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BOARD OF EDUCATION

Special Meeting - Wednesday, December 18, 2024 - 7:00 PM

Creekside

16000 41st Ave N.

Plymouth, MN 55446

Minutes of Regular Meeting Meeting

A Regular Meeting Meeting of the Board of Education of Wayzata Public Schools was held Wednesday, December 18, 2024, beginning at 7:00 PM in the Creekside 16000 41st Ave N. Plymouth, MN 55446.

1. CALL TO ORDER/ROLL CALL	2
2. APPROVAL OF AGENDA ITEMS	3
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Board of Education
Regular Meeting – December 18, 2024

AGENDA SECTION: Call to Order

ITEM: Roll Call Attendance

COMMENTS BY: Heidi Kader, Acting Board Chair

	PRESENT	ABSENT
Milind Sohoni	_____	_____
Sheila Prior	_____	_____
Sarah Johansen	_____	_____
Paras Bhende	_____	_____
Valentina Eyres	_____	_____
Dan Ginestra	_____	_____
Heidi Kader	_____	_____
Chace Anderson, ex-officio	_____	_____



Board of Education

Regular Meeting – December 18, 2024

AGENDA SECTION: Approval of Agenda Items

ITEM: Approval of Agenda Items

COMMENTS BY: Heidi Kader, Acting Board Chair

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:

Recommended Action: Approve the full agenda as presented, and the consent agenda items.

Motion by: _____

Passed: _____

Second by: _____

Failed: _____

Abstentions: _____

Wayzata Public Schools



**Attendance Area
Adjustment
Recommendation**



12/18/24



Agenda

- Process Update
- Themes from Round 4 Input
- Concept 9 Development
- Considerations in Concept Development
- Concept Recommendation
- Benefits / Challenges
- Next Steps
- Comments and Questions

Guiding Change Document for the
2025-26 Attendance Area Development

May/June 2024

<p>The Why <i>Our Current Reality</i></p>	<p>The Not How <i>Our Unacceptable Means of achieving the Results</i></p>	<p>The What <i>Our Desired Results from Any Option</i></p>
<ul style="list-style-type: none"> ● Capacity across schools is not currently aligned with facility utilization ● Inability to support consistent programming across all buildings ● Class sizes are not currently balanced across the district ● Inefficient use of funding ● Inefficient transportation routes ● Increasing enrollment, both in total numbers and in diverse student groups, including special education ● Core areas in schools are at or beyond capacity ● Strategic Roadmap and Equity Commitment drive our Why 	<ul style="list-style-type: none"> ● Will not knowingly violate law, policies or agreements ● Will not have bus ride lengths greater than 45 minutes one-way ● Will not have options that create short or long-term financial shortfalls 	<ul style="list-style-type: none"> ● The ability to handle future student growth and evolving educational opportunities ● Provide equitable services for special education students in neighborhood schools within financial limits ● Consider prior boundary changes ● Consider school demographics ● Maintain neighborhood schools as possible ● Establish boundaries for 3 - 5 years

Collaborative and Transparent Process

As you know, this is a challenging process as it impacts students and families. We approached this effort with a strong commitment to transparency and fairness. Specifically:

1. A **Design Team** of 28 district leaders met over 13 times, dedicating significant additional time outside of these meetings to develop concepts.
2. An **Input Team** of nearly 80 members, including staff and parents, engaged in three focused meetings.
3. The district partnered with a **third-party facilitator**, TeamWorks, to provide structure, data, and facilitation.
4. Regular **communication** was maintained with our community.
5. A **dedicated website** and feedback portal were created to share information and gather input.
6. The process included **multiple updates** to the School Board to ensure ongoing transparency.
7. We conducted **several rounds of feedback** on different concepts with both the public and the Input Team, incorporating changes based on the feedback received.

Process Update

- Presented Concept 8B-5 on December 9
- Concept 8B-5 was posted on website and accepted public feedback - December 10-12
- Public feedback themed and shared with administration
- Administration reviewed feedback and suggested modifications to create Concept 9
 - Additional internal feedback from middle school principals

Themes from Public Input

- Public input was gathered using Google Forms created and shared by Wayzata Public Schools
- Public feedback themes generated from responses using Chat GPT
 - 309 responses for Concept 8B5
- Detailed information and feedback on [district website](#)

Public Feedback Themes on Concept 8B5

1. Neighborhood Unity

- **Detailed View:** Strong opposition to splitting neighborhoods reflects a desire to preserve community ties and ensure children maintain established friendships. Families argue that dividing small neighborhoods into separate schools creates social and logistical disruptions, undermining the cohesion that benefits children academically and emotionally.
- **Examples:**
 - **Heather Run and Seven Ponds:** Historically treated as one community, these neighborhoods face a split that parents argue is arbitrary and detrimental to the children's sense of belonging.
 - **Spring Meadows:** Parents expressed frustration at splitting the neighborhood into separate middle schools, disrupting shared activities like carpools and HOA events.
- **Key Concern:** The proposals ignore the natural connectivity and historical treatment of neighborhoods, leading to fractured communities and emotional stress on children and families.

2. Capacity Issues

- **Detailed View:** Families frequently pointed out inefficiencies in capacity management, such as moving students from under-capacity schools to ones nearing or at capacity. They emphasize the need for better projections and strategies to balance enrollment.
- **Examples:**
 - Gleason Lake remains under capacity while students are moved to Oakwood, which is at capacity.
 - Kimberly Lane's capacity issues are exacerbated by proposals to add new neighborhoods, creating long-term challenges.
- **Key Concern:** Decisions based on flawed capacity projections might lead to additional boundary adjustments in the near future, creating repeated instability for families.

10

Public Feedback Themes on Concept 8B5

3. Transportation Efficiency

- **Detailed View:** Many proposals increase bus traffic unnecessarily, with families highlighting inefficiencies like overlapping routes for buses serving different schools. This raises concerns about safety, environmental impact, and logistical complexity.
- **Examples:**
 - Heather Run and Seven Ponds residents noted that buses for Gleason Lake and Oakwood would drive the same streets, doubling traffic and confusing pickup schedules.
 - Proposals for splitting neighborhoods like Spring Meadows increase the number of buses in shared spaces.
- **Key Concern:** Transportation plans should reduce redundancy, ensure safety, and minimize environmental impact by streamlining routes.

4. Social and Emotional Well-Being

- **Detailed View:** Boundary changes disrupt long-standing friendships, peer support systems, and the sense of stability crucial for children's mental health, particularly during sensitive transitions such as entering middle school.
- **Examples:**
 - Kimberly Lane students being split into Central and East Middle Schools sparked concerns about isolating a small group of students who would have fewer familiar faces during this critical period.
 - Parents emphasized that middle school transitions are already challenging without additional barriers created by boundary changes.
- **Key Concern:** Social and emotional health should be prioritized by keeping peer groups intact and minimizing changes that isolate children.

Public Feedback Themes on Concept 8B5

5. Equity and Fairness

- **Detailed View:** Families highlighted perceived inequities in the application of boundary principles, such as allowing some neighborhoods to remain intact while splitting others with similar characteristics. Many felt future developments were prioritized over established communities.
- **Examples:**
 - The Reserve at Medina being moved to North Woods despite opposition, while other neighborhoods closer to impacted schools remained unchanged.
 - The Kimberly Lane 30/70 split was seen as unfair when other elementary schools remained fully intact.
- **Key Concern:** Decisions should apply consistent, transparent principles to avoid favoritism or perceptions of inequity.

6. Consistency and Stability

- **Detailed View:** Families value long-term stability in school assignments and oppose frequent boundary adjustments that disrupt students' educational journeys. Proposals perceived as short-term solutions received significant criticism.
- **Examples:**
 - Westin Ridge parents opposed being moved from North Woods to Meadow Ridge, citing prior stability and relationships built at North Woods.
 - Frequent shifts for neighborhoods like Bonaire and Kimberly Lane led to frustration over repeated disruptions.
- **Key Concern:** Boundary adjustments should aim for long-term solutions to avoid recurring changes and instability.

Public Feedback Themes on Concept 8B5

7. Planning and Rationale Transparency

- **Detailed View:** Many families felt the boundary planning process lacked transparency, with insufficient explanation for decisions and limited opportunity to provide feedback. Late-stage changes were particularly criticized.
- **Examples:**
 - The Kimberly Lane split was introduced late in the process, leaving families feeling blindsided and unheard.
 - Families questioned the absence of detailed rationales for decisions like splitting Spring Meadows or moving Westin Ridge.
- **Key Concern:** Clear communication and inclusive processes are essential to building trust and ensuring community buy-in.

8. Impact of Future Developments

- **Detailed View:** Families expressed frustration that boundary adjustments seemed to prioritize accommodating future housing developments over preserving established school communities. They suggested using pocket boundaries for new developments instead.
- **Examples:**
 - Tavera's assignment to Kimberly Lane was criticized for prioritizing new developments while disrupting current neighborhoods.
 - Suggestions included delaying adjustments until more accurate data on future development impacts become available.
- **Key Concern:** Planning should balance future growth with the needs of current students and families.

Public Feedback Themes on Concept 8B5

9. Minimizing Disruption

- **Detailed View:** Proposals that minimized the number of students affected were widely praised, with families supporting adjustments that preserved stability and required fewer transitions.
- **Examples:**
 - Concept 8B-5 received positive feedback for impacting only 7% of students, compared to earlier plans affecting 20-24%.
 - Families supported keeping entire neighborhoods intact to reduce the number of students needing to change schools.
- **Key Concern:** Minimizing the number of impacted students helps preserve community stability and reduces emotional stress.

