

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - February 23, 2015 - 4:00 PM
District Administration Building

AGENDA

1. CALL TO ORDER/ROLL CALL
2. ADMINISTRATIVE
 - A. Middle School Secured Entrances
 - B. Attendance Areas & School Start Times
 1. Housing Study 3
 2. Attendance Area Change Parameters
 3. School Start Times
3. TEACHING AND LEARNING
4. HUMAN RESOURCES
5. BUSINESS AND FINANCE
6. BOARD REPORTS
7. SCHOOL BOARD
 - A. Policy 802: Naming of Facilities 29
 - B. Policy 914: Relations with Community Organizations 31
 - C. Policy 915: Relations with Religious Organizations 33
 - D. March Regular Meeting Agenda 35
8. 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.

Housing And Enrollment Study

Wayzata Public Schools

February 2015

**Dick Carlstrom,
Consulting
Geographer**

Wayzata Public School District Housing and Enrollment Study

Introduction

This report details the findings of a study of the enrolled student population of the Wayzata Independent School District 284 and the role that the district's housing stock plays in determining the structure and dynamics of that population.

The specific objectives of this study are to seek answers to the following housing/enrollment questions:

- What role does new home construction play in shaping the district's enrollment?
- What are the spatial patterns of the district's housing stock with respect to type, age and value?
- What is the distribution and density of the enrolled students throughout the district's neighborhoods?
- What is the per-unit student yield of single-family housing in the district?
- Do the numbers of enrolled students increase when single-family homes "turnover"?
- How does the district's K-12 student yield compare with other similar districts?
- What role does "aging-in-place" play in the district's demography?

Key findings

□ **Recent Home Construction:** Between the years 2000 and 2014 2,747 single family homes were built in the district. The student yield of these units is 0.93 students per home while the yield of all homes in the district is 0.53 students per home.

□ **Home Sales:** The 2,373 single-family homes sold in the district during January 1, 2012 to September 30, 2014, had a post-sale yield of 0.62 students per home. The overall K-12 yield in single-family homes is 0.53. Although there are differences in yield with respect to the age of the homes this does indicate that sales of single-family homes do result in a gain of new families with school-age children.

□ **K-12 Density:** Thirty percent of the single-family homes in the district have households with ISD 284 enrolled students, and 41 percent have households with residents "aging in place" over the age of 55.

□ **K-12 Housing Type:** Eighty percent of the K-12 enrolled students live in single family housing, while 10 percent live in multi-family units. Three percent of students live in condominium units, and 6 percent live in townhomes.

□ **Student Yield:** The districtwide student yield for single-family homes is 0.52 students per home. Yields for individual grade ranges are; 0.23 for grades K-5, 0.13 for grades 6-8, and 0.17 for grades 9-12.

□ **Empty Nesters:** High densities of aging-in-place households are dispersed throughout the older eastern and southern areas of the district. Because of modest median home values many of these householders without children may choose to remain in their homes rather than sell and move to a condominium or other housing alternative.

□ **Projected New Development:** Over the next three years the district will see the construction of more than 1,800 new single family homes and the development of more than 300 market rate apartment units.

□ **Comparisons with other school districts:** The district's K-12 student yield is 0.53 students per home. This is higher than other suburban districts in the west and southwest metropolitan area. Studies conducted by the author have found that yields for other districts are; St. Louis Park (0.24), Robbinsdale (0.26), Bloomington (0.33).

Age and Value Of Housing

The findings of this study are consistent with similar enrollment studies conducted in other suburban school districts built out from a larger core urban area.

In these districts, the *age and value of the single-family homes* is a major factor in the demographic pattern of the district. Study areas with large number of homes built before 1960 generally have lower K-12 yields, lower K-12 densities and higher percentages of households age 55+ than do areas with younger homes. This trend is similar but less pronounced for homes built during the decades of the 1960's and 70's. With respect to value of homes it appears that homes in the mid-value ranges have the highest student yields.

Methodology

Demographic and geographic data was obtained from the Wayzata district student information system and the Hennepin County tax and geographic information systems. From these data sources, characteristics of housing units, K-12 students and households were extracted and synthesized using geographic information system (GIS) technology. This GIS software is used to overlay student and residential characteristics onto a digital geographic representation of the school district. From this, statistics can then be developed regarding housing type and characteristics, and the distribution and density of K-12 students.

Analysis by Housing/Enrollment Study Areas

The detailed analysis of housing and demographic data was done by individual study areas, as shown in Map A.

Wayzata Public Schools Study Areas October 2014

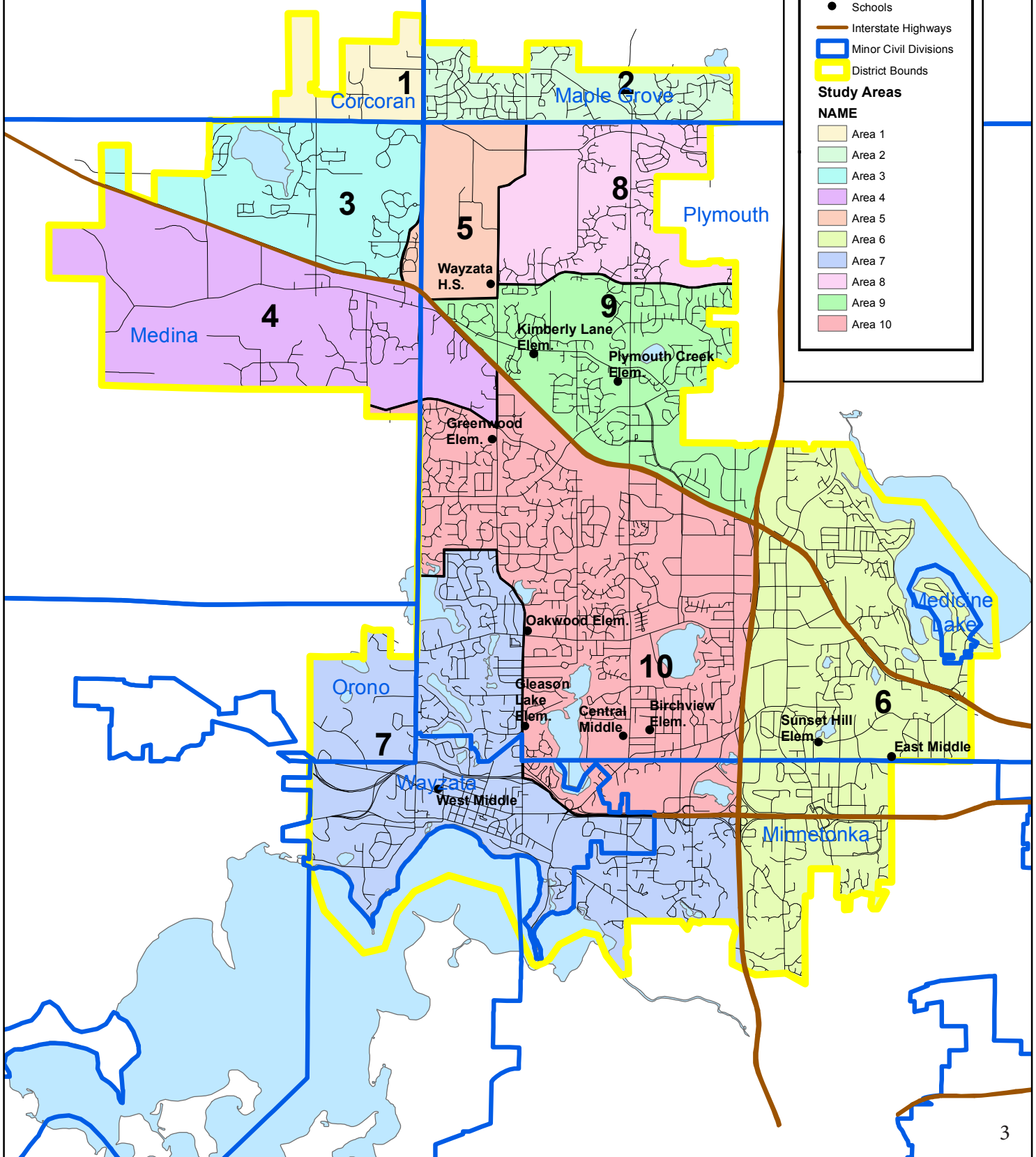
Map A

Legend

- Schools
- Interstate Highways
- Minor Civil Divisions
- District Bounds

Study Areas

NAME
Area 1
Area 2
Area 3
Area 4
Area 5
Area 6
Area 7
Area 8
Area 9
Area 10



Housing stock

The Wayzata Public School District contains a wide variety of housing types, including single-family homes, duplexes, townhomes, condominiums and apartments. Table 1 lists the counts by study area for housing types for which data is available. Because of the nature of their ownership, it is not possible to obtain comprehensive, detailed information for apartments.

The district contains 14,984 single-family homes, and 1,812 condominium units. The district contains 122 duplex units and throughout the district are an additional 275 “subdivided” duplex units. These properties were originally duplex units that have been divided into two separate dwellings and sold separately. The district also has 1,812 townhomes.

