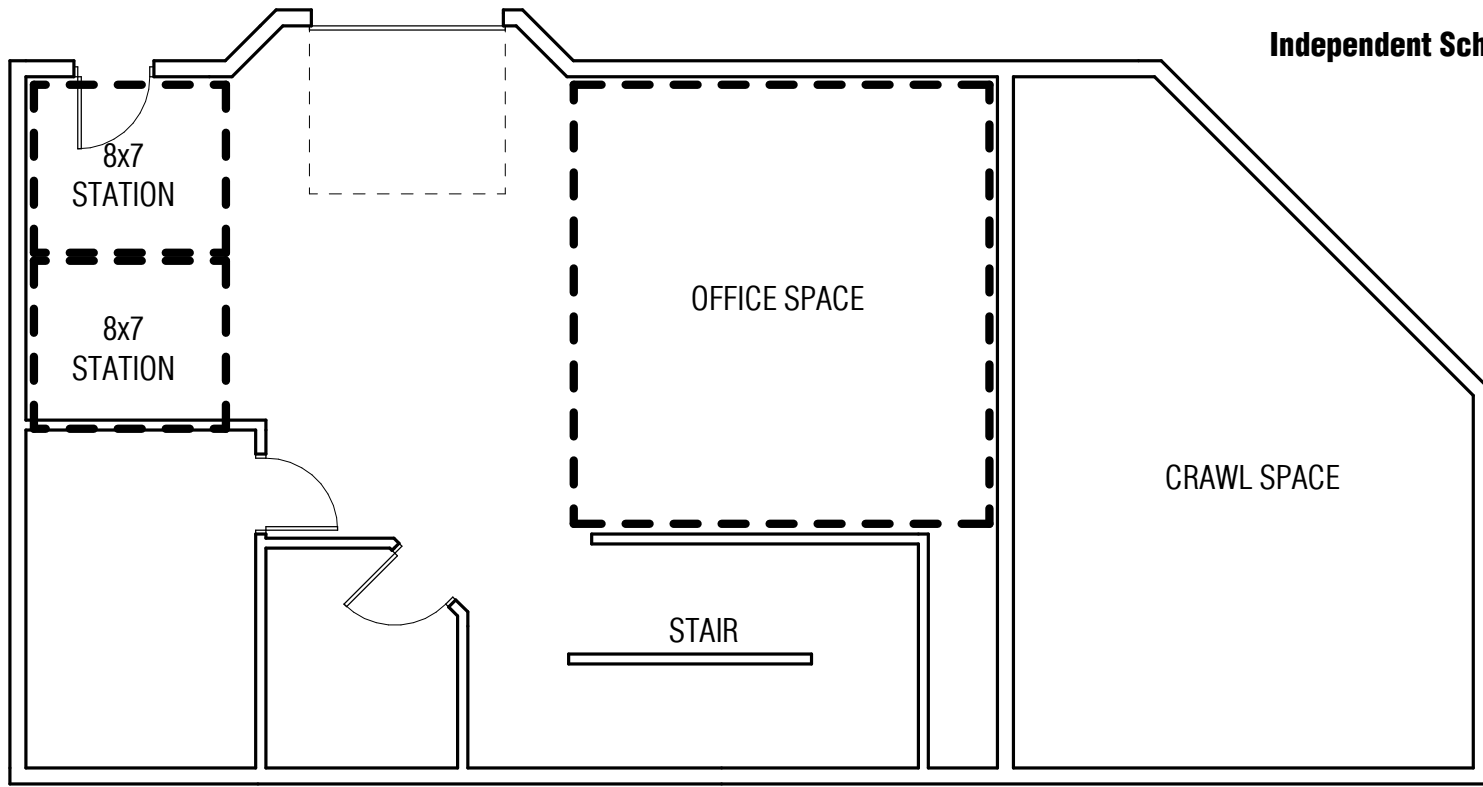






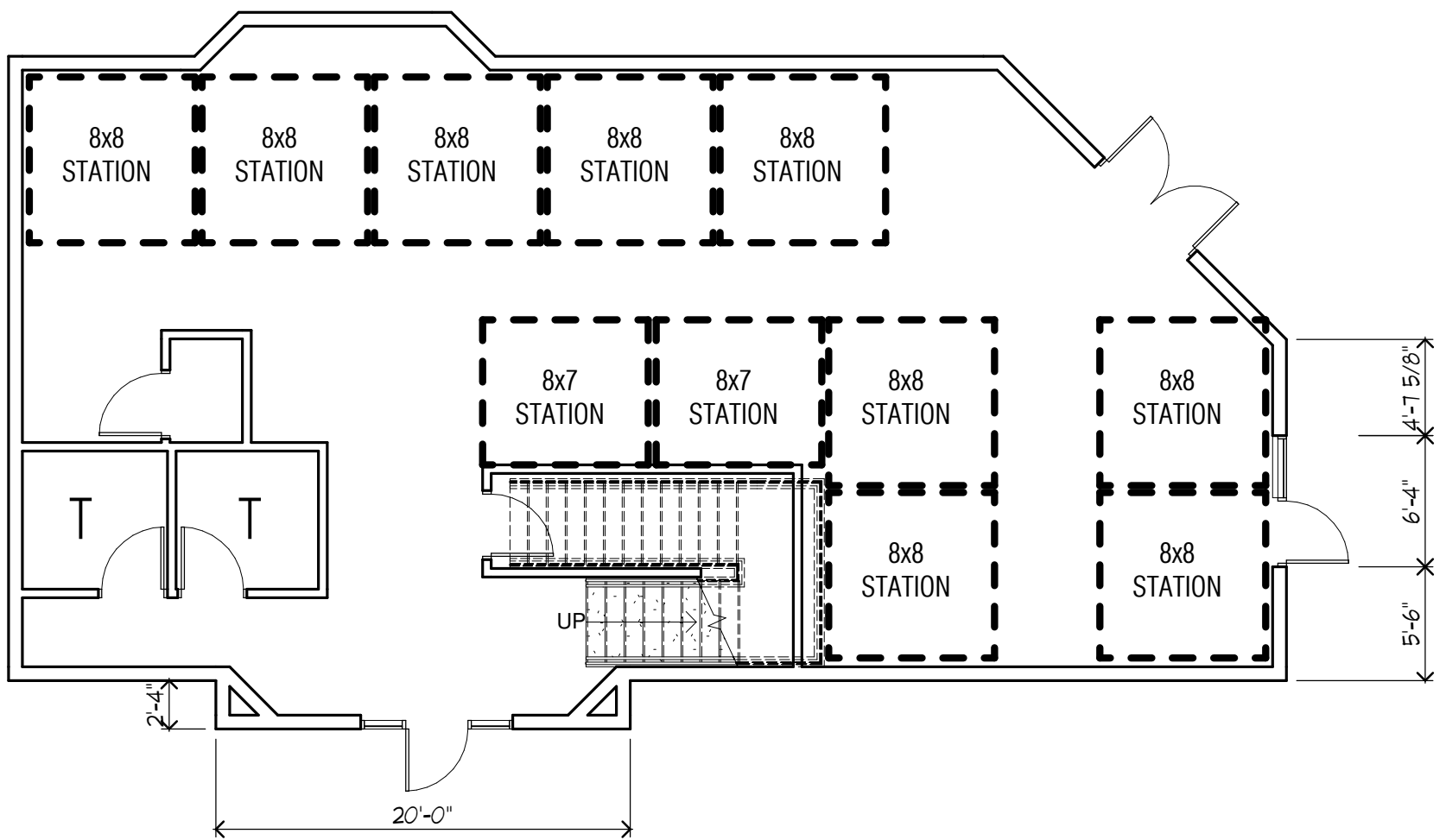
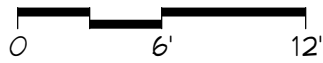
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1 ADMINISTRATION BUILDING: KINDERGARTEN ANALYSIS  
1" = 10'-0"



