

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## BOARD OF EDUCATION

Work Session Meeting - December 15, 2014 - 4:05 PM  
District Administration Building, 210 County Road 101 Plymouth, MN

### AGENDA

1. CALL TO ORDER/ROLL CALL
2. ADMINISTRATIVE
3. TEACHING AND LEARNING 3
  - A. Draft Concept: Administration of ACT test in April 2015 *J. Johnson* 4
4. HUMAN RESOURCES
5. FINANCIAL *J. Westrum* 8
  - A. Budget Calendar 2015-2016 9
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6. BOARD REPORTS 18
  - A. Board Compensation Discussion
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  - A. Policy 605 Discussion *C. Anderson 10 minutes* 20
  - B. Policy 607 Discussion *C. Anderson 10 minutes* 26
8. LAC *A. Fetrow* 28
9. ADJOURN

# **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.



**12.15.14 Work Session  
District Administration Building**

# **TEACHING AND LEARNING**

Draft Concept: Administration of ACT test in April 2015

**DATE:** December 15, 2014  
**TO:** School Board  
**FROM:** Jill Johnson, Executive Director of Teaching and Learning  
**RE:** Update on WHS Plan to Administer Grade 11 ACT

On April 28, all 11<sup>th</sup> grade public school students in Minnesota will be taking the ACT assessment. The purpose of this memo is to highlight the requirements for giving the ACT, the challenges we face to administer the test, and two possible options for operating school on the test day.

This memo includes background information about college and career readiness, WHS Leadership team membership, testing requirements and challenges, school day options for April 28, ACT test prep plan, and options our neighboring schools are considering for test administration.

### **Background Information:**

In May 2013 the state legislature revised the Minnesota student assessment requirements to include a stronger focus on college and career readiness. To meet the new college and career readiness expectation, starting with the 2014–2015 school year all students in 11<sup>th</sup> grade are required to take the ACT Plus Writing assessment during a statewide administration scheduled for April 28.

To meet the above requirement, an ACT Leadership Team was established. The charge of the team was to understand the testing requirements, the implications of having to administer the assessment to all 11<sup>th</sup> grade students at the same time, on the same day, and to design a test administration plan for WHS.

### **WHS ACT Leadership Team:**

- Amy Janecek (10<sup>th</sup> grade AP)
- Sue Iverson (testing coordinator)
- Mark Elias (counselor)
- Jen Landy (counselor)
- Mandy Randall (counselor)
- Stacey Lackner (District Assessment Director)
- Outside consultation provide Wade Phillips, Director of Technology and Lori Fildes, Director of Special Services

### **Test Administration Requirements and Challenges:**

Creating the most appropriate testing environment is important because MDE has identified the ACT as *the* assessment tool to measure if students are college and career ready. Therefore, to meet this expectation, it is essential that we created an optimal testing environment for our students.

**When administering the ACT exam:**

- Students must be provided with an uninterrupted period of 4+ hours to complete the test.
- All audible signals (bells between blocks) must be turned off and no announcements may be made on the public address system.
- Students must be seated at least 3 feet apart from each other and they must all face the same direction.
- If rooms have multi-level seating (e.g. forum room, computer labs) then students must be seated more than 3 feet apart.
- Testing area must be secured and restricted to only students who are testing and staff members who are serving as proctors.

To meet the security requirement and to properly test 800+ students, the 3<sup>rd</sup> and 4<sup>th</sup> floors of WHS would need to be secured and off limits to any students except those testing. Any 9<sup>th</sup>, 10<sup>th</sup> or 12<sup>th</sup> grade classes would need to be moved either the 1<sup>st</sup> or 2<sup>nd</sup> floor.

To meet the 25:1 ratio, not including staff needed for accommodated/special ed. testing, 32 staff members would be needed for the 4+ hour period. Currently, there are not 32 staff members who teach only juniors. Therefore, we would need to hire subs to cover the class periods the proctors would be missing, or we would need to hire proctors to administer the ACT test. In addition, 10 - 12 staff members would be needed to administer the exams for students needing accommodations (e.g. 1 on 1 testing, small group testing, etc.).