10. Proximity to Schools

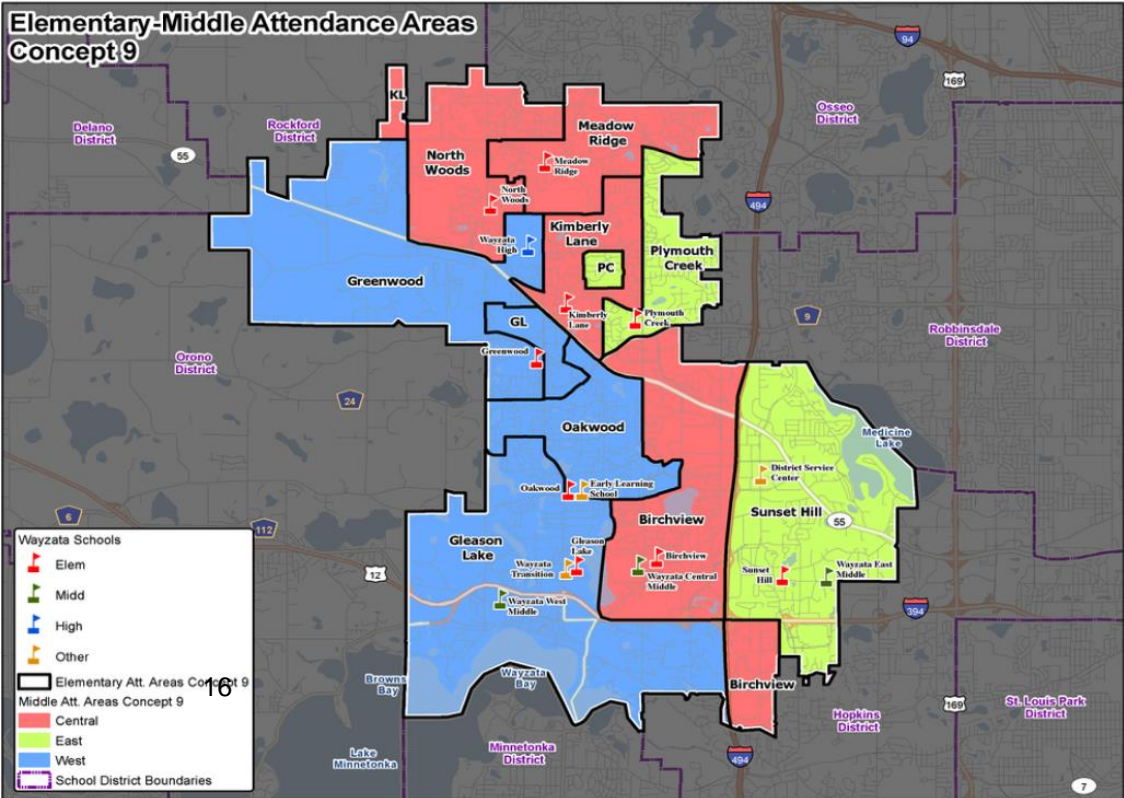
- **Detailed View:** Families emphasized the importance of assigning students to schools close to their homes, highlighting the benefits of reduced travel time, stronger community ties, and increased safety.
- **Examples:**
 - Greenwood-area families requested assignment to Greenwood Elementary instead of Gleason Lake, which requires longer bus rides.
 - Westin Ridge residents opposed being moved farther from North Woods despite their neighborhood's proximity to the school.
- **Key Concern:** Proximity to schools fosters stronger connections and makes participation in school events and activities more accessible.

Considerations in Concept Development

- Balancing capacities - goal of approximately 90% of functional capacity
- Demographic awareness - goal of moving toward district averages as possible
- Maintaining neighborhood schools as possible
- Work to keep developments/neighborhoods in ES and MS pathway
- Neighborhood proximity to schools
- Consideration of major roadways
- Transportation impacts and efficiency
- Consideration to prior boundary changes
- Consideration of the next 3-5 years and potential future adjustments/changes

Recommendation

Administration is recommending Concept 9 to the school board for implementation.



Neighborhoods Recommended for Reassignment

- **Area North of Highway 55 between Pinto Dr. and Medina Entertainment Center:** Move to North Woods/Central Middle School from Greenwood/West Middle School.
- **Area South of 394 - East of 494 - West of Plymouth Road:** Move to Birchview/Central Middle School from Sunset Hill/East Middle School. (Bird Song, Briarcliff, Crowne Hill, Dalmatian Ridge, Emerald Ridge, Enghausers Deaverdale, Emerald Woods, Essex Hills, Fairfield Acres, Hammer Estates, Hill Ridge, Lorence Woods, Oakland Woods, Oakland Knoll, Oakland Estates, Oak Woods, Platwood, Preston Woods, Stone Road, Westernesse, White Birch Hills, and Woodhaven)
- **Cranberry Ridge:** Move to Kimberly Lane/Central Middle School from Greenwood /West Middle School.

Neighborhoods Recommended for Reassignment

- **Elm Creek Highlands:** Will move to Kimberly Lane /Central Middle School from Greenwood/West Middle School.
- **Marsh Pointe:** All students will now go to Greenwood/West Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.
- **Meadow View:** All students will now go to Greenwood/West Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.
- **Medina Clydesdale Townhomes:** Move to North Woods/Central Middle School from Greenwood/West Middle School.

Neighborhoods Recommended for Reassignment

- **Ravinia:** All students will now go to North Woods/Central Middle School. Was a split neighborhood at Oakwood/North Woods and Central Middle School/West Middle School.
- **Reserve at Medina:** Move to North Woods/Central Middle School from Greenwood/West Middle School.
- **Tavera:** All students will now go to Kimberly Lane/Central Middle School. Was a split neighborhood at Oakwood/West Middle School and North Woods/Central Middle School.
- **Villas at Medina:** Move to North Woods/Central Middle School from Greenwood/West Middle School.

Neighborhoods Recommended for Reassignment

- **Walcott Glen:** All students will now go to North Woods/Central Middle School. Was a split neighborhood at Oakwood/West Middle School and North Woods/Central Middle School.
- **Westin Ridge:** Move to Meadow Ridge/Central Middle School from North Woods/Central Middle School.
- **Weston Woods:** All students will now go to Greenwood/West Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.
- **Woods of Medina:** All students will now go to North Woods/Central Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.

Modifications to Concept 8B5

Continuation of Elementary Schools to Designated Middle Schools

Elementary Schools

Assigned to Each School

West Middle School:	Gleason Lake, Greenwood, and Oakwood
Central Middle School:	Birchview, Kimberly Lane, Meadow Ridge, and North Woods
East Middle School:	Plymouth Creek and Sunset Hill

Modifications to Concept 8B5

Error Correction Made for Seven Ponds and Heather Run

Concept 8B5 incorrectly indicated that Seven Ponds and Heather Run were split with one neighborhood going to Oakwood and one going to Gleason Lake. Both neighborhoods are assigned to Gleason Lake Elementary School.

Administrative & Procedural Considerations

Open Enrollment

- Open enrollment at all elementary and secondary buildings will be in accordance with school board adopted protocols and in alignment with state laws.
- When possible, continue with the practice of same-building placement of an open enrolled kindergarten student with an older sibling attending WPS.

Administrative & Procedural Considerations

Open Enrollment

- Students enrolled in 2024-25 under approved open enrollment agreements will continue attending the same schools as currently enrolled.
- Open enrolled students moving into 6th grade will attend the middle school that their elementary school is assigned to.
- Birchview will be the 2025-26 placement for incoming kindergarten students, who do not have an older sibling attending Wayzata Public Schools.

Administrative & Procedural Considerations

Intra-District Transfer

- An intra-district transfer student is defined as a student attending a school outside of their district-assigned attendance area school. The district will continue to manage intra-district transfer requests under the current procedure which requires annual review and approval.
- Intra-District Transfer students may or may not be allowed to remain at their 2024-25 school of attendance depending on the individual building capacity status in the 2025-26 school year.
- Intra-district transfers for other elementary students will be very limited due to space, logistical and cost constraints.

Administrative & Procedural Considerations

Continued Enrollment Options (Often Referred to as Grandfathering)

- Sixth grade students of the 2024-25 school year attending East Middle School and who also attended Kimberly Lane Elementary School, will be allowed to remain at East Middle School through their 8th grade year. Transportation to East Middle School will be provided for these students.
- Middle school students at East, Central, and West will be allowed to remain at their current school of attendance through their 8th grade year. Transportation will not be provided for students who were assigned to a different middle school through this process if they choose to remain at their current middle school of attendance.

Administrative & Procedural Considerations

Continued Enrollment Options

- Younger elementary school siblings of middle school students will not have a continued enrollment choice (unless approved for intradistrict transfer process), they will need to attend the newly assigned middle school.
- Students, except for those referenced in the bullet points above, will be expected to attend their assigned school for the 2025-26 school year.
- Due to space, logistical and cost constraints, current 4th grade students will not be able to remain at their current schools under these adjustments.

Administrative & Procedural Considerations

Grouping Students Together Who Have Moved to a New School To the degree possible, principals will consider grouping students into the same classroom who have moved to a new school together for the 2025-26 school year.

Wayzata Kids Enrollment Registration for Wayzata Kids is based on district participation therefore, families' priority status will not be impacted by moving to a different elementary school.

School Transition Activities School principals and staff, working in cooperation with the PTA/PTO, will plan and communicate transition activities to help ensure students and families feel welcome and comfortable when they arrive at their new school.

Benefits / Challenges

Benefits

- Addresses schools at or over capacity currently
- Minimizes the number of students and families impacted
- Creates a 3-5 year plan for attendance areas
- Improved transportation efficiencies
- Positions to handle future student growth
- Considers prior boundary changes
- School demographics remain consistent
- Some progress toward neighborhood schools
- Pure elementary feeder to middle schools
- Responsive to feedback from Input Team and public

Challenges

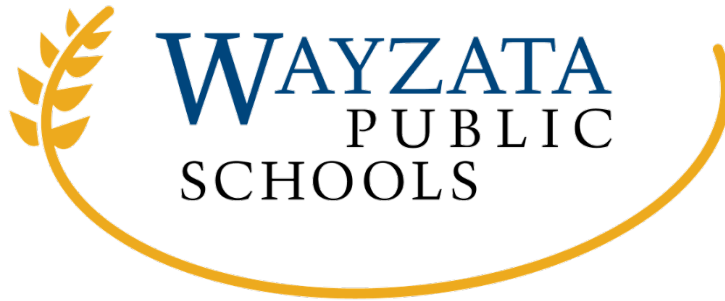
- Continues pocket boundaries - discontinuous attendance area
- Continues process of assigning homes based upon purchase agreement date of signing
- If new school(s) are built, some neighborhoods could be moved in future
- Some transportation inefficiencies
- Hard to meet all expectations of interested parties

Next Steps

1. Board Action on Concept 9 - December 18, 2024
2. If approved, implementation plans will begin immediately to include:
 - a. Updating student information system
 - b. Developing and implementing transition plans
 - c. Communication to affected families
 - d. Others as determined

Comments,
questions,
insights?