Table 1					
Wayzata Public Schools					
Unit Counts Of Major Housing Types					
By Study Area					
October 2014					
	Single Family	Condominium		Duplex	Split Duplex
Study Area	Homes	Units	Townhomes	Units	Units
1	85	0	0	0	0
2	1,247	0	59	0	88
3	581	0	0	2	0
4	522	18	37	2	25
5	60	87	0	2	68
5	2,879	206	131	28	32
7	2,641	188	124	54	8
8	934	194	608	0	38
9	1,855	214	853	4	12
10	4,180	905	1,446	30	4
TOTAL	14,984	1,812	3,258	122	275
Sources Of Data					
Hennepin County Geographic Information System					

Age and Value of single-family housing

Analysis of the value and age of single-family housing clearly shows a pattern of older, homes in the southeastern and southern areas of the district, with higher concentrations of newer homes in the northeast and north. Table 2-1 details the median value and decade built of the single-family homes in each study area. The lowest median values are in Area 6 (\$262,200) and Area 1 (\$229,000). Area 3 has the highest median value, \$575,000.

Thirty-one percent of the homes in Area 7, and 30 percent of the units in Area 6 were built before 1960. Area 8 has the highest percentage (86 percent) of homes built since the year 2000

Map B-1 illustrates the percentage of homes, for each study area, that were built prior to the year 1960. This map pictures the general demographic pattern in the district. Upcoming sections of this report will detail how the darker (older) areas of the district differ demographically from the lighter (younger) areas.

Table 2-1		Wayzata Public Schools											
Median Value Of Single Family Homes and Era Built		By Study Area											
Study Area	Single Family Homes	Median Value Of Single Family Homes	Homes Built Pre 1960		Homes Built 1960-79		Homes Built 1980-99		Homes Built Post 2000		Percent Built		
			Pre 1960	Percent Built Pre-1960	1960-79	Percent Built 1960-79	1980-99	Percent Built 1980-99	Post 2000	Percent Built Post 2000			
1	85	\$279,000	10	12%	52	61%	22	26%	1	1%			
2	1,247	\$414,300	18	1%	27	2%	423	34%	779	62%			
3	581	\$575,000	13	2%	27	5%	201	35%	340	59%			
4	522	\$250,550	79	15%	117	22%	167	32%	159	30%			
5	60	\$502,950	11	18%	15	25%	21	35%	13	22%			
6	2,879	\$262,200	862	30%	1,043	36%	844	29%	130	5%			
7	2,641	\$368,000	818	31%	1,087	41%	503	19%	236	9%			
8	934	\$447,700	57	6%	45	5%	32	3%	800	86%			
9	1,855	\$358,450	28	2%	103	6%	1,558	84%	165	9%			
10	4,180	\$289,550	471	11%	2,027	48%	1,559	37%	124	3%			
TOTALS	14,984		2,367	16%	4,543	30%	5,330	36%	2,747	18%			
Sources Of Data		Hennepin County Geographic Information System											

Wayzata Public Schools Percentage of Single Family Homes Built Pre-1960 October 2014

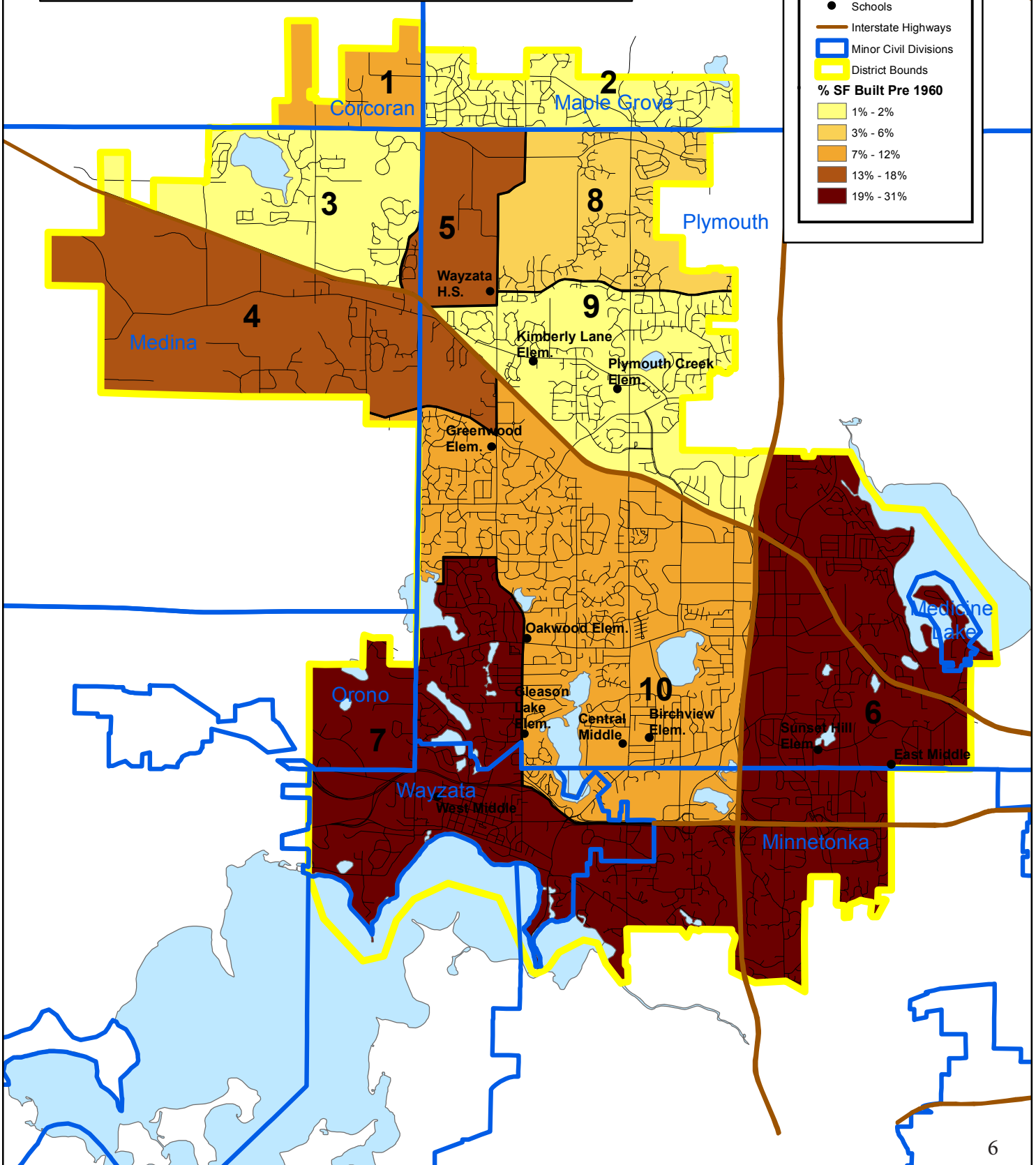
Map B-1

Legend

- Schools
- Interstate Highways
- ▭ Minor Civil Divisions
- ▭ District Bounds

% SF Built Pre 1960

- 1% - 2%
- 3% - 6%
- 7% - 12%
- 13% - 18%
- 19% - 31%



Recent Housing Development

The construction of new single family homes has a significant impact upon the enrollment of the district. Since the year 2000 there have been 2,747 single family units built. It will be shown that these homes have much higher student yields than other housing types in the district. Map B-2 shows the distribution throughout the district of the parcels upon which new homes were built during the years 2005-2014

Projected Development

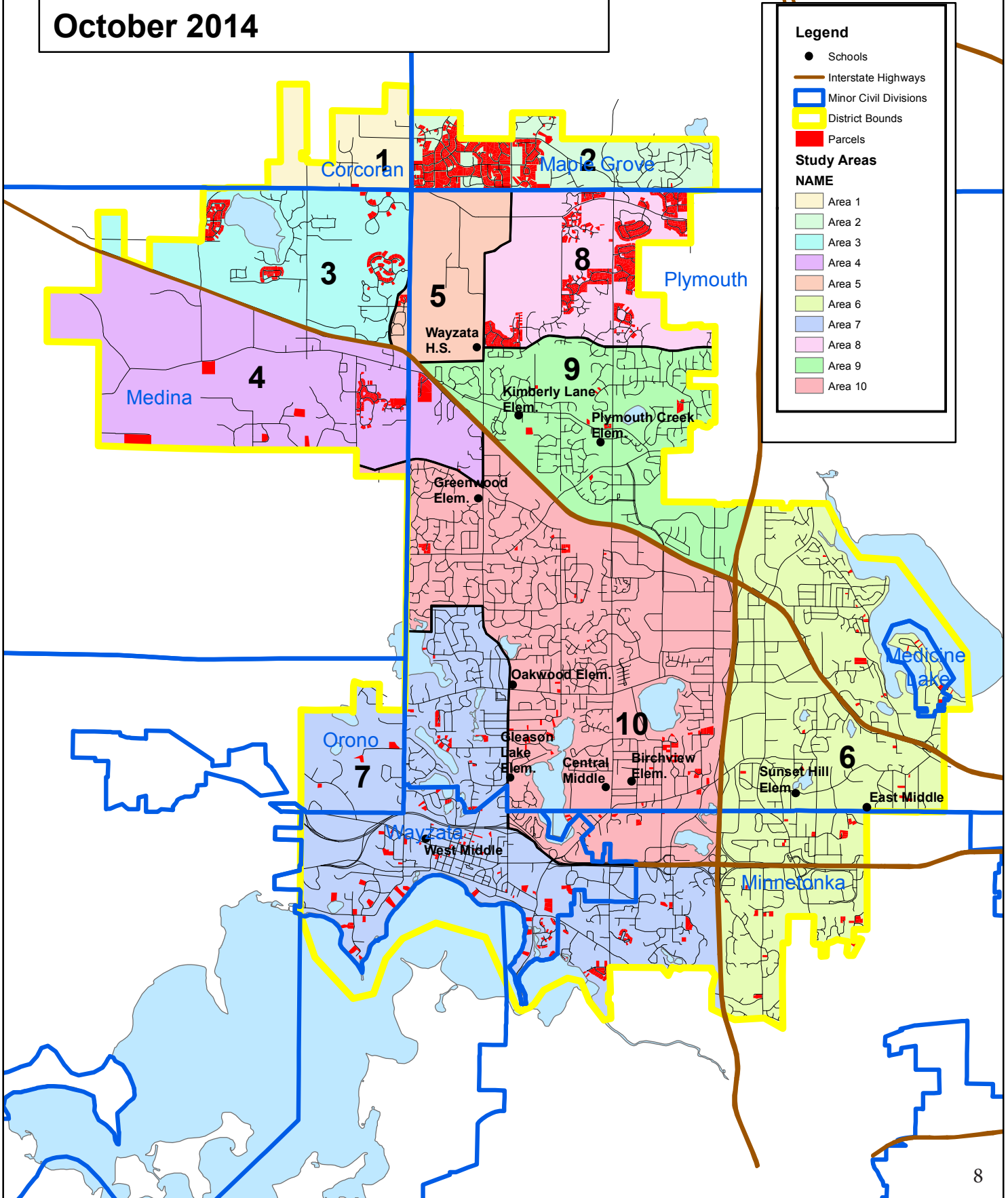
Municipal planning officials project that in the district over the next three years there will be construction of 1,864 new single-family homes, 314 market rate apartments 12 townhomes, 124 condominium units, and 48 twin home units.