Between sections 2 and 3 of the test, we are required to allow a 15 minute break. The 800 juniors would have to stay on the two floors designated for testing, they would only be allowed to use the restrooms available on the two floors, and they may not access any type of electronic/communication device. It would take many staff members to assure this break runs smoothly without breaching security. Teachers would not be allowed to leave their testing rooms with the test materials unattended so it would mean bringing in additional staff during this 15 minute period. In addition, we would need to have security at every access point onto the testing floors to make sure no one enters or leaves the testing area.

**INSTRUCTIONAL DAY OPTIONS:**

Grade	Option 1	Option 2
9 <sup>th</sup> grade	Virtual Day	College Readiness activities (TBD)
10 <sup>th</sup> grade	Virtual Day	Practice ACT
<b>11<sup>th</sup> grade</b>	<b>ACT plus Writing</b>	<b>ACT plus Writing</b>
12 <sup>th</sup> grade	Virtual Day	No School (extra days available) or a virtual day for seniors only

- Early release at 1:00 which would cost the district \$2500 for Gen Ed transportation and \$125 for SPED
- Before School/After School Activities – TBD

**LAKE CONFERENCE SCHOOLS - PLAN**

**Edina** - Educational day

- 9<sup>th</sup> grade – no 9<sup>th</sup> graders at Edina High School
- 10<sup>th</sup> graders – yet to be decided
- 11<sup>th</sup> grade - ACT
- 12<sup>th</sup> grade – use this as an educational day opening up access to Moodle – virtual day including some relevant real life activity

**Hopkins** - Juniors only – no school for other grades. A concern is ensuring equitable access to technology for all students if they don't cancel school and require Moodle work.

**Minnetonka** - Juniors only - Recommendation is to have only juniors on site testing with a virtual day for the rest of the students.

**Eden Prairie** - Juniors only - Possibly considering a virtual day for other students

**ACT PREP**

- **Minnetonka** - 1 hour sessions before school in each area – following Mounds View plan
- **Hopkins** will do a practice ACT for juniors
  - Hopkins will do a practice ACT and will do Princeton Review on the PLAN day – there is a cost. Princeton Review will come back to review the test (counselors coordinated this work). Monitors will show the directions through a TV video
- Schools do a college fair
- Practice ACT in Communications and Practice ACT in Math
- **Hopkins** did a prep session for reading and math in a 2.5 hours late start (just for seniors) for MCA

### **WHS Current Plan for ACT test prep**

Letter going out week of Nov 15<sup>th</sup> about ACT test prep options

- Offer a Saturday practice test session – students would complete the test under ACT requirement
- 6 weeks prior to ACT test, 6 one hour sessions on strand areas (Science, Math, Reading, English, writing, test preparation) after school taught by current licensed staff – cost \$4,000 - \$6,000 (staff time, materials, food for students)
  - Identified students in the 18-22 range will be strongly encourage to come but this will be open for all students

#### **Vetting outside consultants at this time:**

- Pearson
- Cambridge
- ACT test prep materials and resources (test prep materials could be ordered but no official test preparation program)
- John Baylor Test Prep (initial quote was \$45,000 with no evidence of success)
- Sophia.org – free online videos in all strand areas for test prep support
- Zapps

### **ADDITIONAL QUESTIONS**

**Do we know for sure that we would receive state aid for a virtual day? Have we confirmed this with anyone at MDE?**

- At this point, we would receive funding for only 1th grade students. To receive full funding, the school must be designated as an Online Learning Provider.

**Do we know what will be the impact on special education services? Can we run a virtual day and be in compliance with IEP's?**

- In meeting with Lori Fildes, Lori Thomas, Mike and Scott and Sue Iverson, we discussed this question. Lori Fildes is not concerned about IEP compliance; however there was discussion around equity and access for our SPED students. It was decided that we would use MTAS as a cutoff and provide a typical school day for that population. There was no concern about staffing and space. In lieu of offering up an alternative day, we will accommodate parent requests on an as needed bases.