Wayzata Public Schools

Wayzata, MN

Elementary-Middle Attendance Area

Modeling

Concept 9

December 18, 2024

Report created by TeamWorks

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As Wayzata Public Schools continue to grow, the district will need a thoughtful and data-informed development of school attendance areas with parents, staff, and public consultation as part of a comprehensive, coherent, transparent, and trusted process. The district appears to have at least two differing, yet linked areas of results of the School Attendance Area Process:

1. The need to address both capacity and socio-economic diversity issues for elementary schools
2. The need to address both capacity and socio-economic diversity issues for middle schools

Among several items, the Design Team worked to better balance current capacity and future capacity requirements with the least amount of impact to students as possible. The design concepts presented in this packet strive to meet the goals of the School Board's guiding change document, which is on page 2 of this document.

The next step in this process is to provide a recommendation to be considered by the Wayzata School Board for implementation.

This packet includes:

- One draft elementary-middle attendance area concept
- Data showing current and future impact to building capacities, demographic data, as well as the student impact of each concept.

Thank you for your support in this process and for sharing your input.

Definitions/Acronyms:

Survival cohort - number of students in a grade level who continue into the next grade level at Wayzata Public Schools

F/R lunch - free/reduced lunch

Spec ed - special ed

H.H. income - Household income

BV – Birchview

GL – Gleason Lake

GW – Greenwood

KL – Kimberly Lane

MR – Meadow Ridge

NW – North Woods

OW - Oakwood

PC – Plymouth Creek

SH – Sunset Hill

CMS – Central Middle School

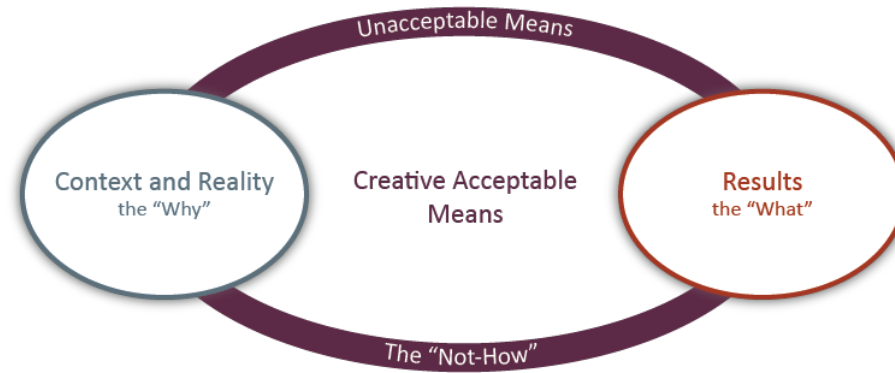
EMS – East Middle School

WMS – West Middle School

Wayzata Public Schools

Guiding Change Document for the 2025-26 Attendance Area Development

July 2024



The Why <i>Our Current Reality</i>	The Not How <i>Our Unacceptable Means of Achieving the Results</i>	The What <i>Our Desired Results from Any Option</i>
<ul style="list-style-type: none"> ● Capacity across schools is not currently aligned with facility utilization ● Inability to support consistent programming across all buildings ● Class sizes are not currently balanced across the district ● Inefficient use of funding ● Inefficient transportation routes ● Increasing enrollment, both in total numbers and in diverse student groups, including special education ● Core areas in schools are at or beyond capacity ● Strategic Roadmap and Equity Commitment drive our Why 	<ul style="list-style-type: none"> ● Will not knowingly violate law, policies or agreements ● Will not have bus ride lengths greater than 45 minutes one-way ● Will not have options that create short or long-term financial shortfalls ● Do not intentionally create greater discrepancy in academic opportunities through process 	<ul style="list-style-type: none"> ● The ability to handle future student growth and evolving educational opportunities ● Provide equitable services for special education students in neighborhood schools within financial limits ● Consider prior boundary changes ● Consider school demographics ● Maintain neighborhood schools as possible ● Establish boundaries for 3 - 5 years ● Provide equitable access to services (after school activities, interventions, enrichment) within financial limits

INTRODUCTION

The purpose of this report is to present a set of attendance area concepts for Wayzata Public Schools as the district implements its facilities assessment and strategic plan over the next few years. The school district, with a total population of over 75,000 residents, serves nearly 13,000 students in grades K-12, and comprises all of the communities of Corcoran, Maple Grove, Medicine Lake, Medina, Minnetonka, Orono, Plymouth, and Wayzata.

In the next 3-5 years it is estimated that nearly 2,000 new housing units will be built in the district – namely in the north part of the school district. We estimate that this additional development will result in approximately 750 additional students attending Wayzata Public Schools and continued enrollment growth in the district.

With this in mind, the district appears to have at least three differing, yet linked areas of results of the School Attendance Area Process:

1. The need to address capacity issues in the middle schools
2. The need to deliver a comparable learning experience between schools
3. The need to balance projected enrollment between schools

We present one elementary-middle attendance area concept. **This concept was designed with a focus on the next 5 years.** This concept includes maps, enrollment projections, and comparison tables showing current versus estimated enrollment, facility utilization, and socioeconomic indicators. Note that in these concepts, most in-district transfer students would return to their home school.

Note that maps show shaded middle school boundary concepts overlain by elementary school boundary concepts reflected as lines. Refer to Map 1 for current attendance area configuration. Refer to more detailed maps for current and all concept attendance boundaries at the end of this report.

MODELING METHODOLOGY AND ASSUMPTIONS

Here we present one elementary-middle attendance area concept. The following report analyzes this concept and its impact on enrollment over the next 10 years. A map of each attendance area concept is shown, followed by a series of charts and graphs for each individual school. Information pertaining to schools includes 10-year enrollment projections, projected enrollment impact on facility utilization, and a socioeconomic analysis reflecting current and projected conditions.

Two different enrollment projection scenarios are presented for each school, where the first scenario acts as a base for the other scenario. In the first scenario, enrollment projections for kindergarten were derived by utilizing resident birth data. Projected enrollments for grades 1 through 12 were then calculated by employing a cohort survival methodology for each grade. This scenario is labeled “Births Rates & Survival Cohort Only” in the charts below. In the second scenario, labeled “New Development Gains”, we add student yield figures from new housing developments to show how new housing would impact enrollment at 100% buildout where applicable. Both concepts utilize the following assumptions:

Each concept utilizes the following assumptions:

- Takes effect in school year 2025-2026
- Students were assigned to schools based on the attendance area in which they reside
- Out-of-district students were assigned to schools based on current enrollment patterns
- Special Education students enrolled in specialized programs housed at a particular school will remain enrolled at that school
- The projected socioeconomic indicators are based on current conditions. The tables show each concept as if it were implemented with the current (2024-25) student enrollment, rather than projecting future socioeconomic and demographic indicators. See tables on pages 6, 9-20
- Future student distribution and density patterns will remain similar to current conditions
- All known new housing developments will be 100% built-out over the next 3-5 years
- Children from new housing developments were distributed evenly across each grade and grade level

MODELING SUMMARY - CONCEPT 9

	Fall 2024											
	BV	GL	GW	KL	MR	NW	OW	PC	SH	CMS	EMS	WMS
Enrollment	441	602	761	533	764	775	543	677	711	1340	816	833
Facility Util	74.0%	93.3%	99.3%	76.4%	84.5%	87.0%	100.0%	96.7%	99.0%	85.1%	97.1%	99.2%
% Asian	11.1%	12.5%	20.2%	28.0%	29.3%	26.2%	12.7%	26.1%	8.2%	29.3%	21.4%	18.0%
% Black	15.9%	7.3%	6.4%	9.6%	7.6%	3.6%	12.5%	7.2%	14.1%	8.7%	10.7%	8.0%
% Hispanic	8.8%	6.3%	3.3%	5.4%	3.5%	3.5%	3.1%	5.6%	5.2%	5.2%	7.5%	6.2%
% Native American	0.7%	0.0%	0.4%	0.2%	0.9%	0.4%	0.6%	0.1%	0.4%	0.1%	0.4%	0.1%
% White	55.6%	65.8%	63.5%	46.7%	53.7%	60.6%	65.6%	52.1%	65.0%	51.0%	54.7%	61.7%
% Multi	7.9%	8.1%	6.2%	10.1%	5.0%	5.7%	5.5%	8.7%	7.2%	5.7%	5.4%	5.9%
% F/R Lunch	24.5%	13.8%	8.8%	10.7%	10.7%	4.6%	17.9%	9.5%	24.1%	10.7%	18.5%	12.8%
% Spec Ed	17.0%	15.9%	14.8%	10.7%	14.5%	14.6%	12.9%	12.4%	14.2%	10.3%	12.4%	11.2%
% Dual Language	8.8%	5.6%	4.3%	8.4%	5.6%	2.2%	9.0%	11.8%	9.6%	2.5%	6.1%	3.2%
Median Income	\$116,180	\$148,846	\$179,882	\$184,984	\$191,304	\$190,367	\$161,228	\$171,810	\$127,956	\$176,184	\$158,433	\$164,776
	Concept 9											
	BV	GL	GW	KL	MR	NW	OW	PC	SH	CMS	EMS	WMS
29-30 Low Enrollment	448	614	684	612	841	797	511	581	609	1611	725	950
29-30 Low Facility Util	75.2%	95.2%	89.2%	87.6%	93.0%	89.5%	94.1%	82.9%	84.8%	102.3%	86.3%	113.1%
29-30 High Enrollment	496	624	789	730	853	837	511	614	610	1754	747	1012
29-30 High Facility Util	83.3%	96.8%	102.9%	104.5%	94.3%	94.0%	94.1%	87.7%	85.0%	111.4%	89.0%	120.5%
% Asian	10.1%	11.1%	17.1%	32.5%	27.6%	30.3%	3.6%	26.0%	8.6%	32.8%	20.0%	12.1%
% Black	13.9%	8.1%	3.3%	10.8%	7.0%	4.5%	13.1%	7.4%	15.6%	8.5%	11.7%	7.7%
% Hispanic	7.9%	5.9%	1.6%	6.2%	3.9%	3.2%	3.6%	5.5%	6.0%	5.8%	7.6%	5.5%
% Native American	0.4%	0.0%	0.5%	0.6%	1.0%	0.1%	0.4%	0.1%	0.5%	0.1%	0.4%	0.1%
% White	59.5%	67.5%	70.5%	40.7%	55.4%	56.6%	73.1%	52.0%	62.8%	47.3%	54.8%	68.4%
% Multi	8.1%	7.4%	7.0%	9.3%	5.1%	5.3%	6.1%	8.9%	6.6%	5.4%	5.5%	6.3%
% F/R Lunch	23.2%	14.4%	4.9%	13.4%	10.0%	5.6%	17.8%	9.6%	25.8%	10.5%	19.2%	13.6%
% Spec Ed	18.3%	15.9%	13.8%	11.2%	14.2%	14.4%	12.9%	13.0%	14.2%	9.6%	13.1%	12.0%
% Dual Language	7.3%	5.0%	4.4%	9.9%	5.1%	3.0%	7.0%	11.7%	10.7%	2.8%	6.3%	3.1%
Median Income	\$120,247	\$147,777	\$183,137	\$183,484	\$192,213	\$188,939	\$157,402	\$171,764	\$123,692	\$177,272	\$154,628	\$163,617