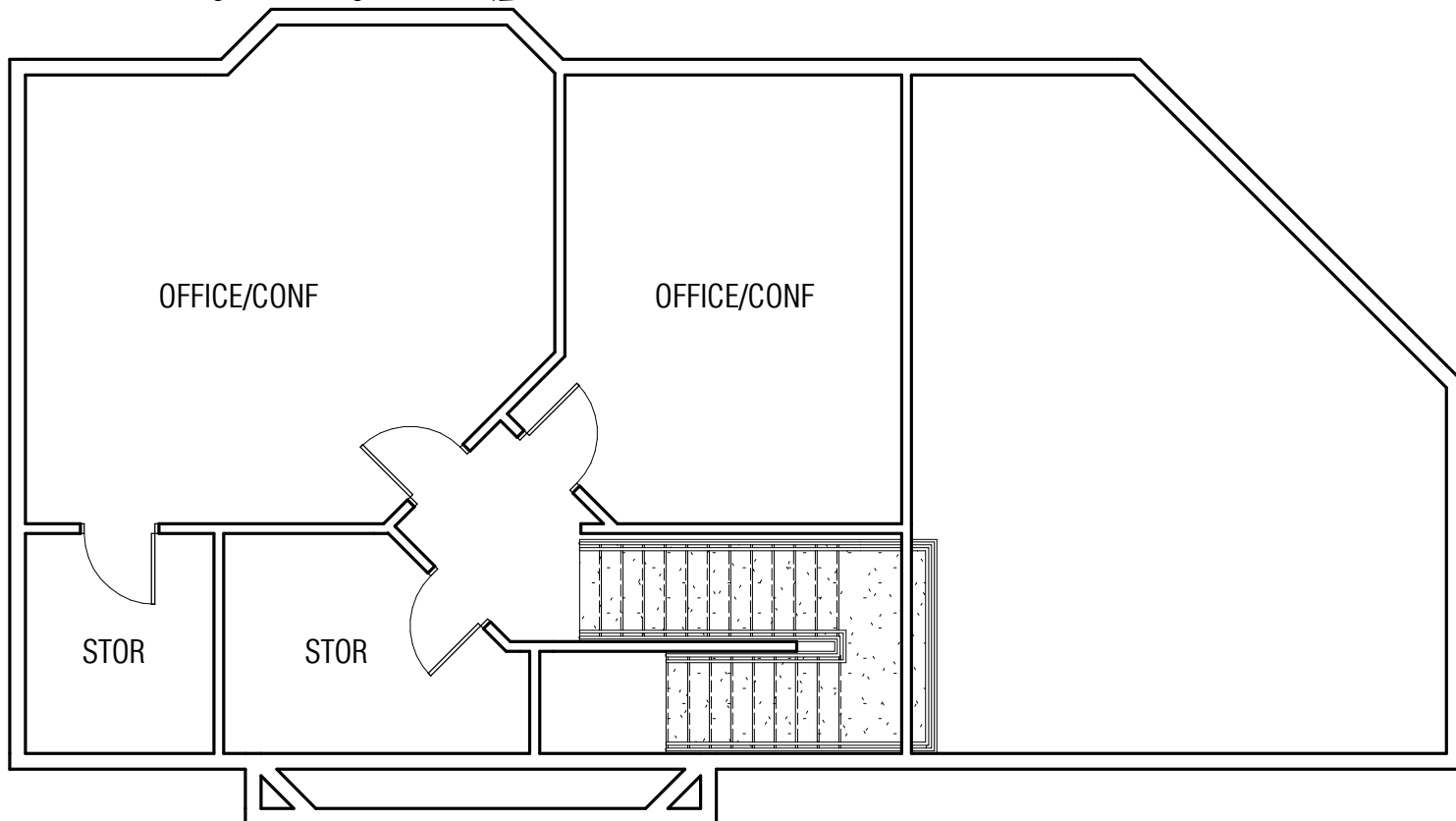
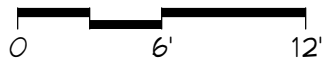
**1 LOWER LEVEL FLOOR PLAN**

1/8" = 1'-0"



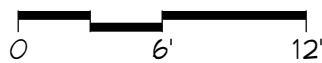
**2 MAIN LEVEL FLOOR PLAN**

1/8" = 1'-0"



**3 UPPER LEVEL FLOOR PLAN**

1/8" = 1'-0"