**12.15.14 Work Session  
District Administration Building**

# **FINANCE AND BUSINESS**

Budget Calendar 2015-2016

Mid-year Budget Adjustment 2014-2015

**INDEPENDENT SCHOOL DISTRICT 284  
WAYZATA, MINNESOTA**

**BUDGET AND STAFFING PREPARATION CALENDAR  
2015-2016**

School Board Approves Payable 2015 Levy	December 8, 2014
Board work session -- Discuss Revised Budget for 2014-2015	December 15, 2014
Board work session—Discuss Budget and Staffing Preparation Calendar	December 15, 2014
Board action on mid-year budget adjustments	January 12, 2015
Open enrollment application deadline	January 15, 2015
Capital committee allocation recommendations to Strategic Leadership Team	February 1, 2015
Principals and Administrators submit proposed budget changes to Business Office	February 1, 2015
Employee notification required for leave request, retirement, resignation	February 1, 2015
Board action on 2015- 16 leave requests and retirements	February 9, 2015
HR sends 2015-16 Employee Status Summary (includes leaves, return-from-leaves and retirees) to sites	February 13, 2015
Preliminary enrollment projections by school distributed	February 17, 2015
Staffing allocations completed and sent to sites with the Budget materials	February 17, 2015
Update CFAC on Budget Status	February 17, 2015
Leadership Council reviews proposed allocations and budget changes	February 18, 2015
Principals inform HR of the possibility of any continuing contract staff positions being discontinued	February 19, 2014
Board Work Session—review preliminary revenues/expenditures and proposed changes	February 23, 2015
Strategic Leadership Team discussions on preliminary staffing ratios and supplies allocations	February 24, 2015
Economic Forecast released (this is used to determine state budget)	March 1, 2015
Budget materials sent to buildings	March 2, 2015
Budget materials submitted to supervisors for review (Elementary, Middle Schools, all other)	March 6, 2015
Board action on resolution discontinuing individual contracts for continuing contract staff	March 9, 2015
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 20, 2015
Budget materials submitted to Business Office (Elementary , Middle Schools, all other (High School)	March 20, 2015 March 27, 2015
All salary and benefit information submitted to Business Office	March 27, 2015
All budget information entered into Finance System	April 3, 2015
Draft of Proposed 2015-2016 Preliminary Budget to Superintendent's Office	April 10, 2015
Board Work Session – Review Proposed 2015-2016 Preliminary Budget	April 27, 2015
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 are required.	May 1, 2015
Board action to non-renew a probationary contract	May 11, 2015
Formal notice of non-renewal of probationary contract to teacher(s) (principal/supervisor hand delivers)	May 13, 2015
Regular Board Meeting – Approve Preliminary Budget for 2015-2016	June 8, 2015
Final Board meeting for action to discontinue probationary teacher's contracts	June 8, 2015

	<u>REF</u>	<u>GENERAL</u>
<b><u>REVENUE</u></b>		
FY 15 Skyward BOE approved preliminary budget	\$	126,157,382
Federal Program revisions--Fed Sp Ed [FIN 419]		
Federal Program revisions--Title II [FIN 414]		
Federal Program revisions--Coord Early Interv [FIN 429]		
Federal Program revisions--Title I [FIN 401]		
Federal Program revisions--Title III [FIN 417]		
Federal Program revisions--birth - 2 [FIN 422]		
Federal Program revisions--[FIN 420]		
Federal Program revisions--[FIN 425]		
Federal Program revisions--[FIN 442]		
Drug Free communities Fin 599		
Enrollment funding changes		
Perkins 428		
Perkins 475		
Alternative Delivery of Individualized Specialized Services (pr 422)		
MA Third Party Billing (SRC 071/072)	\$	100,000
Small grants from Ed Fnt and etc.		
Spec Ed revenue	\$	(1,114,230)
SUB-TOTAL--February changes, including prelim budget revisions	\$	(1,014,230)
REVISED REVENUE	\$	<u>125,143,152</u>

<b><u>EXPENDITURES</u></b>		
FY 14 Skyward BOE approved preliminary budget	\$	125,939,139
ASDSIS	\$	(21,313)
Chem health	\$	1,000
CREW	\$	3,000
elections		
salaries and benefits		
FY14 Carryover--Middle & HS pop accounts	\$	11,295
FY14 Carryover--Middle school ELC/Wolfridge	\$	5,995
FY14 Carryover--Site compensatory funds	\$	226,248
FY14 Carryover--Site & field trip funds	\$	662,109
FY14 Carryover--Gala [CRS 230]	\$	42,266
FY14 Carryover--Video Dupl [CRS 244]	\$	10,388
FY14 Carryover--Jackson Grant [CRS 246]	\$	8,857
FY14 Carryover--YSR [CRS220]	\$	26,853
FY14 Carryover--Music Boosters[CRS 120]	\$	8,780