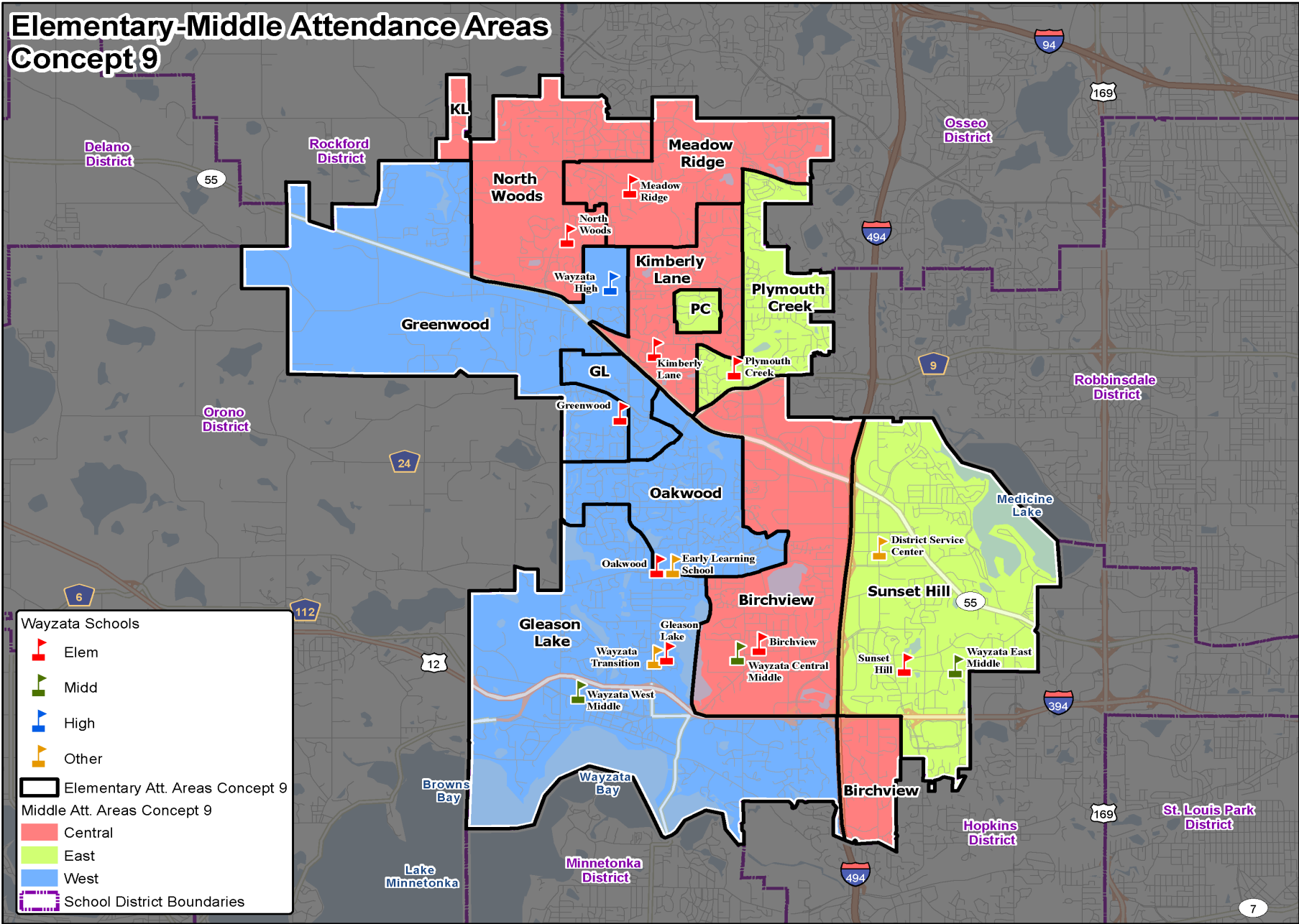
Elementary-Middle Attendance Area Modeling Concept 9

- All Students were assigned to schools based on the attendance area in which they reside (except Setting III & out-of-district students)
- ~501 of K-5 students impacted (~8.6% of total elementary students)

Middle School Concept Feeder 9:

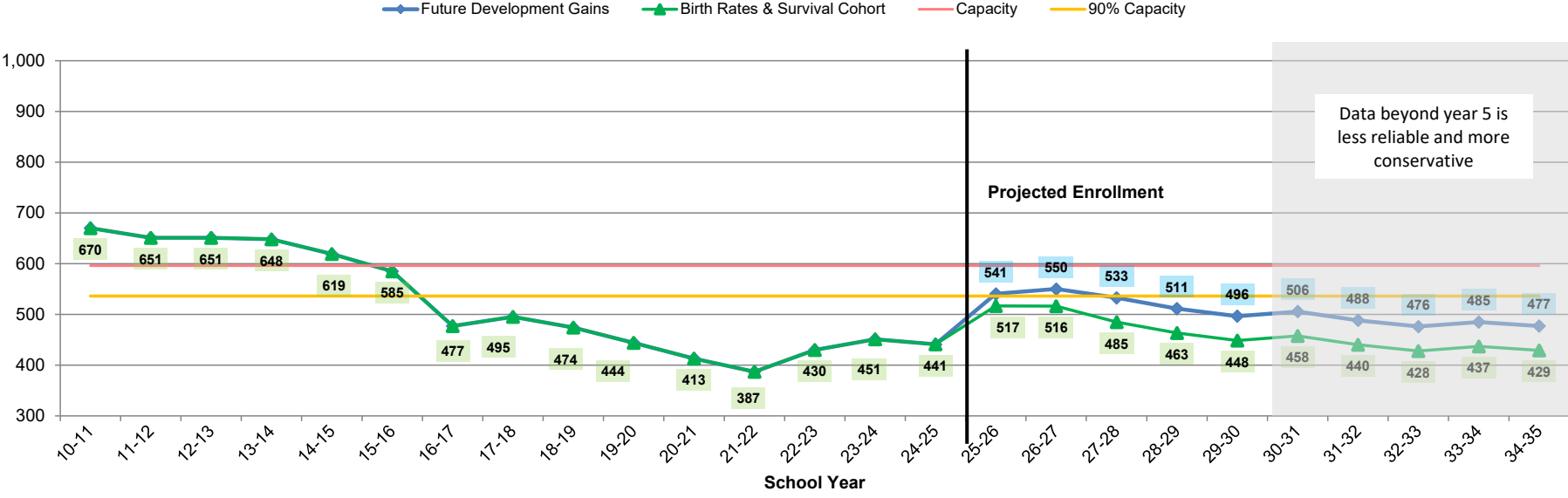
- East Middle School
 - 100% PC & SH going to EMS
 - Current 6th grade students from KL continuing/grandfathered as well as all current 7th grade students
 - ~107 continuing/grandfathered students
- West Middle School
 - 100% GL, GW, & OW going to WMS
 - Current 6th & 7th grade students continuing/grandfathered
 - ~79 continuing/grandfathered students
- Central Middle School
 - 100% BV, KL, MR & NW going to CMS
 - Current 6th & 7th grade students continuing/grandfathered
 - ~67 continuing/grandfathered students

Elementary-Middle Attendance Areas Concept 9



Map 2: Elementary-Middle Attendance Areas Concept 9

Birchview Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Total	
Grade	24-25
K	0
1	0
2	0
3	0
4	0
5	0
Total	0