Table 2-2 details by city the types and numbers of units projected for future construction.

Table 2-2					
Wayzata Public Schools					
Projected Housing Development, 2015-2017					
By Municipality					
February 2015					
	Single Family Homes	Market Rate Apartments	Condominium Units	Townhomes	Twin Homes
Corcoran	0	0	0	0	0
Maple Grove	360	0	0	0	0
Medina	560	0	0	0	0
Minnnetonka	46	289	18	12	28
Orono	0	0	0	0	0
Plymouth	898	0	0	0	20
Wayzata	0	25	106	0	0
TOTALS	1,864	314	124	12	48
Sources Of Data					
City Planning Departments					

Wayzata Public Schools Distribution of Parcels With Homes Built 2005-2014 October 2014

Map B-2



Births

Table 3 lists the number of live births reported by the Minnesota Department of Health for the period from September 1, 1999 to August 31, 2014. The highest number of births during this time frame was 632 during the 1999 to 2000 school year. During this multi-year period there has been a general downward trend but with recent upticks in the 2012-13 school year (611 births) and the 2013-14 school year (598 births).

Map C shows the distribution of births in the district for the years 2010-14

Table				
Table 3				
Wayzata Public Schools				
Live Births				
September 1, 1999- August 31, 2014				
October 2014				
School				
Year	Total			
1999-00	632			
2000-01	618			
2001-02	564			
2002-03	513			
2003-04	577			
2004-05	540			
2005-06	493			
2006-07	530			
2007-08	487			
2008-09	501			
2009-10	551			
2010-11	535			
2011-12	549			
2012-13	611			
2013-14	598			
Total	8,299			
Sources Of Data				
Minnesota Department Of Health				

Household/Structure and “aging-in-place”

Many inner and middle ring suburban communities are seeing the phenomenon of “aging-in-place” in which parents of children who have grown and moved away remain in their homes for their post-child-rearing years. These residents are commonly referred to as “empty nesters.” Many districts are now concerned about the increase in the numbers of these aging-in-place households because by remaining in their homes, they limit the number of single-family homes available to young families with school-age children. Of particular concern are those aging-in-place households living in the more modestly priced single-family homes. Householders in a home with a lower value may be very hesitant to sell and move because the proceeds from their home sale may not be adequate to allow them to purchase a condominium or townhouse of their liking. Thus, residents in lower-value homes may be less mobile than those in higher-value properties.

One method of trying to understand this phenomena in a particular school district is to use voter data to determine the number of homes with aging-in-place households. Table 4 lists the number of households residing in single-family detached homes that have at least one person over the age of 55 who is registered to vote. This then is an indicator of the number of aging-in-place households. Voter records such as these can be a reliable indicator of demographic patterns since the percentage of individuals over the age of 55 who are registered to vote is quite high. The table also lists the number of homes in which children of school age reside.

**Wayzata Public Schools
Distribution of Households
With at Least One Live Birth
Years 2010-2014
October 2014**

Map C

Legend

- Household
- Schools
- Interstate Highways
- ▭ Minor Civil Divisions
- ▭ District Bounds

Study Areas

NAME
Area 1
Area 2
Area 3
Area 4
Area 5
Area 6
Area 7
Area 8
Area 9
Area 10

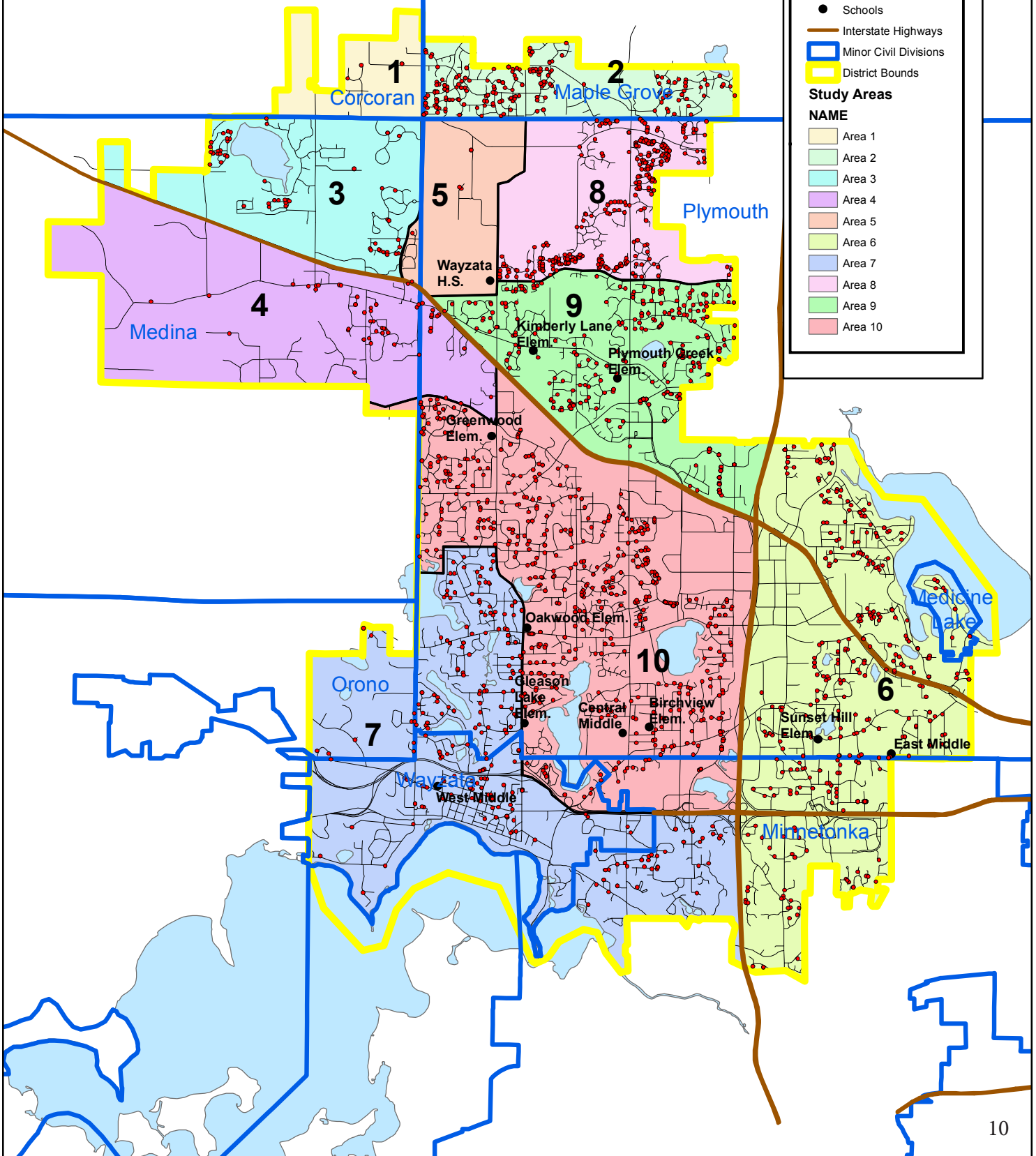


Table 4					
Wayzata Public Schools					
Proportion Of Single Family Homes					
With K-12 Students, and Registered Voters Age 55+					
Residing Within,					
By Study Area					
October 2014					
					Percentage Of
	Single	Single Family	Percentage	Single Family	Single Family
	Family	Homes With	Of Homes With	Homes With	Homes With
Study Aea	Homes	K-12 Students	K-12 Students	Voter	Voter
				Age 55+	Age 55+
1	85	15	18%	23	27%
2	1,247	743	60%	245	20%
3	581	256	44%	159	27%
4	522	119	23%	219	42%
5	60	11	18%	17	28%
6	2,879	577	20%	1,407	49%
7	2,641	491	19%	1,351	51%
8	934	474	51%	82	9%
9	1,855	682	37%	745	40%
10	4,180	1126	27%	1,869	45%
TOTAL	14,984	4,494	30%	6117	41%
Sources Of Data					
ISD 284 Student Information System					
Hennepin County Geographic Information System					
Minnesota Secretary Of State					

Table 4 shows that 30 percent of the single-family homes in the district have households with district-enrolled K-12 children and 41 percent have households with residents who are over the age of 55 and registered to vote. Areas 7 and 6 have the highest percentage of these older households with 51 percent and 49 percent respectively. The area with the highest percentage of homes with enrolled students in area 2 (60 percent. Areas 5 and 7 had the lowest proportions of homes with enrolled children with 18 percent and 9 percent respectively.