FY14 Carryover--Ed Foundation Grant [CRS 257]	\$	8,629
FY14 Carryover--Q-Comp site pool [FIN 335]	\$	162,717
Federal Program revisions--Title I [FIN 401]		
Federal Program revisions--Title II [FIN 414]		
Federal Program revisions--Title III [FIN 417]		
Federal Program revisions--Fed Sp Ed [FIN 419]		
Federal Program revisions--Presch-Sp Ed [FIN 420]		
Federal Program revisions--Birth to 2 [FIN 422]		
Federal Program revisions--Birth to 2 [FIN 442]		
Federal Program revisions--Coord Early Interv [FIN 429]		
Federal Program revisions--Perkins [FIN 428]		
Federal Program revisions--Perkins 475		
Federal Program revisions--425		
Integration shortfalls	\$	63,000
Oct 1, 2014 enroll adjustments (sites)	\$	(18,272)
Staff Development Carryover	\$	578,651
Levy for phy ed activities	\$	32,000
Staff Development Carryover adj for Oct 1 enrollment 306	\$	-
Drug free communities fin 599		
Small grants from Ed Fnt and etc.		
Spousal surcharge or carve out medical insurance	\$	151,800
Debt Refunding		
SUB-TOTAL--February changes, including prelim budget revisions	\$	<u>1,964,003</u>
REVISED EXPENDITURES		<u><u>\$ 127,903,142</u></u>
DIFFERENCE--Revenue over (under) expense	\$	<u><u>(2,759,990)</u></u>

WAYZATA PUBLIC SCHOOLS  
 IL YEAR 2014 - 2015 BUDGET ADJUSTMENTS

05 <b>ADA &amp; HEALTH &amp; SAFETY</b>	08 <b>Federal</b>	<b>COMBINED GENERAL FUND</b>	02 <b>FOOD SVC</b>	04 <b>COMM SVC</b>	06 <b>CONST</b>	07 <b>DEBT</b>
\$ 1,162,406	\$ 2,964,657	\$ 130,284,445	\$ 5,473,511	\$ 7,630,203	\$ 6,890,968	\$ 10,026,175
	\$ 118,637	\$ 118,637				
	\$ (7,134)	\$ (7,134)				
	\$ (189,747)	\$ (189,747)				
	\$ 100,000	\$ 100,000				
		\$ -				
	\$ (5,000)	\$ (5,000)				
	\$ (1,000)	\$ (1,000)				
	\$ 255,000	\$ 255,000				
	\$ 7,109	\$ 7,109				
	\$ 74,150	\$ 74,150				
		\$ -				
		\$ -				
		\$ -				
		\$ -				
		\$ 100,000				
		\$ -				
						\$ 11,058,193
	\$ -	\$ (1,114,230)				
\$ -	\$ 352,015	\$ (662,215)	\$ -	\$ -	\$ -	\$ 11,058,193
\$ 1,162,406	\$ 3,316,672	\$ 129,622,230	\$ 5,473,511	\$ 7,630,203	\$ 6,890,968	\$ 21,084,368
		\$ 129,622,230				

\$ 933,000	\$ 2,964,657	\$ 129,836,796	\$ 5,613,933	\$ 7,241,560	\$ 24,017,605	\$ 12,807,065
	\$ -	\$ -				
		\$ (21,313)				
		\$ 1,000				
		\$ 3,000				
		\$ -				
		\$ -				
		\$ 11,295				
		\$ 5,995				
		\$ 226,248				
		\$ 662,109				
		\$ 42,266				
		\$ 10,388				
		\$ 8,857				
		\$ 26,853				
		\$ 8,780				