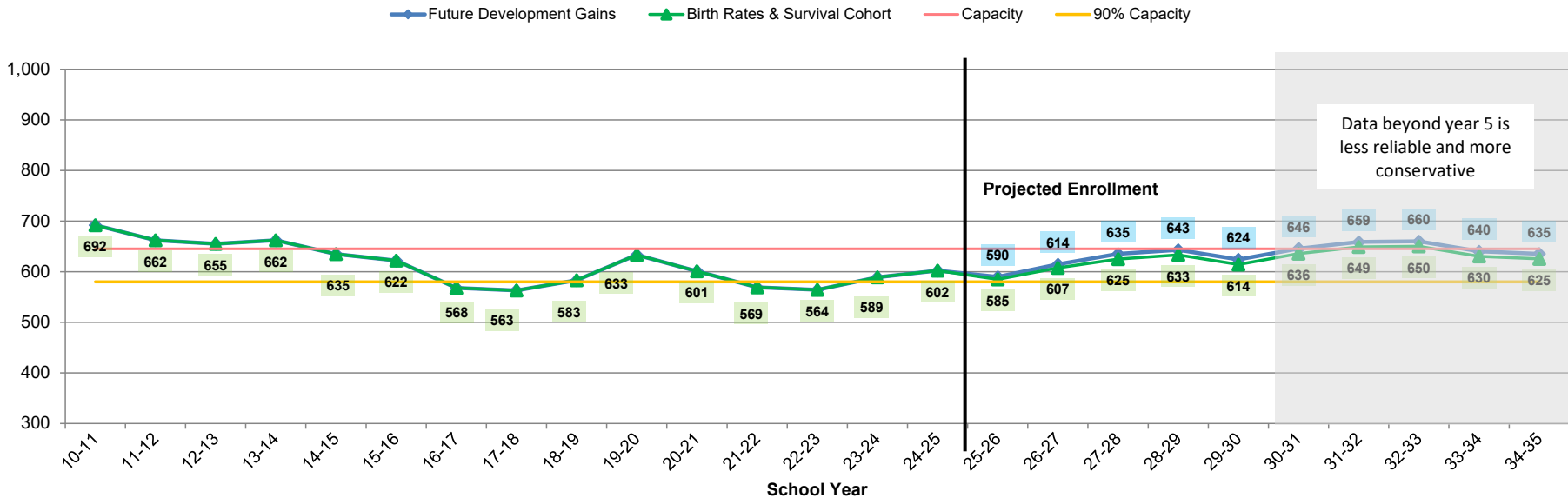
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	75.2%	83.3%
Facility Utilization (%) SY 2034/2035	72.0%	80.1%

Current Capacity 596
 Current Facility Utilization (%) 74.0%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Birchview	49	11.1%	70	15.9%	39	8.8%	3	0.7%	245	55.6%	35	7.9%	108	24.5%	75	17.0%	39	8.8%	\$116,180
Projected Birchview	51	10.1%	70	13.9%	40	7.9%	2	0.4%	300	59.5%	41	8.1%	117	23.2%	92	18.3%	37	7.3%	\$120,247
Difference	2	-1.0%	0	-2.0%	1	-0.9%	-1	-0.3%	55	4.0%	6	0.2%	9	-1.3%	17	1.2%	-2	-1.5%	\$4,067
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Gleason Lake Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Total	
Grade	24-25
K	0
1	2
2	1
3	1
4	1
5	0
Unknown	4
Total	9

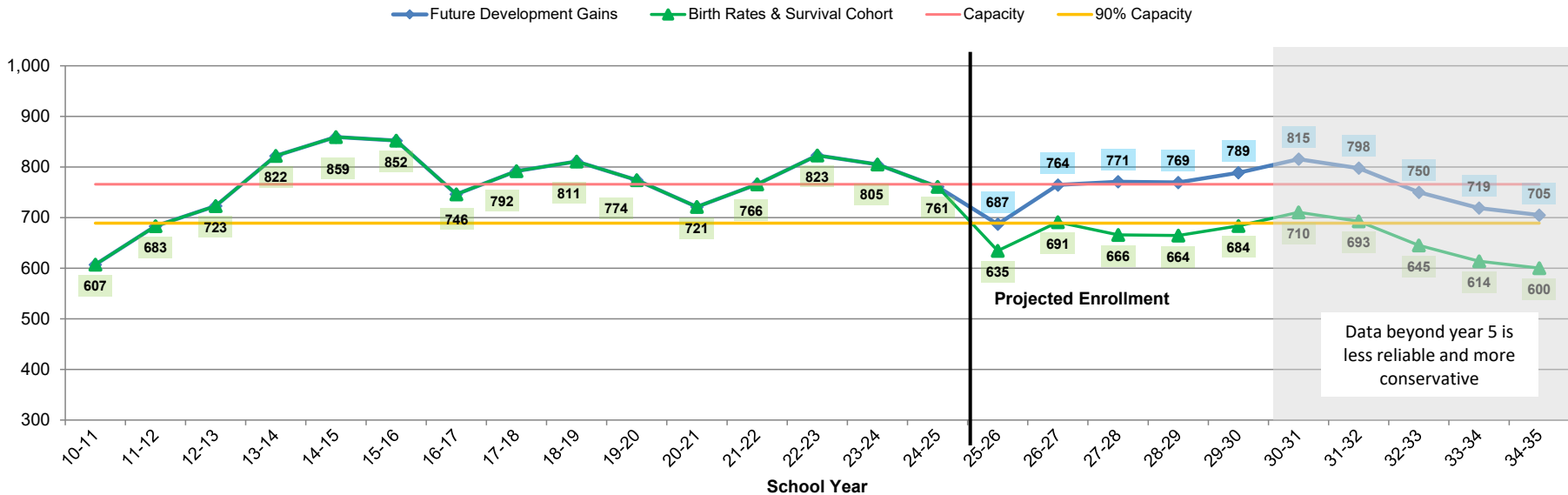
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	95.2%	96.8%
Facility Utilization (%) SY 2034/2035	96.9%	98.5%

Current Capacity 645
Current Facility Utilization (%) 93.3%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Gleason Lake	75	12.5%	44	7.3%	38	6.3%	0	0.0%	396	65.8%	49	8.1%	83	13.8%	96	15.9%	34	5.6%	\$148,846
Projected Gleason Lake	64	11.1%	47	8.1%	34	5.9%	0	0.0%	390	67.5%	43	7.4%	83	14.4%	92	15.9%	29	5.0%	\$147,777
Difference	-11	-1.4%	3	0.8%	-4	-0.4%	0	0.0%	-6	1.7%	-6	-0.7%	0	0.6%	-4	0.0%	-5	-0.6%	-\$1,069
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Greenwood Elementary Student Enrollment (K-5)



*Capacity concerns will be addressed with pocket boundaries as new development evolve.

Setting 3 SDC Enrollment Total

Grade	24-25
K	0
1	0
2	1
3	1
4	0
5	1
Unknown	4
Total	7

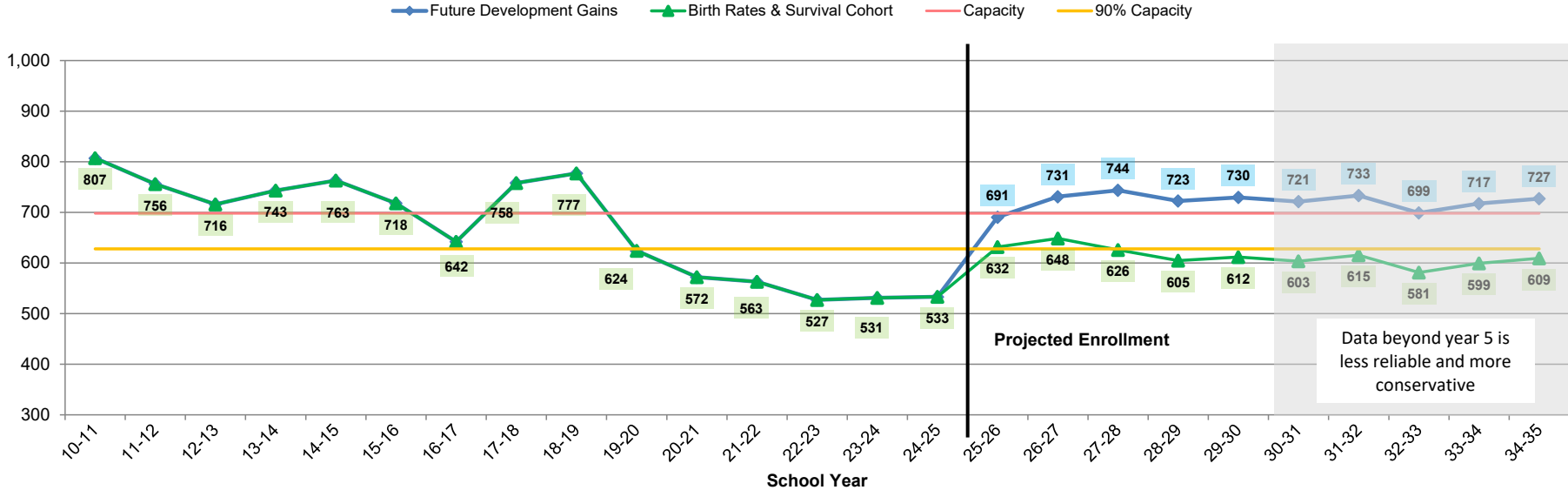
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	89.2%	102.9%
Facility Utilization (%) SY 2034/2035	78.3%	92.0%

Current Capacity 766
Current Facility Utilization (%) 99.3%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Greenwood	154	20.2%	49	6.4%	25	3.3%	3	0.4%	483	63.5%	47	6.2%	67	8.8%	113	14.8%	33	4.3%	\$179,882
Projected Greenwood	108	17.1%	21	3.3%	10	1.6%	3	0.5%	445	70.5%	44	7.0%	31	4.9%	87	13.8%	28	4.4%	\$183,137
Difference	-46	-3.1%	-28	-3.1%	-15	-1.7%	0	0.1%	-38	7.1%	-3	0.8%	-36	-3.9%	-26	-1.1%	-5	0.1%	\$3,255
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Kimberly Lane Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Grade	24-25
K	0
1	0
2	1
3	1
4	1
5	0
Unknown	7
Total	10

*Capacity concerns will be addressed with pocket boundaries as new development evolve.