# Human Resources' Team

Helayne Bruntjen

Jodi Dilley

Annie Doughty

Joanne Fieldseth

David Muscoplat

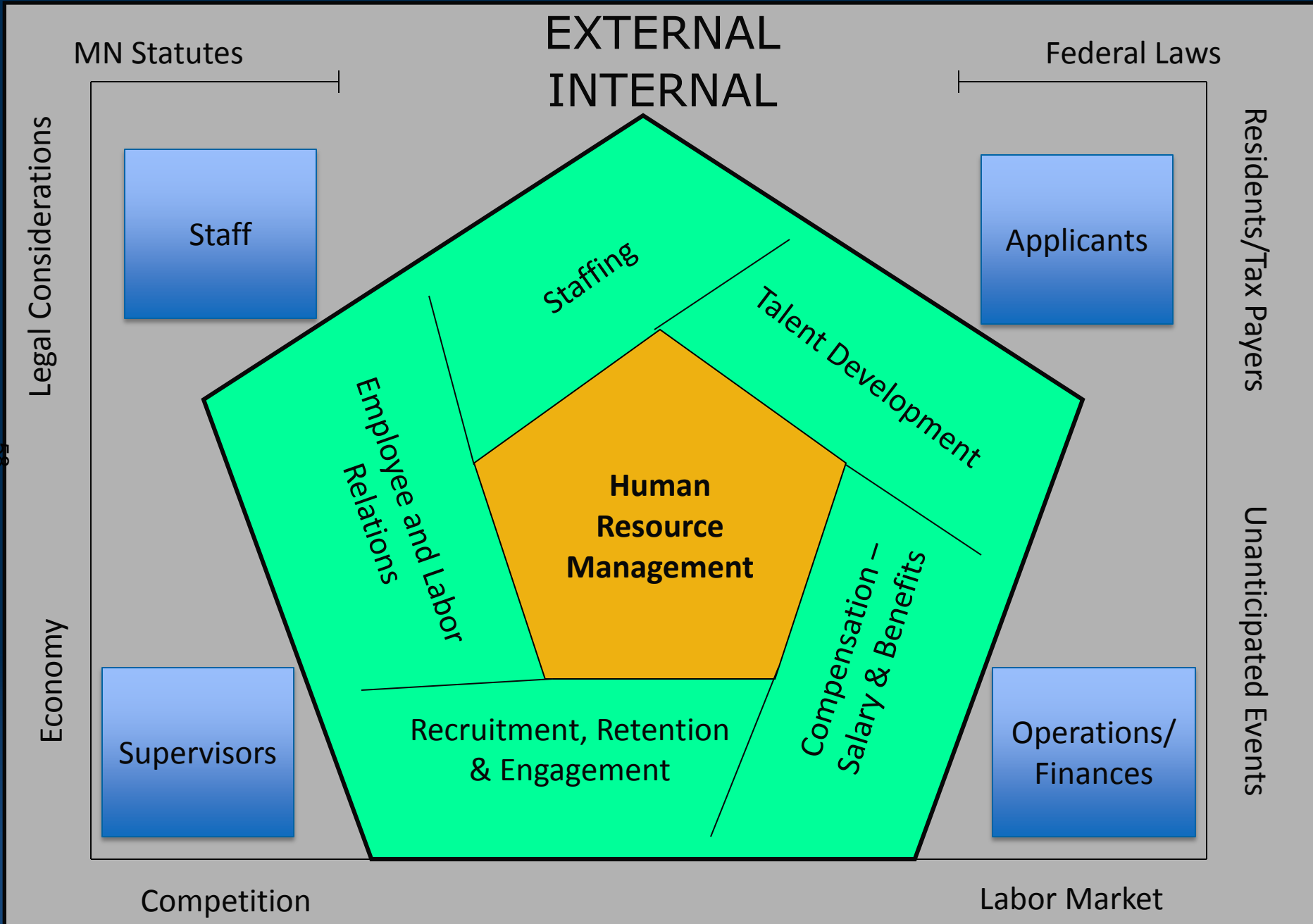
Leslie Myrin

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# Human Resource Management



EXTERNAL  
INTERNAL

MN Statutes

Federal Laws

Legal Considerations

Residents/Tax Payers

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Unanticipated Events

Economy

Staff

Applicants

Supervisors

Operations/  
Finances

Staffing

Talent Development

Employee and Labor  
Relations

Human  
Resource  
Management

Compensation –  
Salary & Benefits

Recruitment, Retention  
& Engagement

Competition

Labor Market



# HR Purpose

**Maximizing** organizational and individual **Potential** and positioning Wayzata Public Schools as an **Employer of Choice.**