		\$	8,629						
		\$	162,717						
\$	100,000	\$	100,000						
\$	(7,134)	\$	(7,134)						
		\$	-						
\$	118,637	\$	118,637						
\$	(1,000)	\$	(1,000)						
\$	(5,000)	\$	(5,000)						
\$	7,109								
\$	(189,747)	\$	(189,747)						
		\$	-						
		\$	-						
\$	255,000								
		\$	(18,272)						
		\$	578,651						
		\$	-						
\$	74,150	\$	74,150						
		\$	-						
		\$	151,800						
		\$	-						\$ 11,058,193
\$	-	\$	352,015	\$	1,958,909	\$	-	\$	-
\$	933,000	\$	3,316,672	\$	131,795,705	\$	5,613,933	\$	7,241,560
\$		\$	24,017,605	\$		\$	23,865,258	\$	

\$ 229,406 \$ = \$ (2,173,475) \$ (140,422) \$ 388,643 \$ (17,126,637) \$ (2,780,890)

<u>opeb</u>	<u>TOTAL</u>
\$ 1,526,204	\$ 161,831,506
	\$ 118,637
	\$ (7,134)
	\$ (189,747)
	\$ 100,000
	\$ -
	\$ (5,000)
	\$ (1,000)
	\$ 255,000
	\$ 7,109
	\$ 74,150
	\$ -
	\$ -
	\$ -
	\$ -
	\$ 100,000
	\$ -
	\$ 11,058,193
	\$ (1,114,230)
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\$ -	\$ 10,395,978
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\$ 1,526,204	\$ 172,227,484
	\$ 172,227,484

\$ 1,451,238	\$ 180,968,197
	\$ -
	\$ (21,313)
	\$ 1,000
	\$ 3,000
	\$ -
	\$ -
	\$ 11,295
	\$ 5,995
	\$ 226,248
	\$ 662,109
	\$ 42,266
	\$ 10,388
	\$ 8,857
	\$ 26,853
	\$ 8,780

\$	8,629
\$	162,717
\$	100,000
\$	(7,134)
\$	-
\$	118,637
\$	(1,000)
\$	(5,000)
\$	(189,747)
\$	-
\$	-
\$	(18,272)
\$	578,651
\$	-
\$	74,150
\$	-
\$	151,800
\$	11,058,193
<hr/>	
\$	- \$ 13,017,102
<hr/>	
\$ 1,451,238	\$ 193,985,299
<hr/>	
	\$ 193,985,299
\$	<u>74,966</u>
\$	<u>(21,757,815)</u>
\$	(21,757,815)