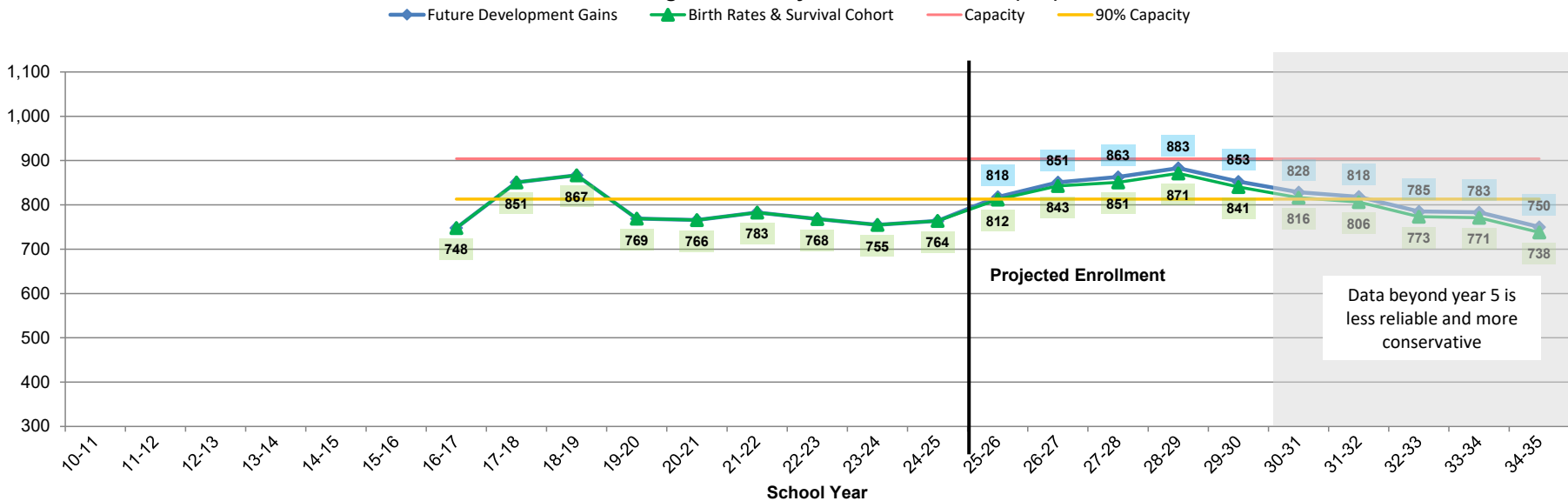
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	87.6%	104.5%
Facility Utilization (%) SY 2034/2035	87.3%	104.2%

Current Capacity 698
Current Facility Utilization (%) 76.4%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Kimberly Lane	149	28.0%	51	9.6%	29	5.4%	1	0.2%	249	46.7%	54	10.1%	57	10.7%	57	10.7%	45	8.4%	\$184,984
Projected Kimberly Lane	214	32.5%	71	10.8%	41	6.2%	4	0.6%	268	40.7%	61	9.3%	88	13.4%	74	11.2%	65	9.9%	\$183,484
Difference	65	4.5%	20	1.2%	12	0.8%	3	0.4%	19	-6.0%	7	-0.9%	31	2.7%	17	0.5%	20	1.4%	-\$1,500
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Meadow Ridge Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Total	
Grade	24-25
K	0
1	2
2	2
3	0
4	2
5	0
Unknown	14
Total	20

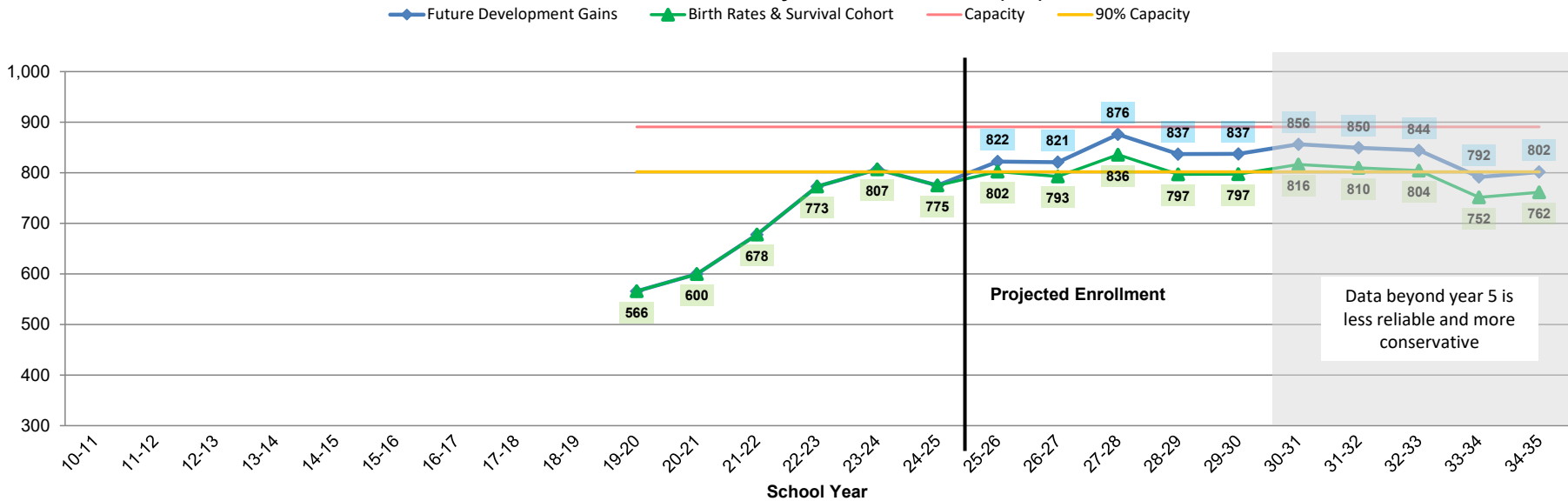
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	93.0%	94.3%
Facility Utilization (%) SY 2034/2035	81.6%	83.0%

Current Capacity 904
 Current Facility Utilization (%) 84.5%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Meadow Ridge	224	29.3%	58	7.6%	27	3.5%	7	0.9%	410	53.7%	38	5.0%	82	10.7%	111	14.5%	43	5.6%	\$191,304
Projected Meadow Ridge	226	27.6%	57	7.0%	32	3.9%	8	1.0%	453	55.4%	42	5.1%	82	10.0%	116	14.2%	42	5.1%	\$192,213
Difference	2	-1.7%	-1	-0.6%	5	0.4%	1	0.1%	43	1.7%	4	0.2%	0	-0.7%	5	-0.3%	-1	-0.5%	\$910
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

North Woods Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Total	
Grade	24-25
K	0
1	0
2	2
3	0
4	1
5	3
Unknown	9
Total	15

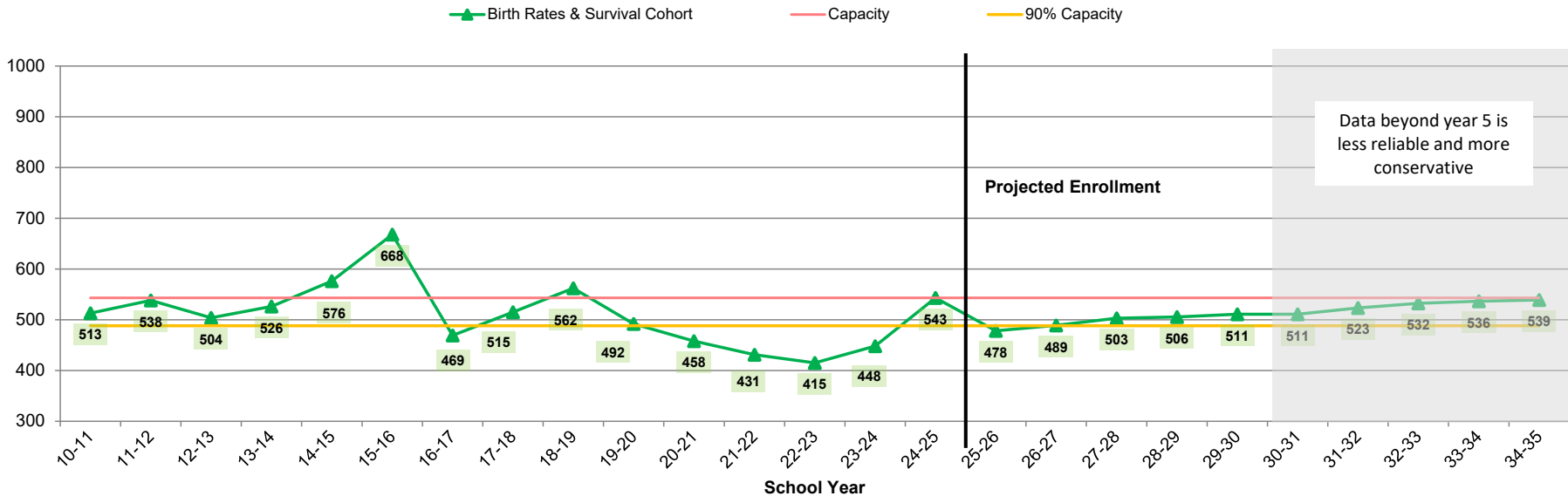
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	89.5%	94.0%
Facility Utilization (%) SY 2034/2035	85.5%	90.0%

Current Capacity 891
 Current Facility Utilization (%) 87.0%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 North Woods	203	26.2%	28	3.6%	27	3.5%	3	0.4%	470	60.6%	44	5.7%	36	4.6%	113	14.6%	17	2.2%	\$190,367
Projected North Woods	244	30.3%	36	4.5%	26	3.2%	1	0.1%	456	56.6%	43	5.3%	45	5.6%	116	14.4%	24	3.0%	\$188,939
Difference	41	4.1%	8	0.9%	-1	-0.3%	-2	-0.3%	-14	-4.1%	-1	-0.3%	9	0.9%	3	-0.2%	7	0.8%	-\$1,429
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Oakwood Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Total

Grade	24-25
K	0
1	1
2	0
3	3
4	0
5	1
Unknown	7
Total	12

Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	94.1%	94.1%
Facility Utilization (%) SY 2034/2035	99.2%	99.2%