**Excellence. For each and every student.**

## Overarching Goals

1. Continually Improve Individual & Organizational Effectiveness;
2. Anticipate and Meet the Changing Needs of our Workforce;
3. Champion Career and Professional Growth;
4. Create and Enhance Strategic Partnerships;
5. Value & Support a Diverse Workforce; and
6. Enhance Services through Technology.



**Excellence. For each and every student.**

# Standard Work:

- Workforce Allocations & Planning
- Recruitment, Selection and Retention
- Employee Orientation
- Labor Relations – including Negotiations
- Contract Administration
- Time-off – including Teacher & Para Substitutes
- Grievance Resolution
- Employee Engagement
- Pay Equity
- Benefits' Administration
- Performance Management
- HR Strategic Support to Sites/Departments



**Excellence. For each and every student.**



# Plan

(tool)

Action



Strategic Plans = The What

Action Plans = The How

64



**Excellence. For each and every student.**

# 2012-13 Action Plan Update

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Strategic  
Doing



## Action Planning – 2012-13

June 30, 2013

**Strategic Direction A: Increasing the high level of student achievement and college/career readiness without predictable gaps.**

**Priority/Goal: #1 Utilize social media and explore other collaborative technology to enhance recruitment opportunities.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Investigate how HR Depts. are utilizing social media and Contract AppliTrack to explore options.	David M.		Completed – HR Facebook & Linked-In Presence

**Priority/Goal: #2: Define the unique aspects of public service and work environment offered at WPS for marketing.**

2012-13	Review & update current brochures	David M.		Completed
2013-14	Review current postings and standardize formats, etc.	David M.		Work has begun – will use 2013-14 to finalize

**Priority/Goal: #3: Develop recruitment & selection plans with hiring managers.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2013-14	Review & enhance hiring process	Annie & David M.		Work has begun – will use 2013-14 to finalize
2012-13	Enhance AESOP support for buildings	David		Completed - Move to Standard Work - building staff report the service has risen exponentially.

**Priority/Goal: #4: Research and recommend equitable, consistent and competitive salaries.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Design & Complete Teacher Salary Survey	Jodi		Completed - Move to Standard Work

**Priority/Goal: #5: Year 2 –Develop strategies to increase employee engagement.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Provide ongoing consultation/PD regarding engagement	Annie		Ongoing – Move to Standard Work



## Action Planning – 2012-13

June 30, 2013

**Strategic Direction C: Supporting all staff in the increasing accountability for individual and collective performance.**

**Priority/Goal: #1: Develop professional development opportunities for non-licensed staff to increase potential.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Work with Lori Fildes to begin with Sped Paras.	Annie/Lori		Meet with Lori – Week of January 28 – <b>Move to 2013-14</b>
2012-13	Meet with Culinary Express	Annie		Partnered with Mary Anderson to design program for Supervisors – <b>Implemented Fall 2013 – Move to Standard Work</b>

**Priority/Goal: #2: Partnering with SLT members, develop differentiated professional development for managers, directors and principals to increase leadership capacity.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Design & deliver professional development opportunities for Leadership Council.	Annie/with SLT		<b>Implemented Plan for 2012-13. Move to Standard Work.</b>
2012-13	Investigate collaborative Emerging Leaders training	Annie & HR Directors		RFP's due May 30, 2013 – Implementation- <b>January 2014</b>

**Priority/Goal: #3: Revise the unaffiliated staff performance assessment to align with Strategic Goals.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Design Draft, Focus Groups, Finalize	Annie		<b>Level 1-4 Completed; Level 5-9 – 2013-14</b>

**Priority/Goal: #4: Design and implement processes and training for principals/supervisors to assist staff in improving performance.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Teacher Evaluation Process – per MN Statutes	Annie		<b>Move to 2013-14 – Teacher Evaluation Committee, etc.</b>
2012-13	Partner with Culinary & B & G Directors	Annie/Leslie		<b>Completed - - Move to Standard Work</b>
2012-13 & 2013-14	Work with Office & Para (2) Workgroups	Leslie/Annie		<b>Completed Core Competencies – 2012-13; New Evaluations - 2014-15</b>