Median property values can shed light on the mobility of the aging-in-place households identified above. Although it does not have the highest percentages of aging-in-place households, Area 6 has 49 percent of its households to be aging-in-place. This area also has a low median home value of \$262,600. These lower values will quite likely be a barrier to residents selling their homes and therefore opening those units up for younger families with school-age children.

Map D shows the percentages by study area of registered voters over the age of 55.

**Wayzata Public Schools
Percent Single Family Homes
With Voter Age 55+
By Study Area, October 2014**

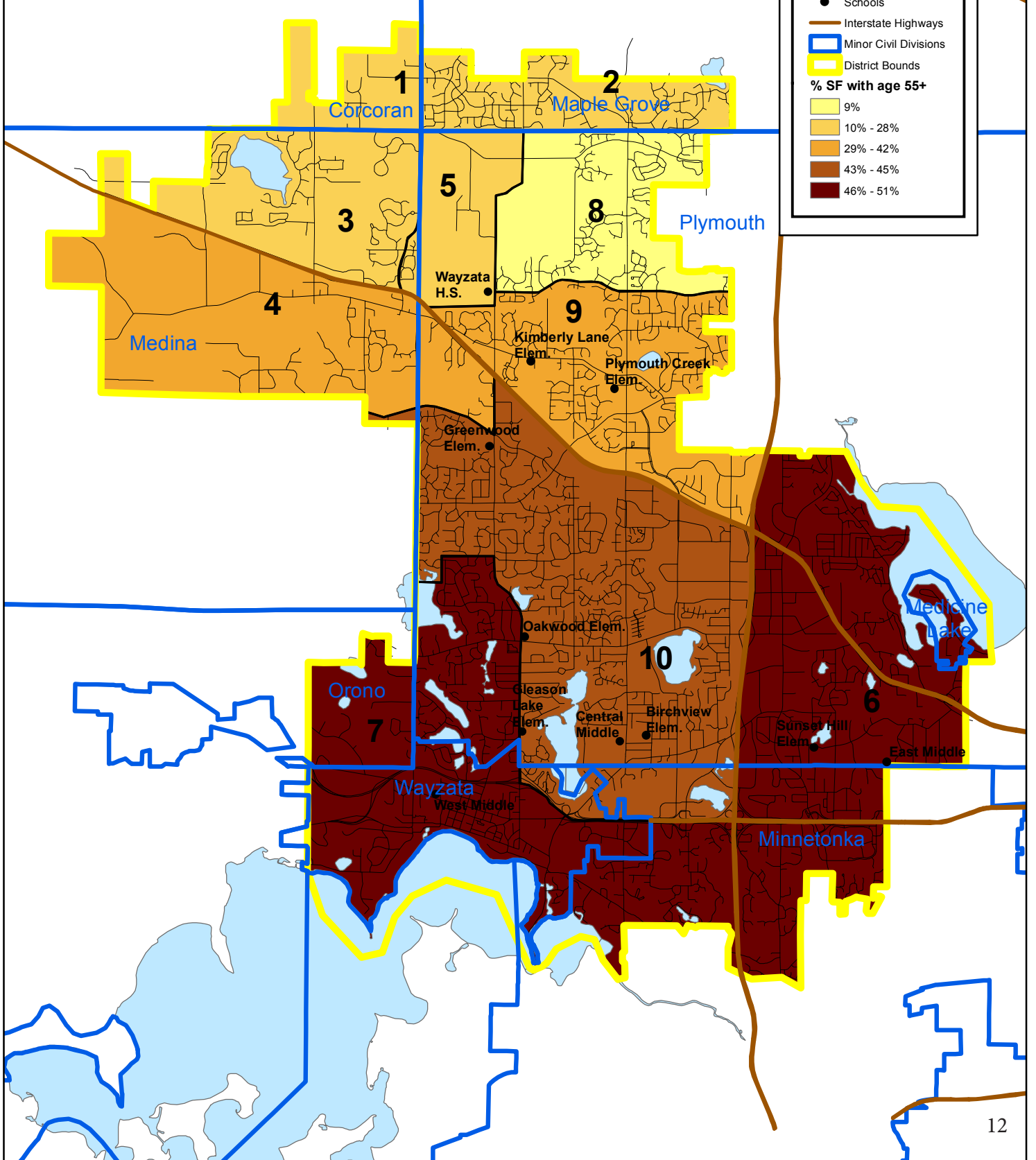
Map D

Legend

- Schools
- Interstate Highways
- Minor Civil Divisions
- District Bounds

% SF with age 55+

- 9%
- 10% - 28%
- 29% - 42%
- 43% - 45%
- 46% - 51%



K-12 students and housing type

Where students live and the type of housing they live in is detailed in Table 5. By far, the largest proportion (80 percent) of enrolled students live in single-family homes. Three percent live in condominium units. Apartment dwellers account for 10 percent, and those living in townhomes make up 6 percent. Areas 1 and 3 had the highest percentage of K-12 students in single-family homes each with 100% of students in single family units. Area 8 (63 percent) and 9 (72 percent) had the lowest. Area 9 had the highest proportion of students in apartments, with 20 percent.

Map E pictures the percentage, by attendance area, of homes with K-12 students residing within.

Table 5		Wayzata Public Schools																													
Housing Type Of Resident Enrolled K-12 Students*		October 2014																													
Study Area	Resident K-12 Students	Single-Family Homes			K-12 In Single-Family Homes			Condominium			K-12 In Condominium			Multi-Family**			K-12 In Multi-Family**			Apartment			K-12 In Apartment			Townhomes			K-12 In Townhomes		
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
1	24	24	100%	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
2	1,352	1,331	98%	1331	98%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
3	463	463	100%	463	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
4	233	217	93%	217	93%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
5	26	24	92%	24	92%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
6	1,335	993	74%	993	74%	52	4%	52	4%	252	19%	19%	1%	11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
7	1,048	882	84%	882	84%	7	1%	7	1%	142	14%	14%	3%	12	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
8	1,412	885	63%	885	63%	105	7%	105	7%	46	3%	3%	0%	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
9	1,636	1,174	72%	1,174	72%	22	1%	22	1%	335	20%	20%	20%	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
10	2,390	1,923	80%	1,923	80%	110	5%	110	5%	223	9%	9%	9%	4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
TOTAL	9,919	7,916	80%	7,916	80%	296	3%	296	3%	1,002	10%	10%	10%	21	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		