Wayzata Public Schools  
36321879.xlsx  
as of 2014-2015 After Midyear

	Audited Fund Balance 7/1/2014	Adopted Revenue 2014-2015	Revised Revenue 2014-2015	Adopted Expenditure 2014-2015	Revised Expenditure 2014-2015	Adopted Change in Fund Balance 6/30/2015	Revised Change in Fund Balance 6/30/2015	Adopted Fund Balance 6/30/2015	Revised Fund Balance 6/30/2015
<b>Operating Funds</b>									
<b>General Fund</b>	9.8%							9.2%	8.5%
Unassigned Fund Balance	\$ 10,926,179	\$ 118,675,862	118,013,647	118,665,426	118,784,144	10,436	\$ (770,497)	\$ 10,936,615	\$ 10,155,682
Assigned - Capital Transfer	588,935	-	-	-	-	-	-	588,935	588,935
Assigned - Dome Escrow	364,500	-	-	364,500	364,500	(364,500)	(364,500)	-	-
Assigned - Re-Employment Insurance	142,108	-	-	50,000	50,000	(50,000)	(50,000)	92,108	92,108
Assigned - Q comp	162,717	-	-	-	162,717	-	(162,717)	162,717	-
Assigned - Site Carryover	872,571	-	-	-	872,571	-	(872,571)	872,571	-
Assigned - Self Funded Workers Comp	814,046	-	-	-	-	-	-	814,046	814,046
Assigned - New Elementary operating	-	-	-	-	-	-	-	-	-
Nonspendable Fund Balance	-	-	-	-	-	-	-	-	-
Nonspendable - Prepaid Items	139,899	-	-	-	-	-	-	139,899	139,899
<b>Subtotal</b>	<b>14,010,955</b>	<b>118,675,862</b>	<b>118,013,647</b>	<b>119,079,926</b>	<b>120,233,932</b>	<b>(404,064)</b>	<b>(2,220,285)</b>	<b>13,606,891</b>	<b>11,790,670</b>
Restricted/Assigned Fund Balance									
Restricted - Staff Development	578,655	1,420,402	1,420,402	1,420,402	1,999,057	-	(578,655)	578,655	-
Restricted - Cooperative Revenue	-	-	-	-	-	-	-	-	-
Restricted - Deferred Maintenance	274,277	-	-	-	-	-	-	274,277	274,277
Restricted - Basic Skills Programs	226,248	-	-	-	226,248	-	(226,248)	226,248	-
Restricted - Health and Safety	82,818	1,162,406	1,162,406	933,000	933,000	229,406	229,406	312,224	312,224
Restricted - Operating Capital	4,042,487	2,134,807	2,134,807	1,512,500	1,512,500	622,307	622,307	4,664,794	4,664,794
Restricted - Technology & H&S Transfers	-	6,890,968	6,890,968	6,890,968	6,890,968	-	-	-	-
Restricted - Land Purchase	2,889,790	-	-	-	-	-	-	2,889,790	2,889,790
Restricted - Safe Schools Levy	91,764	-	-	-	-	-	-	91,764	91,764
<b>Subtotal</b>	<b>8,186,039</b>	<b>11,608,583</b>	<b>11,608,583</b>	<b>10,756,870</b>	<b>11,561,773</b>	<b>851,713</b>	<b>46,810</b>	<b>9,037,752</b>	<b>8,232,849</b>
<b>Total General Fund</b>	<b>\$ 22,196,994</b>	<b>\$ 130,284,445</b>	<b>\$ 129,622,230</b>	<b>\$ 129,836,796</b>	<b>\$ 131,795,705</b>	<b>\$ 447,649</b>	<b>\$ (2,173,475)</b>	<b>\$ 22,644,643</b>	<b>\$ 20,023,519</b>
<b>Food Service Fund</b>	1,225,356	5,473,511	5,473,511	5,613,933	5,613,933	(140,422)	(140,422)	1,084,934	1,084,934
<b>Community Service Fund</b>	2,013,812	7,630,203	7,630,203	7,241,560	7,241,560	388,643	388,643	2,402,455	2,402,455
<b>Capital Projects and Construction Fund</b>	124,716,990	6,890,968	6,890,968	24,017,605	24,017,605	(17,126,637)	(17,126,637)	107,590,353	107,590,353
<b>Total Operating Funds</b>	<b>\$ 150,153,152</b>	<b>\$ 150,279,127</b>	<b>\$ 149,616,912</b>	<b>\$ 166,709,894</b>	<b>\$ 168,668,803</b>	<b>\$ (16,430,767)</b>	<b>\$ (19,051,891)</b>	<b>\$ 2,621,124</b>	<b>\$ 131,101,261</b>
<b>Non Operating Funds</b>									
<b>Debt Service Fund</b>	4,904,822	11,552,379	22,610,572	14,258,303	25,316,496	(2,705,924)	(2,705,924)	2,198,898	2,198,898
<b>Total All Funds</b>	<b>\$ 155,057,974</b>	<b>\$ 161,831,506</b>	<b>\$ 172,227,484</b>	<b>\$ 180,968,197</b>	<b>\$ 193,985,299</b>	<b>\$ (19,136,691)</b>	<b>\$ (21,757,815)</b>	<b>\$ 4,820,022</b>	<b>\$ 133,300,159</b>
<b>Total All Funds Excluding Construction</b>	<b>\$ 30,340,984</b>	<b>\$ 154,940,538</b>	<b>\$ 165,336,516</b>	<b>\$ 156,950,592</b>	<b>\$ 169,967,694</b>	<b>\$ (2,010,054)</b>	<b>\$ (4,631,178)</b>	<b>\$ (102,770,331)</b>	<b>\$ 25,709,806</b>

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**12.15.14 Work Session  
District Administration Building**

# **BOARD REPORTS**

Board Compensation Discussion



**12.15.14 Work Session  
District Administration Building**

## **SCHOOL BOARD**

Policy 605 Discussion

Policy 607 Discussion

**Policy 605: Teaching About Religion and Religious Beliefs/Non-Beliefs**

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

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

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

The purpose of this policy is to identify the status of religion as it pertains to the programs of the School District.