## Action Planning – 2012-13

June 30, 2013

<b>Strategic Direction E: Implementing effective practices in governance, management and consultation.</b>				
<b>Priority/Goal: #1: Enhance non-licensed Labor Management Communications.</b>				
TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Re-energize our LMC with office/paras	Leslie	N/A	Met Monthly - <b>Completed – Move to Standard Work</b>
<b>Priority/Goal: #2: Enhance the Human Resource’s website &amp; communication tools to effectively meet the employees’ information needs.</b>				
TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Investigate with Communications ways to target HR communications.	JoAnne		Developed Monthly Communications “To Do” list with project leads to be incorporated into the weekly Staff Connections– <b>Completed – Move to Standard Work</b>
2012-14	Benefits: Research On-line Enrollments	JoAnne		Begin in 2012 for possible May 2014 roll-out
<b>Priority/Goal: #3: Enhance workforce planning tools.</b>				
TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-2013	Enhance Staffing Allocations spreadsheet.	Jodi	N/A	<b>Completed – Move to Standard Work</b>
<b>Priority/Goal: #4: Analyze turnover data.</b>				
TIME FRAME	WHAT/ACTIVITIES	PROJECT LEADER	COSTS/INPUT	Notes/Date Completed
2012-13	Make recommendations regarding Exit Interview process and data. Analyze data for trends.	Leslie/Jodi	N/A	<b>Completed – Move to Standard Work</b>

# 2012-13 Learning

1. Celebrate our successes!
2. Continue to review & refine each year.
3. Base HR staff individual goals on department goals.











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**So, How are We Doing?**

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Measures	Level 1 Positioned for: Decline 1.0 – 1.9	Level 2 Positioned for: Mediocrity 2.0 – 2.9	Level 3 Positioned for: Good 3.0 – 3.9	Level 4 Positioned for: Excellent 4.0 – 4.9	Level 5 Positioned for: Excellence 5.0
#1 Employee Engagement	Percentage of highly engaged or engaged employees is 50-59%.	Percentage of highly engaged or engaged employees is 60-69%.	Percentage of highly engaged or engaged employees is 70-79%.	Percentage of highly engaged or engaged employees is 80-89%. 	Percentage of highly engaged or engaged employees is 90 or higher.
#2 Work Performance Clarity And Feedback	Less than 65% of staff in each employee group report that they clearly understand their performance expectations and receive quality feedback on their performance.	65-74% of staff in each employee group report that they clearly understand their performance expectations and receive quality feedback on their performance.	75-84% of staff in each employee group report that they clearly understand their performance expectations and receive quality feedback on their performance. 	85-94% of staff in each employee group report that they clearly understand their performance expectations and receive quality feedback on their performance.	95% or more of staff in each employee group report that they clearly understand their performance expectations and receive quality feedback on their performance.
#3 Teacher Turnover / Certified Full-Time Equivalents (FTE)	After correction for enrollment changes, % of teacher FTE turnover exceeds 6%.	After correction for enrollment changes, % of teacher FTE turnover exceeds 5.5%.	After correction for enrollment changes, % of teacher FTE turnover does not exceed 5%.	After correction for enrollment changes, % of teacher FTE turnover does not exceed 4.5%. 	After correction for enrollment changes, % of teacher FTE turnover does not exceed 4%.
#4 Talent Development	Less than 65% of staff in all employee groups report that they are encouraged to pursue professional development opportunities.	65-74% of staff in all employee groups report that they are encouraged to pursue professional development opportunities.	75-84% of staff in all employee groups report that they are encouraged to pursue professional development opportunities. 	85-94% of staff in all employee groups report that they are encouraged to pursue professional development opportunities.	95% or more of staff in all employee groups report that they are encouraged to pursue professional development opportunities.
#5 Applicants	Ratio of Teacher Applicants compared to current Certified FTE of 1:5 or less (150-299/750)	Ratio of Teacher Applicants compared to current Certified FTE of: 2:5-300-449/750)	Ratio of Teacher Applicants compared to current Certified FTE of 3:5 (450-599/750)	Ratio of Teacher Applicants compared to current Certified FTE of 4:5 (600-674/750)	Ratio of Teacher Applicants compared to current Certified FTE of 4.5:5 (5-750/750) or more. 
#6 Employee Grievances	> 8 per hundred FTE grievance filed within any given employee group.	Six or 7 per hundred FTE grievance filed within any given employee group.	4 or 5 per hundred FTE grievance filed within any given employee group.	2 or 3 per hundred FTE grievance filed within any given employee group.	1 per hundred or fewer FTE grievance filed within any given employee group. 
#7 Contract Settle Dates	4+ Employee Groups have unsettled contract by Sept. 1.	3+ Employee Groups have unsettled contract by Sept. 1	2+ Employee Groups have unsettled contract by Sept. 1	1+ Employee Groups have unsettled contract by Sept. 1	All Employee Groups have settled contract by Sept. 1. 
#8 Benefit Premiums	Rate of combined average % increase for Medical, Dental, Life and LTD insurances are 15% or higher.	Rate of combined average % increase for Medical, Dental, Life and LTD insurances are 12-14%.	Rate of combined average % increase for Medical, Dental, Life and LTD insurances are 9-11%.	Rate of combined average % increase for Medical, Dental, Life and LTD insurances are 6-8%.	Rate of combined average % increase for Medical, Dental, Life and LTD insurances are 5% or lower. 