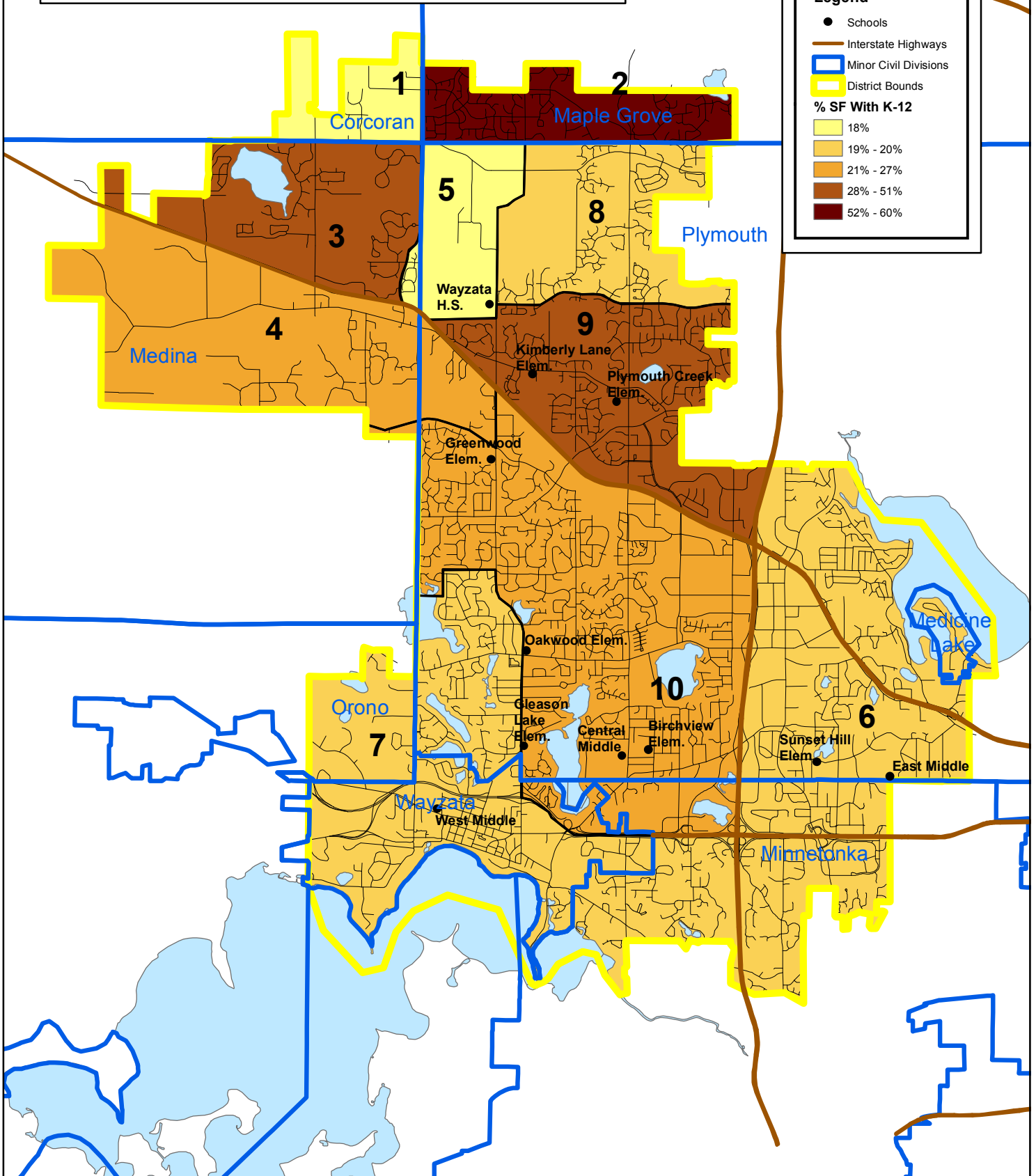
*There are also 17 students that reside in mobile homes.

**Apartments, Cooperatives etc.

Sources Of Data
ISD 284 Student Information System
Hennepin County Geographic Information System

Wayzata Public Schools Percentage of Single Family Homes With Enrolled K-12 Students By Study Area, October 2014

Map E



Wayzata Public Schools Yield of K-12 Students In Single Family Homes By Study Area, October 2014

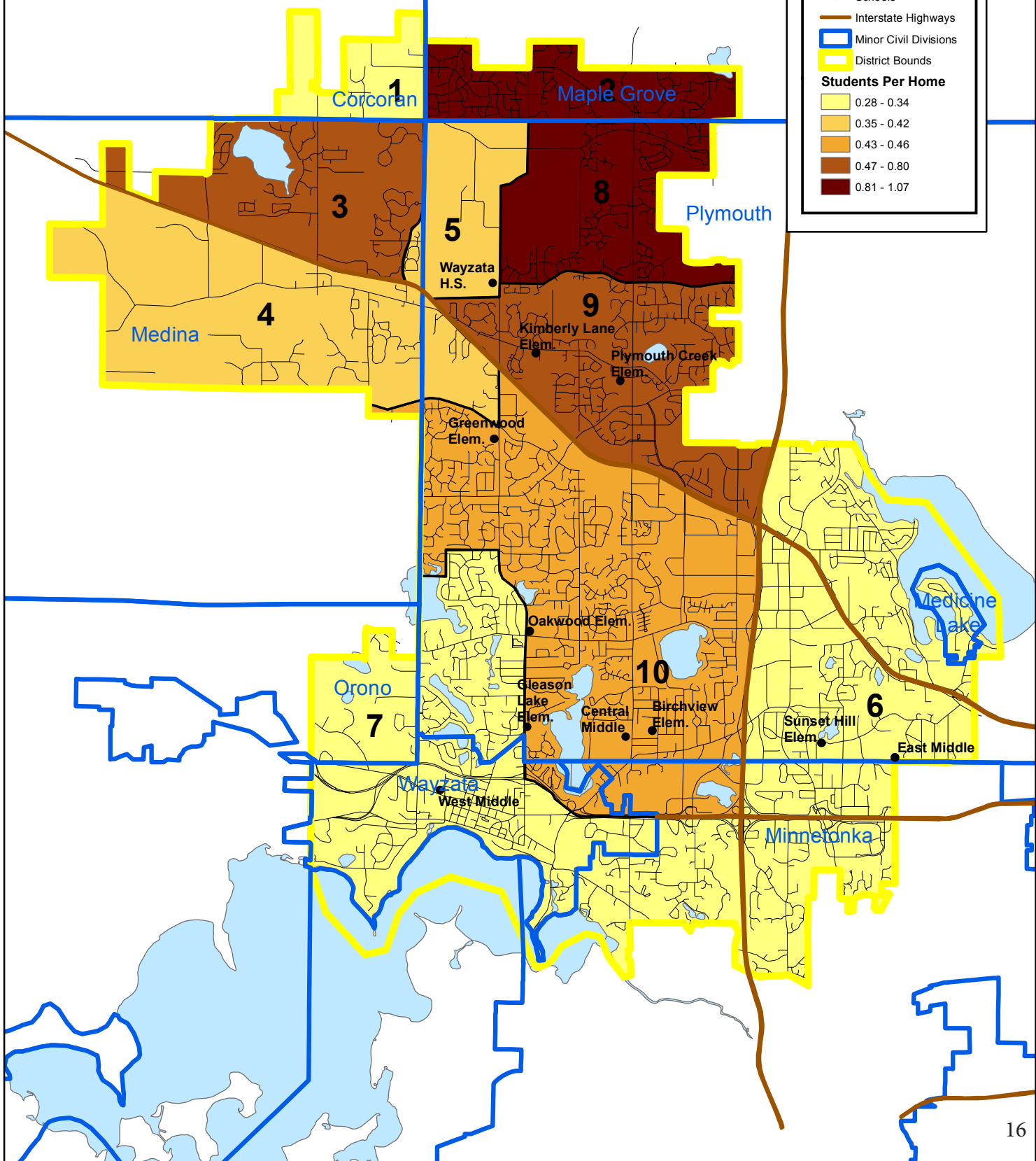
Map F

Legend

- Schools
- Interstate Highways
- ▭ Minor Civil Divisions
- ▭ District Bounds

Students Per Home

Lightest Yellow	0.28 - 0.34
Light Orange	0.35 - 0.42
Orange	0.43 - 0.46
Dark Orange	0.47 - 0.80
Dark Red	0.81 - 1.07



K-12 student yield in single family homes by era built

Table 7 details the yields of K-12 enrolled students in single family homes classified by era built. Homes built prior to 1960 had a K-12 yield of 0.25 students per home, while single family units built since 2000 had a yield of 0.93.

Table 7			
Wayzata Public Schools			
Yield Of K-12 Students			
In Single Family Homes			
By Era Built			
October 2014			
			K-12 Yield
	Single Family Homes	K-12 Students In Single Family Homes	Of Students In Single Family Homes
Era Built	Homes	Family Homes	Family Homes
Pre 1960	2,367	597	0.25
1960 - 79	4,540	1,750	0.39
1980 - 99	5,330	3,019	0.57
Post 2000	2,747	2,550	0.93
TOTAL	14,984	7,916	0.53
Sources Of Data			
ISD 284 Student Information System			
Hennepin County Geographic Information System			

K-12 student yield in single family homes by value classification

Table 8, lists the yields of single family homes by four classifications of estimated market values. Higher valued homes exhibit higher yields than do single-family units in lower ranges. This is consistent with other districts with homes of similar age and style.

Tables 9 and 10 show yields for grade ranges K-5 also by era built and value class. Results here are similar to tables 7 and 8.

Table 8			
Wayzata Public Schools			
Yield of K-12 Students			
In Single Family Homes			
By Value Class (Estimated Market Value)			
October 2014			
			K-12 Yield
	Single Family Homes	K-12 Students In Single Family Homes	Of Students In Single Family Homes
Estimated Market Value	Homes	Family Homes	Family Homes
-\$249,999	3,928	1,311	0.33
\$250,000 - \$499,999	8,285	4,924	0.59
\$500,000-\$749,999	1,892	1,304	0.69
\$750,000+	879	377	0.43
TOTAL	14,984	7,916	0.53
Sources Of Data			
Hennepin County Geographic Information System			

Table 9			
Wayzata Public Schools			
Yield Of K-5 Students			
In Single Family Homes			
By Era Built			
October 2014			
			K-5 Yield
	Single	K-5 Students	Of Students
Era Built	Family	In Single	In Single
	Homes	Family Homes	Family Homes
Pre 1960	2,367	242	0.10
1960 - 79	4,540	690	0.15
1980 - 99	5,330	1,222	0.23
Post 2000	2,747	1300	0.47
TOTAL	14,984	3,454	0.23
Sources Of Data			
ISD 284 Student Information System			
Hennepin County Geographic Information System			

Table 10			
Wayzata Public Schools			
Yield of K-5 Students			
In Single Family Homes			
By Value Class (Estimated Market Value)			
October 2014			
			K-5 Yield
	Single	K-5 Students	Of Students
Estimated	Family	In Single	In Single
Market Value	Homes	Family Homes	Family Homes
\$0-\$249,999	3,928	638	0.16
\$250,000 - \$499,999	8,285	2,122	0.26
\$500,000-\$749,999	1,892	564	0.30
\$750,000+	879	130	0.15
TOTAL	14,984	3,454	0.23
Sources Of Data			
Hennepin County Geographic Information System			

Sales of single-family homes and resulting student yield

Table 11 shows the number of single-family homes that were sold in each area between January 1, 2012, and September 30, 2014. During that period, 2,373 (16 percent) of the district's single-family homes were sold. Area 8 showed the highest percentage of homes sold. Areas 6, 9, and 10 all had the lowest percentage of homes sold (11 percent).