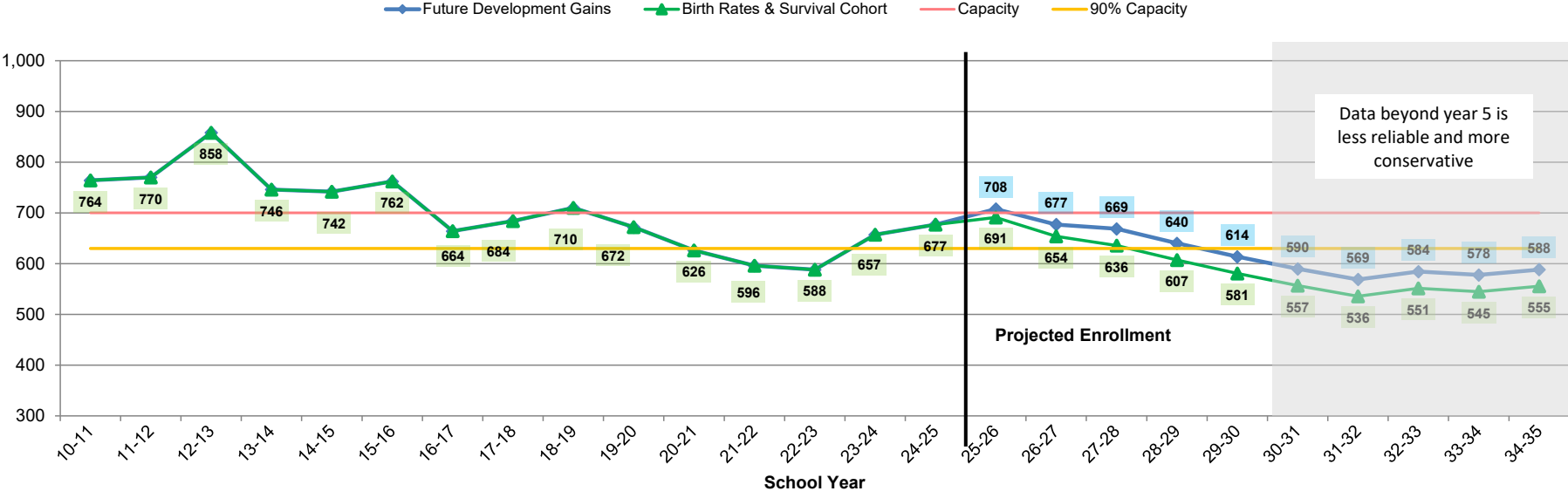
Current Capacity 543

Current Facility Utilization (%) 100.0%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Oakwood	69	12.7%	68	12.5%	17	3.1%	3	0.6%	356	65.6%	30	5.5%	97	17.9%	70	12.9%	49	9.0%	\$161,228
Projected Oakwood	17	3.6%	62	13.1%	17	3.6%	2	0.4%	345	73.1%	29	6.1%	84	17.8%	61	12.9%	33	7.0%	\$157,402
Difference	-52	-9.1%	-6	0.6%	0	0.5%	-1	-0.1%	-11	7.5%	-1	0.6%	-13	-0.1%	-9	0.0%	-16	-2.0%	-\$3,826
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Plymouth Creek Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Total	
Grade	24-25
K	0
1	0
2	0
3	0
4	0
5	0
Total	0

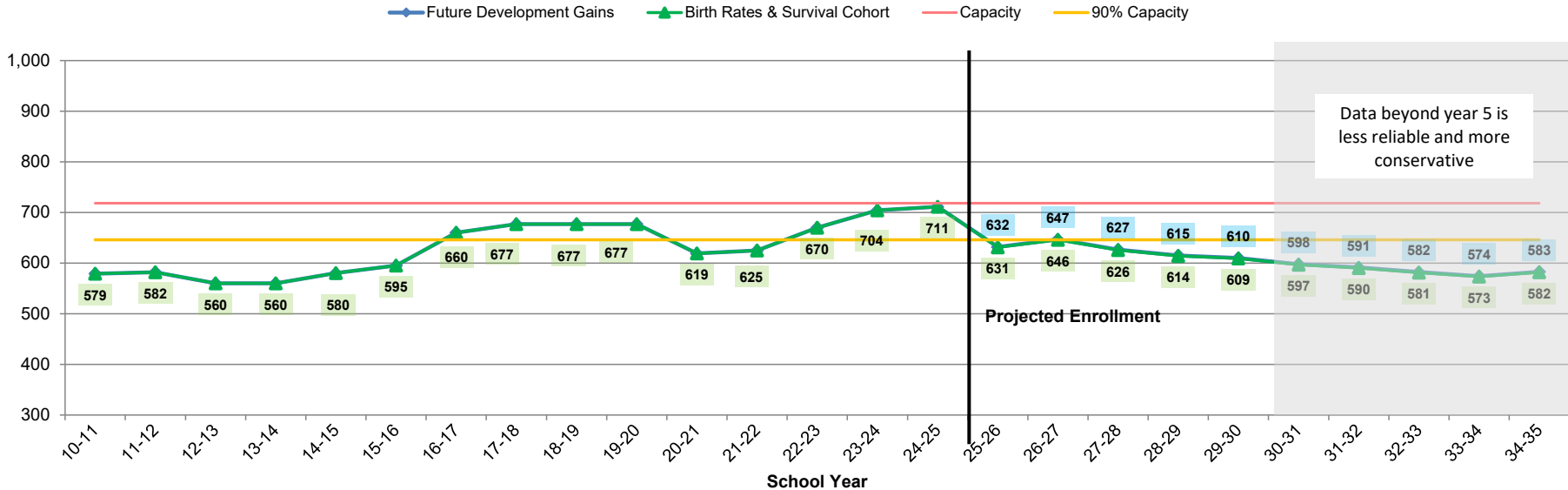
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	82.9%	87.7%
Facility Utilization (%) SY 2034/2035	79.3%	84.0%

Current Capacity 700
 Current Facility Utilization (%) 96.7%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Plymouth Creek	177	26.1%	49	7.2%	38	5.6%	1	0.1%	353	52.1%	59	8.7%	64	9.5%	84	12.4%	80	11.8%	\$171,810
Projected Plymouth Creek	178	26.0%	51	7.4%	38	5.5%	1	0.1%	356	52.0%	61	8.9%	66	9.6%	89	13.0%	80	11.7%	\$171,764
Difference	1	-0.2%	2	0.2%	0	-0.1%	0	0.0%	3	-0.2%	2	0.2%	2	0.2%	5	0.6%	0	-0.1%	-\$46
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Sunset Hill Elementary Student Enrollment (K-5)



Setting 3 SDC Enrollment

Total

Grade	24-25
K	0
1	1
2	1
3	1
4	0
5	1
Unknown	3
Total	7

Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	84.8%	85.0%
Facility Utilization (%) SY 2034/2035	81.0%	81.2%

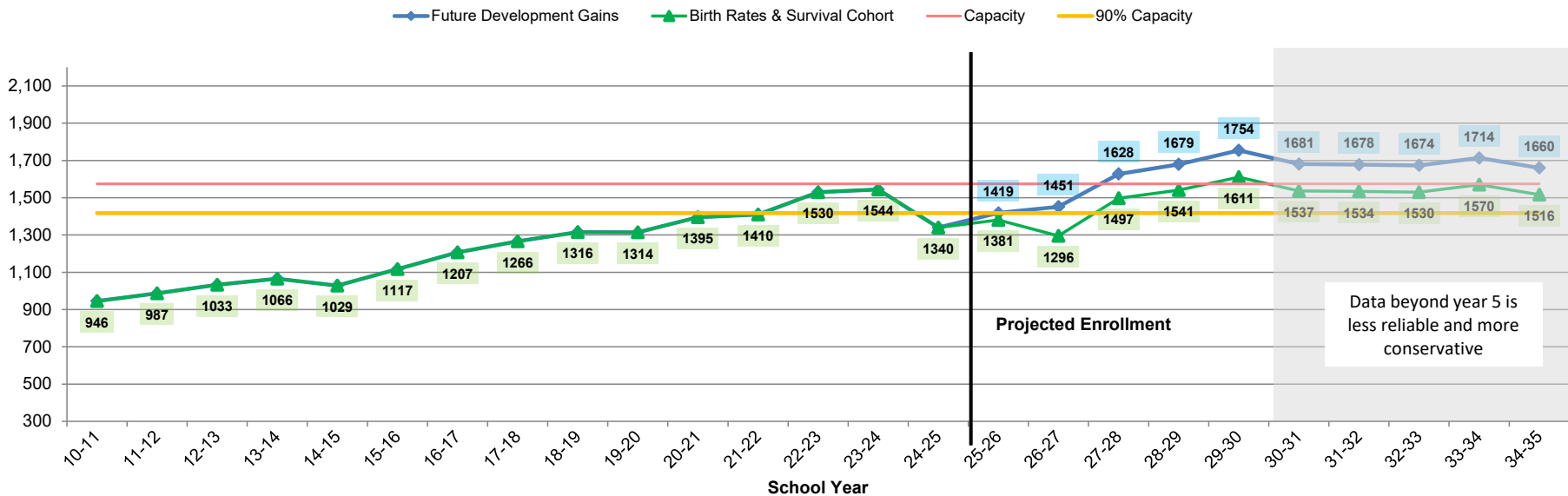
Current Capacity 718

Current Facility Utilization (%) 99.0%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Sunset Hill	58	8.2%	100	14.1%	37	5.2%	3	0.4%	462	65.0%	51	7.2%	171	24.1%	101	14.2%	68	9.6%	\$127,956
Projected Sunset Hill	56	8.6%	102	15.6%	39	6.0%	3	0.5%	411	62.8%	43	6.6%	169	25.8%	93	14.2%	70	10.7%	\$123,692
Difference	-2	0.4%	2	1.5%	2	0.8%	0	0.0%	-51	-2.1%	-8	-0.6%	-2	1.8%	-8	0.0%	2	1.1%	-\$4,264
District K-5	1,158	19.9%	517	8.9%	277	4.8%	24	0.4%	3,424	59.0%	407	7.0%	765	13.2%	820	14.1%	408	7.0%	\$166,154
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Wayzata Central Middle Student Enrollment (6-8)



Setting 3 SDC Enrollment

Total

Grade	24-25
6	0
7	6
8	1
Unknown	9
Total	16

*The District is exploring the remodeling of existing underutilized space at Central Middle School to accommodate the projected enrollment increases.