# 2013-14 Action Plan

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## 2013-14 Action Planning – Working Copy

October 23, 2013

Maximizing organizational and individual potential and positioning Wayzata Public Schools as an employer of choice.

**Strategic Direction A: Increasing the high level of student achievement and college/career readiness without predictable gaps.**

**Strategic Goal 1: Review and design a hiring/retention/engagement process based on best practices that increases our ability to recruit and retain excellent employees.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEAD	COSTS/INPUTS	Notes/Date Completed
2013-14	Review & Design Hiring Protocols, Processes Based on Best Practices	David Muscoplat		
2013-14	Design Salary Survey – Custodians, Food Service, Office & Paraprofessionals	Leslie Myrin		

**Strategic Direction C: Supporting all staff in the increasing accountability for individual and collective performance.**

**Strategic Goal 2: Develop professional development opportunities for staff to increase potential.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEAD	COSTS/INPUTS	Notes/Date Completed
2013-14	Develop professional development opportunities for non-licensed staff to increase potential.	Annie Doughty		
2013-14	Design PD Opportunities-Admin. Office to increase potential.	Joanne Fieldseth		
2012-14	Emerging Leaders Professional Development	Annie & '5 West Metro HR Directors		Implementation Goal - January 2014
2013-14	In conjunction with committee, design Teacher Evaluation Process that meets the requirements of MDE & enhances individual effectiveness & potential.	Annie Doughty		



## 2013-14 Action Planning – Working Copy

October 23, 2013

Maximizing organizational and individual potential and positioning Wayzata Public Schools as an employer of choice.

**Strategic Direction E: Implementing effective practices in governance, management and consultation.**

**Strategic Goal 3: Continuously improve on current practices, new mandates and forecasted needs.**

TIME FRAME	WHAT/ACTIVITIES	PROJECT LEAD	COSTS/INPUTS	Notes/Date Completed
2013-14	Implement with fidelity the Affordable Health Care Act	Leslie M./Joanne F.		
2012-14	Benefits: Research On-line Enrollments	JoAnne Fieldseth		
2013-14	Investigate "Paperless Personnel Files"	Jodi Dilley		

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# Project Planning

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## Project Planning

**Project:** Hiring Protocols  
**Date:** 10/30/13

Task	Owner	Status	Priority	Budget	Due Date	Input - Others	Notes
Schedule Hiring for Attitude viewings	David						
Organize HFA Committee	David						
Develop Separate Project Plan for a HFA committee	David						
Develop Standard Interview Template/format	David						Combination of HFA questions and standard content and pedagogy questions. Ideally one format for everyone where questions can be interchanged. A short (speed Interviews) version and a longer (full-Interview version)
Identify district wide attitude characteristics for application questions	David						
Identify best way to evaluate/Track success of hires	David						
Weighing overall Teacher Prep?							In addition to evaluating Attitude, how do we ensure overall "readiness to teach" 3 Part Interview to include Attitude, Content, Pedagogy?