Tables 12 and 13 break out the sales by year built and value classification.

Map G portrays the percentage of homes sold by study area.

The role of home sales in enrollment change is detailed in Table 14. For the time frame cited above, the table shows the yields of enrolled students in the homes sold post sale. As has been stated, on a districtwide basis, the K-12 student yield in single family homes is 0.53 students per home. After the sales, the yield was 0.62. This indicates that home sales in the district are resulting in an enrollment increase.

Table 11				
Wayzata Public Schools				
Single Family Homes Sold During January 1, 2012 - Sept 30, 2014				
By Study Area				
October 2014				
		Median Value	All	
	All Single	Of All Single-	Single Family	
Study Area	Family	Family Detached	Homes Sold	Percent
	Homes	Homes	10-14	Homes Sold
1	85	\$279,000	18	21%
2	1,247	\$414,300	227	18%
3	581	\$575,000	153	26%
4	522	\$250,550	168	32%
5	60	\$502,950	10	17%
6	2,879	\$262,200	310	11%
7	2,641	\$368,000	342	13%
8	934	\$447,700	467	50%
9	1,855	\$358,450	210	11%
10	4,180	\$289,550	468	11%
TOTAL	14,984		2,373	16%
Sources Of Data				
ISD 284 Student Information System				
Hennepin County Geographic Information System				

Table 12			
Wayzata Public Schools			
Sales of Single Family Homes by Era Built			
Units Sold January 1, 2012 - September 30, 2014			
October 2014			
	Single		
	Family	Single Family	Percent
Era Built	Homes	Homes Sold	Homes Sold
Pre 1960	2,367	298	13%
1960-79	4,540	482	11%
1980 - 99	5,330	608	11%
Post 2000	2,747	985	36%
TOTAL	14,984	2,373	16%
Sources Of Data			
ISD 284 Student Information System			
Hennepin County Geographic Information System			

Table 13			
Wayzata Public Schools			
Sales of Single Family Homes by Value Class			
Units sold January 1, 2012 - September 30, 2014			
October 2014			
	Single		
	Family	Single Family	Percent
Estimated	Homes	Homes Sold	Homes Sold
Market Value			
\$0-\$249,999	3,928	772	20%
\$250,000 - \$499,999	8,285	1,103	13%
\$500,000-\$749,999	1,892	348	18%
\$750,000+	879	150	17%
TOTAL	14,984	2,373	16%
Sources Of Data			
Hennepin County Geographic Information System			

**Wayzata Public Schools
Percent of Single Family Homes
Sold January 2012-September 2014
By Study Area, October 2014**

Map G

Legend

- Schools
 - Interstate Highways
 - Minor Civil Divisions
 - District Bounds
- % Homes Sold**
- 11%
 - 12% - 13%
 - 14% - 21%
 - 22% - 32%
 - 33% - 50%

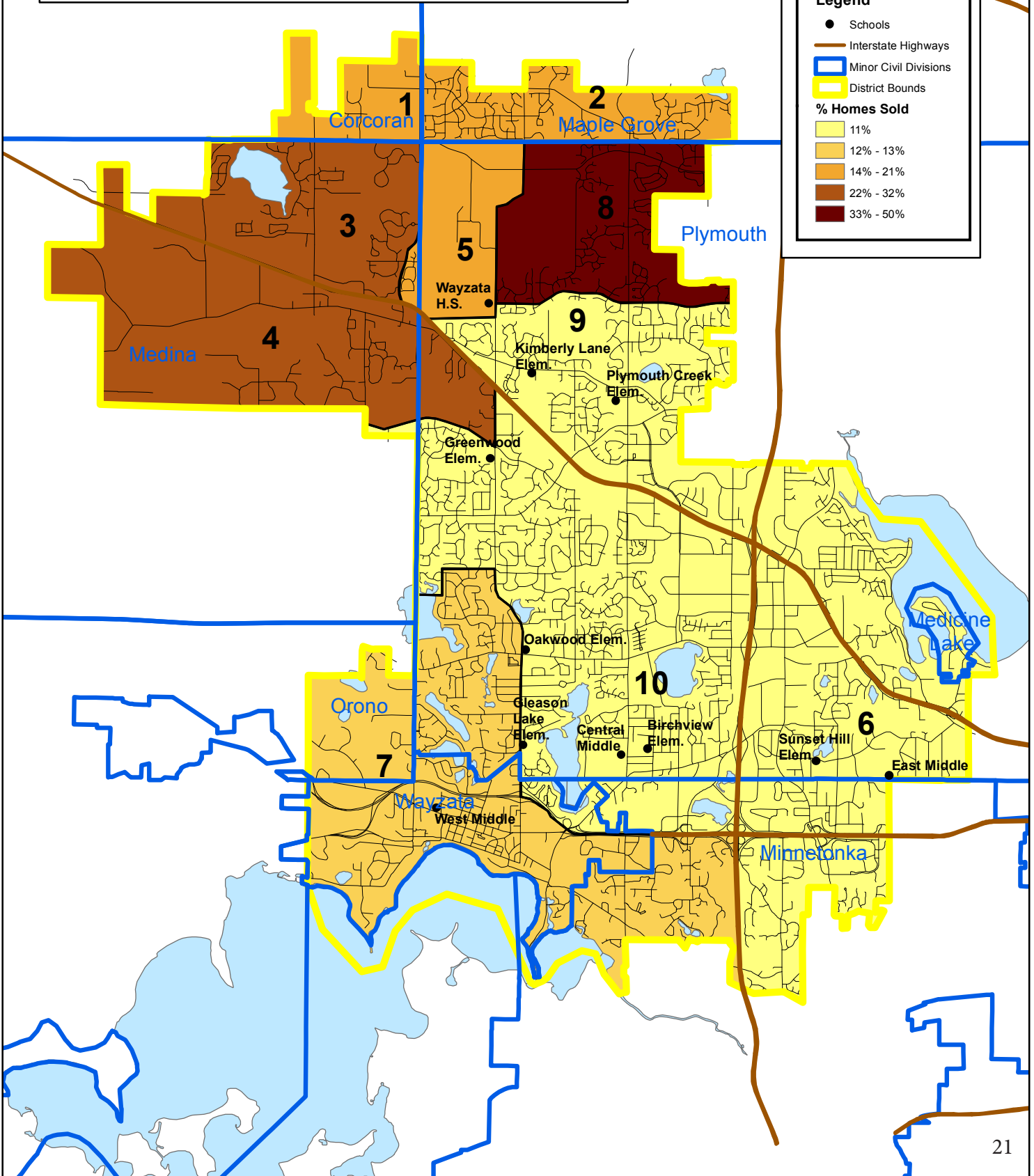


Table 15 details the yields of K-5 students in the homes sold. K-5 student yield in the district overall is 0.23. The K-5 yield in homes sold is 0.39 indicating gain from the home sales. Comparing the areas, Areas 6 and 7 showed lower yields while 2, 3 and 8 exhibit higher yields from home sales

Tables 16 and 17 show sales and yields for homes sold by era built and value class. Homes built pre-1960 had the lowest post sale yield of 0.29. The highest yield by era built is 0.83 for the post 2000 period. The mid-range valued homes had the highest post sale yield of the four value ranges.

Table 14					
Wayzata Public Schools					
K-12 Post Sale Yield in Single Family Homes					
Sold During January 1, 2012 - September 30, 2014					
By Study Area					
October 2014					
		Median Value	All	K-12	
	All Single	Of All Single-	Single Family	Students In	Post Sale
Study Area	Family	Family Detached	Homes Sold	Homes Sold	K-12
	Homes	Homes	12-14	Post Sale	Student Yield
1	85	\$279,000	18	9	0.50
2	1,247	\$414,300	227	200	0.88
3	581	\$575,000	153	136	0.89
4	522	\$250,550	168	116	0.69
5	60	\$502,950	10	4	0.40
6	2,879	\$262,200	310	99	0.32
7	2,641	\$368,000	342	139	0.41
8	934	\$447,700	467	398	0.85
9	1,855	\$358,450	210	150	0.71
10	4,180	\$289,550	468	227	0.49
TOTAL	14,984		2,373	1,478	0.62
Sources Of Data					
ISD 284 Student Information System					
Hennepin County Geographic Information System					

Table 15					
Wayzata Public Schools					
K-5 Post Sale Yield in Single Family Homes					
Sold During January 1, 2012 - September 1, 2014					
By Study Area					
October 2014					
		Median Value	All	K-5	
	All Single	Of All Single-	Single Family	Students In	Post Sale
Study Area	Family	Family Detached	Homes Sold	Homes Sold	K-5
	Homes	Homes	10-14	Post Sale	Student Yield
1	85	\$279,000	18	4	0.22
2	1,247	\$414,300	227	125	0.55
3	581	\$575,000	153	91	0.59
4	522	\$250,550	168	69	0.41
5	60	\$502,950	10	4	0.40
6	2,879	\$262,200	310	72	0.23
7	2,641	\$368,000	342	70	0.20
8	934	\$447,700	467	244	0.52
9	1,855	\$358,450	210	94	0.45
10	4,180	\$289,550	468	145	0.31
Total	14,984		2,373	918	0.39
ISD 284 Student Information System					
Hennepin County Geographic Information System					