The School District shall neither promote nor disparage any religious belief or nonbelief. Instead, the School District encourages all students and employees to have appreciation for and tolerance of each other's views.

The School District also recognizes that religion has had and continues to have a significant role in the social, cultural, political, and historical development of civilization.

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

The School District supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

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

## **Policy 605R: Teaching About Religion and Religious Beliefs/Non-Beliefs**

### Teaching About Religions, Religious Beliefs/Non-Beliefs

Teaching about religion must be clearly distinguished from teaching religion, which amounts to religious indoctrination and practice and is clearly prohibited in public schools. Religion may be presented as part of a secular educational program, with the goal of teaching students about the role of religion in the historical, cultural, economic, and social development of the United States and other nations. This approach seeks to promote understanding, tolerance, and respect for religious diversity.

It shall be the responsibility of the superintendent to ensure that the study and sharing about religious materials, customs, beliefs and non-beliefs, and holidays in the School District are in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.
2. The primary objective of the activity must be one that neither advances nor inhibits religion or religious beliefs or non-beliefs.
3. The activity must not foster excessive governmental relationships with religion, religious beliefs or non-beliefs.
4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.
5. The superintendent is granted authority to develop and present for School Board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion, religious beliefs or non-beliefs.
6. The following guidelines are offered as they relate to various aspects of school activity associated with religious belief, non-belief, or practice:

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

### Music, Art, and Drama

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

### Musical Programs-Concerts, Art, and Drama

Musical programs prepared or presented under school auspices should be planned with sensitivity to the views of all members of the community. Such programs should not be religious or religious-holiday oriented. Schools may include selections of religious music, both choral and instrumental, provided they are presented in a broad concert or program setting that is not religiously oriented, such as a program that includes religious and non-religious holiday music from various cultures and religions. Religious selections should not constitute a majority of the concert. For these purposes, religious selections, especially choral selections, are defined as having religious or religion-oriented texts, but which are used for their musical value and not because of the meaning or inference of the words used in the selections.

Art and drama having theological themes should only be offered where their historical or cultural character predominate and where students are likely to develop a sense of the diversity of religious views as a consequence.

### Social Studies and Literature

Teaching about religion in relation to its historical, literary, or sociological significance is encouraged when this stems logically from the curriculum under study. Teachers should take care to be objective and evenhanded in such

treatment, stressing as appropriate the religiously pluralistic character of contemporary society and the neutral stance of public education in such matters.

### Science

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

### Religious Symbols

A religious symbol is any object that portrays or recognizes the existence of a supreme-being or deity, or any object that is so closely associated with religion or religions or with the celebration of a religious holiday that it is looked upon by a segment of the population as being of a religious nature. Religious symbols are sacred to particular faiths.

~~Theological~~ Religious symbols such as crosses, menorahs, and crescents should only be displayed in the classroom for historical or cultural interpretive purposes and then only for a limited period. Religious symbols may be used as teaching aids in the academic study about religions. Religious symbols should not be displayed in offices, reception areas, or other public spaces where the display is not linked to the academic study about religions.

### Celebrations

Celebrations should be in keeping with the following:

- Of secular purpose;
- Do not advance or inhibit religion;
- Do not foster excessive school relationships with religion.

### Attendance at Religious Events

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

### Acts of Worship

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

### Advertising Religious Activities

Schools shall not permit the advertising of religious activities or the distribution of religious literature except as outlined:

1. in District Policy 514, Limited Open Forum;
2. in District Policy 525, Solicitation of Students (Organizational Membership);
3. in District Policy 910 Distribution/Posting of Promotional Literature;
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~~The historical and contemporary values and the origin of various religions, holidays, customs and beliefs must be explained in an unbiased and nonsectarian manner.~~

The School Board recognizes the importance and legitimacy of religious views and religious freedom in our society. However, it is not the mission of Wayzata Public Schools to promote particular related views or doctrines. This stance does not preclude the objective study or recognition of such faiths or positions as significant keys to historical or cultural understanding.

The purpose of this policy is to identify the status of religion as it pertains to the programs of the School District.

The School District shall neither promote nor disparage any religious belief or nonbelief. Instead, the School District encourages all students and employees to be true to their own religious convictions while nurturing appreciation for and tolerance of each other's views.