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## Project Planning

**Project:** Recruiting-Teachers

**Date:** 10/31/13

Task	Owner	Status	Priority	Budget	Due Date	Input - Others	Notes/Purpose
Identify College's to recruit from	David		high				In Progress-Scheduled to meet with St. Thomas. Talking to UMD re: On-Campus Job fair ; Attending U of Northern Iowa Recruitment Fair
Build list of contacts and recruiting schedule	David						2 Campus Visits per month-Develop Cycle. Have something to offer such as job search advice etc.
Sit in on Teacher Observations	David						Gain further knowledge of what to look for while recruiting
Develop plan/schedule in interview candidates to build pipeline	David						Start pipelining candidates in February/March? Or earlier?
Get Booths for Job Fair	David						
Develop Strategy to attract/interview experienced teachers to pipeline throughout the year	David						
Get Involved in "community"	David						What on-line, or physical groups should I join to stay abreast with changes effecting industry?

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# What Are Your Questions?

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# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - December 9, 2013 - 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 or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
  - A. Approval of Minutes
    1. Regular Meeting - November 12, 2013
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION - Kimberly Lane Elementary School
4. RECOGNITIONS
  - A. December Employee of the Month -
  - B. Wayzata Public Schools Retirees - 2013 - 2014
  - C. Board Service Recognition - Susan Hayes Droege Mueller, Susan Gaither, and John Moroz
5. REPORTS FROM ORGANIZATIONS  
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
  - A. Student Council -
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. Board Policies and Regulations - First Reading
      - a. Board Policy and Regulations 603 and 603-R - "Instructional Goals"
      - b. Board Policy 604 - "Development of Parental Involvement Policy For Title I Programs"
      - c. Board Policy 606 - "
      - d. Board Policy 607 - "School Calendar"
      - e. Board Policy 608 - Programs For Gifted Students"
      - f. Board Policy 610 - "Family Life Education"
      - g. Board Policy 611 - "Home Base (Child Care) Program"
      - h. Board Policy and Regulations 616 and 616-R - "Summer School"
      - i. Board Policy 617 - "School Volunteers"
      - j. Board Policy and Regulations 619 and 619-R - "Educational Surveys and Research/Effective Schools Research Policy"
      - k. Board Policy and Regulations 620 and 620-R - "Student Activities/Athletic Fees"
      - l. Board Policy and Regulations 621 and 621-R - "Interscholastic Athletics"
      - m. Board Policy 622 - "Student Organizations"
      - n. Board Policy and Regulations 624 and 624-R - "Student Progress Reports to Parents"
      - o. Board Policy and Regulations 625 and 625-R - "Credit For Learning"
      - p. Board Policy 626 - "Nonpublic Student Participation"
      - q. Board Policy and Regulations 627 and 627-R - "Instruction Concerning Controversial Topics"
      - r. Board Policy and Regulations 628 and 628-R - "Copyright Laws"
      - s. Board Policy and Regulations 629 and 629-R - "Alternative Instruction"
    - B. Teaching and Learning

C. Finance and Business Services

1. Monthly Financial Reports
2. Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2013
3. Truth in Taxation Presentation
4. Certification of 2013 Payable 2014 Tax Levy

D. Human Resource Services

7. OTHER BOARD ACTION

- A. Appointment of Intermediate 287 District Representative - January 1, 2014 - December 31, 2016

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. ADJOURN

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

**BOARD OF EDUCATION**

**Work Session – November 25, 2013**

**AGENDA ITEM: 8. ADJOURN**

**COMMENTS BY: Board Chair Droegemueller**

If there is no additional business before the School Board, the Chair will call for a motion to adjourn the meeting.

Motion by: \_\_\_\_\_ Yes \_\_\_\_\_ Passed \_\_\_\_\_

Second by: \_\_\_\_\_ No \_\_\_\_\_ Failed \_\_\_\_\_

Abstentions \_\_\_\_\_