Table 16				
Wayzata Public Schools				
K-12 Yield (Post Sale) of Single Family Homes Sold				
By Era Built				
Units Sold January 1, 2012 - September 30, 2014				
October 2014				
	Single		K-12	
Era Built	Family	Single Family	In Homes Sold	K-12 Yield
	Homes	Homes Sold	Post Sale	In Homes Sold
Pre 1960	2,367	298	86	0.29
1960-79	4,540	482	214	0.44
1980 - 99	5,330	608	359	0.59
Post 2000	2,747	985	819	0.83
TOTAL	14,984	2,373	1,478	0.62
Sources Of Data				
ISD 284 Student Information System				
Hennepin County Geographic Information System				

Table 17				
Hopkins Public Schools				
K-12 Yield (Post Sale) of Single Family Homes Sold				
By Value Class				
Units sold January 1, 2012 - September 30 ,2014				
October 2014				
	Single		K-12 In	
Estimated	Family	Single Family	Homes Sold	Yield of K-12 In
Market Value	Homes	Homes Sold	Post Sale	Homes Sold
\$0-\$249,999	3,928	772	431	0.56
\$250,000 - \$499,999	8,285	1,103	695	0.63
\$500,000-\$749,999	1,892	348	261	0.75
\$750,000+	879	150	91	0.61
TOTAL	14,984	2,373	1,478	0.62
Sources Of Data				
Hennepin County Geographic Information System				

Socioeconomic patterns

Maps H and I portray, respectively, the distribution throughout the district of students eligible for free and reduced priced lunches, and English language learners.

Wayzata Public Schools Distribution of Households with Students Eligible for Free and Reduced Priced Lunches, October 2014

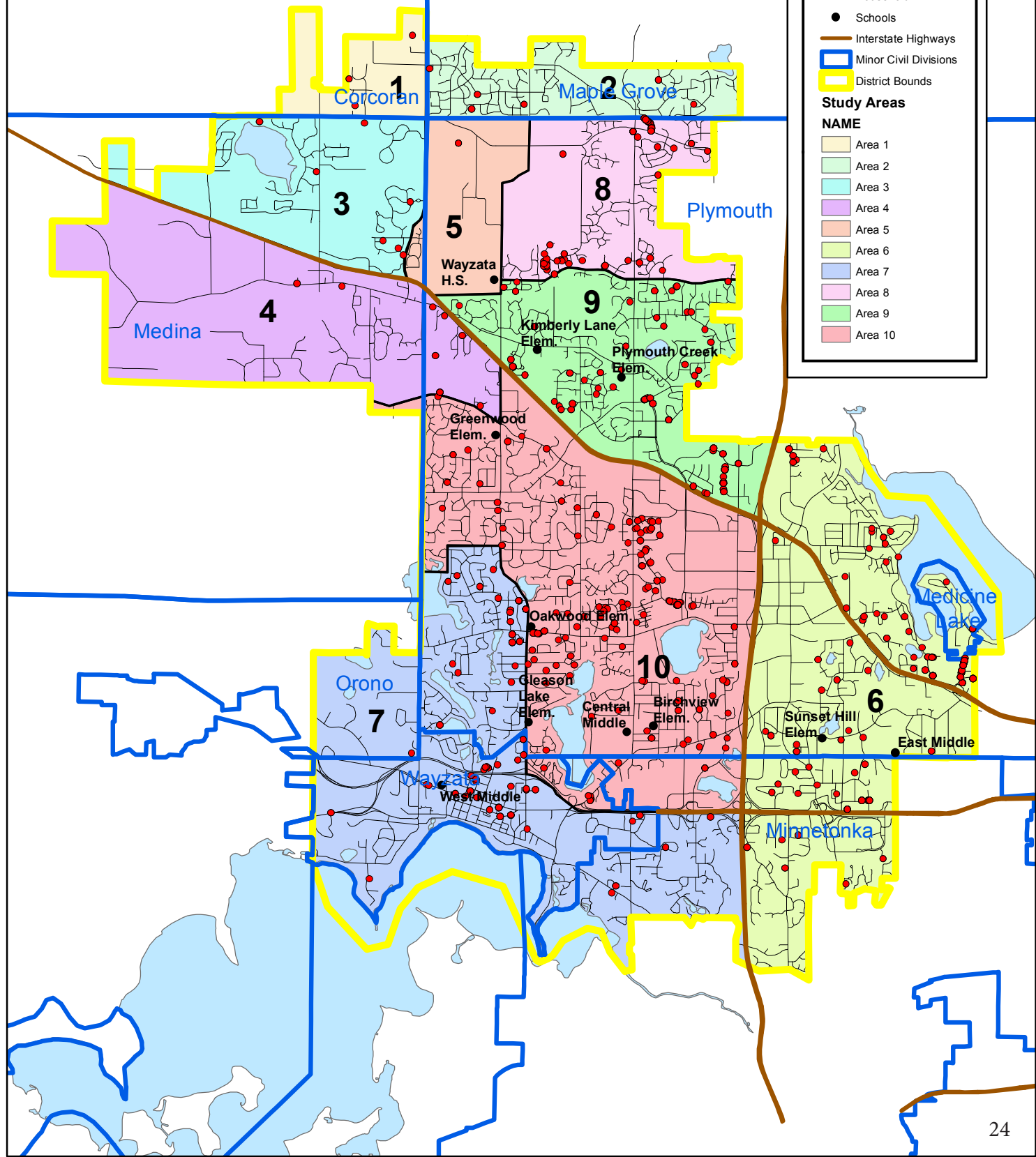
Map H

Legend

- Household
- Schools
- Interstate Highways
- ▭ Minor Civil Divisions
- ▭ District Bounds

Study Areas

NAME	Color
Area 1	Light Yellow
Area 2	Light Green
Area 3	Light Cyan
Area 4	Light Purple
Area 5	Light Orange
Area 6	Light Lime Green
Area 7	Light Blue
Area 8	Light Pink
Area 9	Light Green
Area 10	Light Red/Pink



Wayzata Public Schools Distribution of Households With English Language Learners October 2014

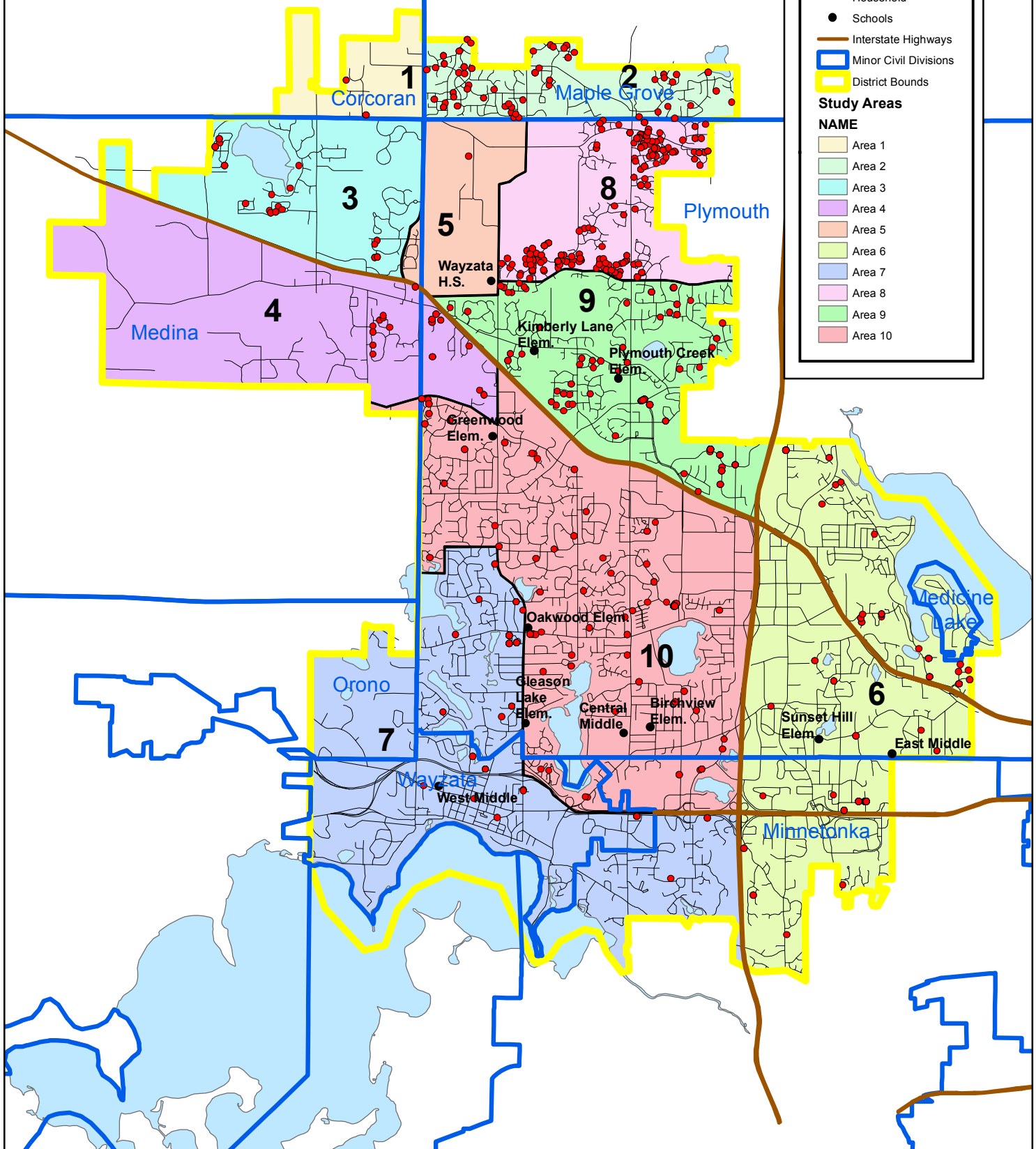
Map I

Legend

- Household
- Schools
- Interstate Highways
- Minor Civil Divisions
- District Bounds