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## Policy 607: School Calendar

The School Board will establish, upon the recommendation of the Superintendent, an official school calendar for ~~the next~~ any given school year ~~not later than the regular April meeting, approximately~~ fourteen (14) months prior to the first day of school for that academic year. To meet this timeline, the recommended action will occur at the regular July school board meeting. The adopted calendar will be consistent with existing statutes, Minnesota Department of Education directives, and with the preferences and traditions of the community.

## **Policy 607R: School Calendar**

The Superintendent will direct the Executive Director of Teaching and Learning to convene a committee meeting(s) that includes the appropriate parties to establish academic calendars. The Executive Director will determine the degree to which parental, student, and staff inputs will guide the development of the school calendar. The Executive Director shall present the recommended calendar to the Strategy Leadership Team and the Superintendent. The Superintendent will then bring the recommendation to the School Board for formal approval and action. Such school board action for any given school shall occur approximately fourteen (14) months prior to the first day of school for that academic year. To meet this timeline, the recommended action will occur at the regular July school board meeting.

### Scheduling of School Events

School officials responsible for scheduling school events and activities shall seek to avoid conflicts between significant school events that cannot be duplicated through a make-up session and major religious holidays.

### Care and Consideration for Student Absences due to Religious Holiday Observances

Schools must ensure that students who are absent from school for religious holiday observances are not unduly burdened or otherwise penalized for the schoolwork they have missed. Reasonable care and consideration should be taken to avoid the scheduling of special projects, the introduction of new information/new learning, and other activities that would be difficult for students to make up, on days when students will be absent for religious holiday observances. If tests are given on days when students may be absent for religious holidays, adequate time must be given after their return to school to prepare for and make up these tests. Conversely, the students who remain in school should continue to have meaningful learning experiences.

Schools should ensure that sensitive and respectful methods are employed to identify students who will be absent from school for a particular religious holiday observance.

**2015 LAC Platform**  
**Wayzata Public Schools**  
v.5

PRIMARY ACTION ITEM

During the 2015 legislative Session, we urge the Legislature and the Governor to act upon the following:

**Increase the basic formula allowance by at least four percent (4%) per year for the next biennium and index the formula to inflation.**

*Historical increases in the General Education formula have not kept pace with inflation and have left districts with a deficit year after year. A one-time increase of four percent will mitigate the deficit and indexing the formula to inflation will ensure adequate, stable and predictable funding for public education in Minnesota.*

AUXILIARY ACTION ITEMS

**Maintain, expand and fully fund the alternative teacher professional pay system (Q-comp); hold harmless current Q-comp districts with respect to funding levels.**

Q Comp has a proven history of enhancing professional development while attracting and retaining effective educators. Based on surveys in our district, 90% of our teachers agree or strongly agree that the peer coaching program supports teacher effectiveness and 84% agree or strongly agree that it directly impacts student achievement.

**Increase the State financed portion of Special Education funding to further reduce district level cross-subsidy.** Fully funding Special Education is vital to achieving our district goal of excellence for each and every student.

**Allow locally elected school boards to renew an existing operating levy at the same level to ensure continuity of funding.**

Allowing locally elected school boards to authorize a renewal of local levies will create reliable, adequate, and sustainable funding for district operations and programs.

ONGOING AND FUTURE CONSIDERATIONS

**Local Control** While working to enhance education, continue to support the crucial role of local school districts and school boards to make decisions that are in the best interest of their students and employees.

**Oppose the establishment of a mandatory, statewide health insurance pool for school district employees.** As a district, we have realized 13+ years of success with our self-funded health plan with average premium increases of only 4.13% (versus a national average of 6.53%). All stakeholder groups are represented on our health insurance committee.

**Refrain from enacting unfunded mandates.** Districts will be able to avoid excessive regulation and reporting requirements, thereby allowing more funds to directly contribute to student achievement. Additionally, current unfunded mandates should be funded or repealed.

**Technology Support** Provide a stable source of funding that will allow districts to maintain current technology initiatives and invest in new technology in order to prepare students to thrive today and excel tomorrow in an ever-changing global society.

**Facilities** Include an option to purchase land under Lease Levy Authority to provide adequate facilities district-wide.