Study Areas

- NAME**
- Area 1
 - Area 2
 - Area 3
 - Area 4
 - Area 5
 - Area 6
 - Area 7
 - Area 8
 - Area 9
 - Area 10



Policy 802: Naming of Facilities

The purpose of this policy is to establish guidelines for the naming of Wayzata Public Schools buildings and facilities.

The naming of school buildings or facilities is the responsibility of the School Board. The School Board recognizes that the official names of district facilities are vital to its public image. When selecting names for facilities, the Board will emphasize effective public communication and the honor and integrity that the name will reflect upon the facility. Further, areas within specific educational facilities and adjacent property shall be titled in accordance with their function and the official district name for the facility.

Other Use of School Property for Commemorative Purposes

School administrators and faculties may, at their discretion, place pictures, plaques and other non-permanent commemorative objects on the internal walls of educational facilities in recognition of persons, organizations and events. The use of school facilities and property for honoring or memorializing persons shall be limited to the provisions of this policy.

Policy 802R: Naming of Facilities

When naming a Wayzata Public Schools building or facility, School Board members serving on the Facilities Development and Long Range Planning Committee will appoint a committee of five to seven residents, including up to two student representatives of the school district. The principal of the school building to be named or in which the facility is located will co-chair the committee along with the Director of Communications and Community Engagement. The committee may solicit suggested names for buildings or other facilities from students, staff, and residents of the school district. The committee will present three recommendations for consideration to the school board. The responsibility for the final decision on the name rests with the School Board.

The Director of Communications and Community Engagement will manage the communications process of naming school district facilities. The Director will advise the community about the process and the timeline for naming the new school or facilities. Public notification will include, but not be limited to, news releases and mailings to parents, PTAs, other school councils, Chamber of Commerce, community organizations and civic clubs.

The public may submit names for School Board consideration through the U.S. mail or email to the Superintendent's designee. The names considered must conform to this Board Policy. A minimum six-week timeline will be established for the public to propose names. The Superintendent's designee will send acknowledgement letters to those who offer names for consideration and will forward the names proposed and any supporting documentation to the committee co-chairs. Once the School Board determines a name for the school or facility through a formal vote, the Director of Communications and Community Engagement will determine appropriate means to inform the public of the approved name.

The school district does not name facilities for specific programs, individuals or families. Individuals or organizations requesting that a facility be named in honor of an individual or a family will be notified that the school district does not name facilities in this manner and will be encouraged to consider an alternative commemoration such as the designation of an academic scholarship to honor the individual or family through the high school counseling department.

The school district may consider a name for a new school or facility that reflects a unique geographic location or feature within the school district. There may occasionally be a compelling reason to change the name of an existing facility. The process will be the same as that for naming a new facility.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**RELATIONS WITH COMMUNITY
ORGANIZATIONS**

POLICY: 914

The School Board recognizes that the community service responsibilities of a District rightfully extend beyond provision of academic instruction to youth. It is aware that such responsibilities sometimes entail cooperation with governmental and community agencies in offering types of services for which schools are especially qualified or equipped. Such services may include but are not limited to charitable solicitations, disease immunizations, and health and safety screening programs.

The Superintendent or designee is directed to evaluate each request for the District to facilitate or support externally sponsored public services. The Superintendent or designee should approve only those in which community interest is favorably balanced against the time and personnel resources which the District directs to such facilitation or support. All approved community services should be implemented in a manner which will minimize diversion from the District's primary instructional mission.

ADOPTED: March 10, 1975
AMENDED: July 13, 1987
AMENDED: June 12, 2007

Policy 914R: Relations with Community Organizations

1. During the school day, the community organization youth workers, volunteers, or other representatives are not permitted to enter Wayzata Public Schools facilities during the school day for purposes of communicating with members of their organizations, or for the promotion of their programs, including during non-instructional periods. ~~without prior permission of the building principal. If permission is granted by the principal, youth workers or other representatives of community organizations may enter Wayzata Public Schools facilities to visit students, provided they comply with Policy 909. The Principal may exclude any visitor from the school if the visitor's activities are disruptive.~~
2. Youth workers, volunteers, or other representatives are welcome to attend school activities and functions outside of regular school hours to show support for and to connect with students. It is expected that youth workers, volunteers, or other representatives will follow their organization's protocol for obtaining parental approval to provide counseling or personal guidance. Such services are not to be performed on school grounds or during school activities.
3. Community organization youth workers, or other representatives may work as school volunteers in secular activities or as paid school employees in such areas as coaching and officiating.
4. Community organization youth workers, volunteers, or other representatives may be used by professional staff as a resource person providing their service is directly related to the curriculum.
5. In the spirit of working together to build positive assets for the youth and families of the learning community, Community Education may coordinate collaborative youth or adult programs with community organizations (i.e. Adult Basic Education, after school activities, publicity). Such collaborative efforts will be in accordance with the guidance contained in this Regulation.
6. Consistent with Policy 909, the school principal or program/site manager may exclude any visitor from the school if the visitor's activities are disruptive.

Policy 915: Relations with Religious Organizations

The School Board is aware of the important community service role played by religious organizations, and it desires to cooperate with such institutions in ways which are fully consistent with public law. It directs the Superintendent to develop procedures which facilitate such cooperation to the end that the best interests of students are thereby served.

Policy 915R: Relations with Religious Organizations

1. During the school day, the Religious organization youth workers, volunteers, or other representatives ~~may be~~ are not permitted to enter Wayzata Public Schools facilities during the school day for purposes of communicating with members of their congregation, for the promotion of their programs, or for proselytization purposes of any religious belief or non-belief, including during non-instructional periods ~~providing they have advance parental approval in writing and such meetings are cleared with the building principal in advance~~ without prior permission of the building principal. If permission is granted by the principal, youth workers or other representatives of Religious organizations may enter Wayzata Public Schools facilities to visit students, provided they comply with Policy 909 and the purpose of their visit is not for proselytization of religious beliefs or non-beliefs. The Principal may exclude any visitor from the school if the visitor's activities are disruptive.
2. Youth workers or other representatives are welcome to attend school activities and functions outside of regular school hours to show support for and to connect with students. Such communication shall be strictly nonreligious in character. It is expected that youth workers, volunteers, or other representatives will follow their organization's protocol for obtaining parental approval to provide ~~Secular~~ counseling or personal guidance. Such services are not to be performed on school grounds or during school activities. or information given to such youth shall represent the sole acceptable basis for ~~this communication.~~
3. Religious organization youth workers, or other representatives may work as school volunteers in secular activities or as paid school employees in such areas as coaching and officiating.
4. Religious organization youth workers, volunteers, or other representatives may be used by professional staff as a resource persons providing their service is directly related to the curriculum.
5. In the spirit of working together to build positive assets for the youth and families of the learning community, Community Education may coordinate collaborative youth or adult programs with District religious organizations (i.e. Adult Basic Education, after school activities, publicity). Such collaborative efforts will be in accordance with the ~~regulations~~ guidance contained in this ~~regulation~~ Regulation.
6. Consistent with Policy 909, the school principal or program/site manager may exclude any visitor from the school if the visitor's activities are disruptive.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - March 9, 2015 - 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
 - B. Finance and Business Recommendations
 1. Monthly Reports
 - C. Human Resource Recommendations
 1. Monthly Recommendations
3. **RECOGNITIONS**
 - A. Retiree Recognition
 - B. INTEL Student Recognitions
 - C. Girls Nordic Ski
 - D. Track and Field Coach of the Year - Aaron Berndt
 - E. MnACTE/SNP - Maggie Dvorak
 - F. Minnesota Association of Career and Technical Education/Special Needs Personnel
 - G. March Employee of the Month
4. **REPORTS FROM ORGANIZATIONS**
 - A. Wayzata High School Student Council Representative
5. **STUDENT CURRICULUM PRESENTATION**
 - A. Oakwood Elementary School
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
 - A. Superintendent
 1. Hazel Reinhart Presentation of Enrollment Study
 - B. Teaching and Learning
 1. Policy 914: Relations with Community Organizations
 2. Policy 915: Relations with Religious Organizations
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. **OTHER BOARD ACTION**
8. **BOARD REPORTS**
9. **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.
10. **ADJOURN**