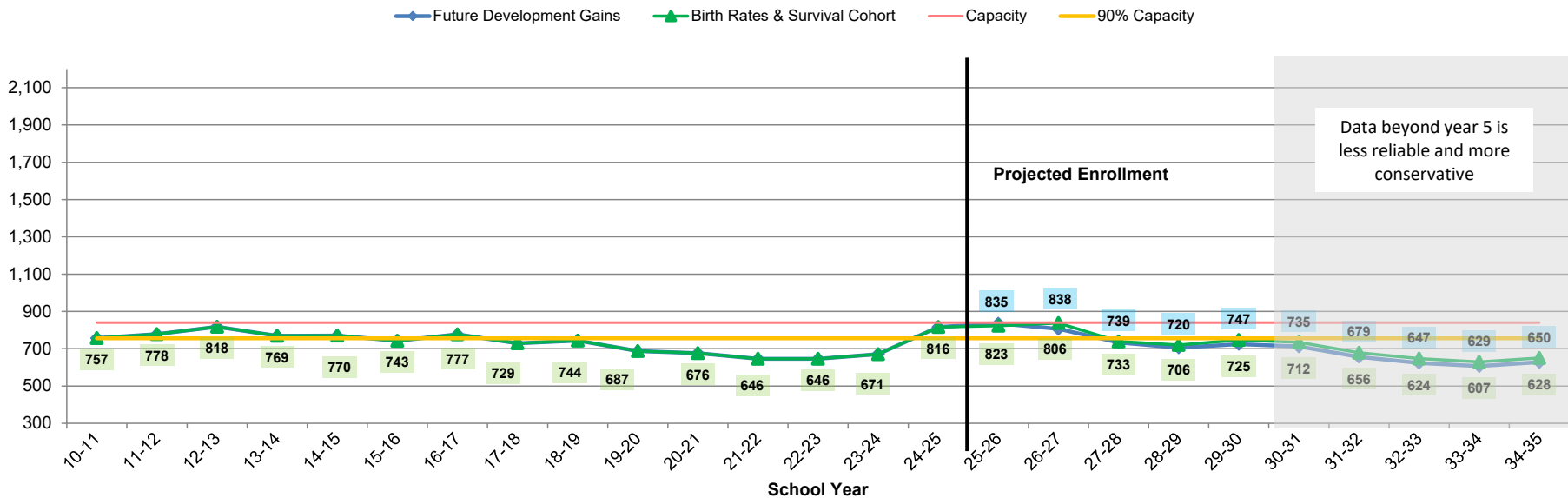
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	102.3%	111.4%
Facility Utilization (%) SY 2034/2035	96.3%	105.4%

Current Capacity 1,575
Current Facility Utilization (%) 85.1%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Wayzata Central Midd	392	29.3%	116	8.7%	70	5.2%	2	0.1%	683	51.0%	77	5.7%	143	10.7%	138	10.3%	34	2.5%	\$176,184
Projected Wayzata Central Midd	476	32.8%	124	8.5%	84	5.8%	2	0.1%	686	47.3%	79	5.4%	153	10.5%	140	9.6%	41	2.8%	\$177,272
Difference	84	3.6%	8	-0.1%	14	0.6%	0	0.0%	3	-3.7%	2	-0.3%	10	-0.1%	2	-0.6%	7	0.3%	\$1,088
District 6-8	717	24.0%	270	9.0%	183	6.1%	6	0.2%	1,643	55.0%	170	5.7%	401	13.4%	332	11.1%	111	3.7%	\$168,159
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Wayzata East Middle Student Enrollment (6-8)



Setting 3 SDC Enrollment

Total

Grade	24-25
6	5
7	0
8	2
Unknown	8
Total	15

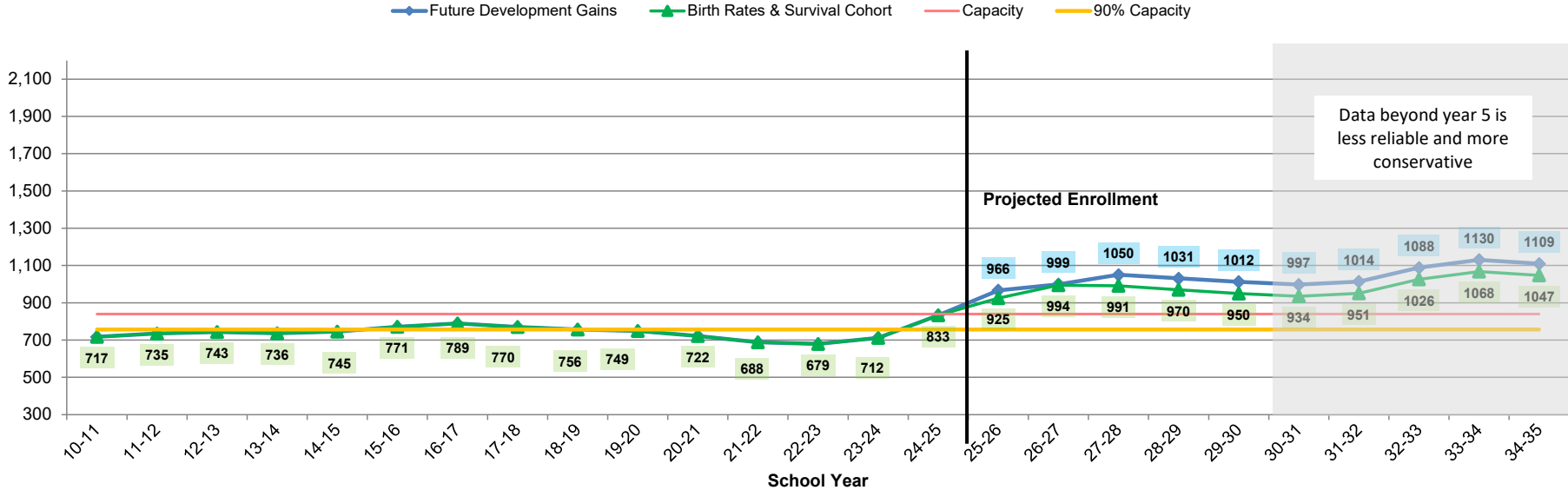
Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	86.3%	89.0%
Facility Utilization (%) SY 2034/2035	74.7%	77.4%

Current Capacity 840
Current Facility Utilization (%) 97.1%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Wayzata East Midd	175	21.4%	87	10.7%	61	7.5%	3	0.4%	446	54.7%	44	5.4%	151	18.5%	101	12.4%	50	6.1%	\$158,433
Projected Wayzata East Midd	139	20.0%	81	11.7%	53	7.6%	3	0.4%	380	54.8%	38	5.5%	133	19.2%	91	13.1%	44	6.3%	\$154,628
Difference	-36	-1.4%	-6	1.0%	-8	0.2%	0	0.1%	-66	0.1%	-6	0.1%	-18	0.7%	-10	0.7%	-6	0.2%	-\$3,805
District 6-8	717	24.0%	270	9.0%	183	6.1%	6	0.2%	1,643	55.0%	170	5.7%	401	13.4%	332	11.1%	111	3.7%	\$168,159
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628

Wayzata West Middle Student Enrollment (6-8)



Setting 3 SDC Enrollment

Total

Grade	24-25
6	3
7	3
8	2
Unknown	6
Total	14

*The District is exploring the remodeling of existing underutilized space at West Middle School, which would be available starting with the 2026-2027 school year, to accommodate the projected enrollment increases.

Projected Facility Utilization (%)	Birth Rates & Survival Cohort	Development Gains
Facility Utilization (%) SY 2029/2030	113.1%	120.5%
Facility Utilization (%) SY 2034/2035	124.6%	132.1%

Current Capacity 840
Current Facility Utilization (%) 99.2%

STUDENT SOCIOECONOMICS

	Total Asian	% Asian	Total Black	% Black	Total Hispanic	% Hispanic	Total Native American	% Native American	Total White	% White	Total Multi	% Multi	Total F/R Lunch	% F/R Lunch	Total Spec Ed	% Spec Ed	Total Dual Language	% Dual Language	Median H.H. Income
Fall 2024 Wayzata West Midd	150	18.0%	67	8.0%	52	6.2%	1	0.1%	514	61.7%	49	5.9%	107	12.8%	93	11.2%	27	3.2%	\$164,776
Projected Wayzata West Midd	102	12.1%	65	7.7%	46	5.5%	1	0.1%	577	68.4%	53	6.3%	115	13.6%	101	12.0%	26	3.1%	\$163,617
Difference	-48	-5.9%	-2	-0.3%	-6	-0.8%	0	0.0%	63	6.7%	4	0.4%	8	0.8%	8	0.8%	-1	-0.2%	-\$1,159
District 6-8	717	24.0%	270	9.0%	183	6.1%	6	0.2%	1,643	55.0%	170	5.7%	401	13.4%	332	11.1%	111	3.7%	\$168,159
District K-12	2,788	21.9%	1,185	9.3%	667	5.2%	39	0.3%	7,256	57.1%	783	6.2%	1,718	13.5%	1,469	11.6%	638	5.0%	\$166,628



Board of Education

Regular Meeting – December 18, 2024

AGENDA SECTION: Audience Opportunity to Address the Board

ITEM: Audience Opportunity to Address the Board

COMMENTS BY: Heidi Kader, Acting Board Chair

This section of the agenda provides an opportunity for members of the audience to address the School Board. Speakers will be allotted approximately three minutes.

Please note that this time is provided for citizens to address the Board; this is not an appropriate venue for a discussion or debate. If the speaker would like follow-up contact from the Board of Education, they may leave their contact information with the administrative assistant.



Board of Education

Regular Meeting – December 18, 2024

AGENDA SECTION: Administrative Reports and Recommendations

ITEM: Attendance Area Adjustments Effective 2025-26 School Year

COMMENTS BY: Chace Anderson, Superintendent

During the past several months, Wayzata Public Schools has been engaged in the process of reviewing current attendance areas for elementary and middle schools and creating concepts for possible modifications, effective with the start of the 2025-26 school year. Progress updates have been provided to the school board through presentations each month at school board meetings starting in September 2024. Feedback has been received from parents and staff during this process and has been considered in the refinement of the evolving concepts. This feedback has come in the form of online input as well as from the Input Team, comprised of parents and staff representatives from every district school. The Design Team, made up of 29 district administrators and employees, has convened numerous times to discuss possibilities and to create and refine the concepts.

The following are the neighborhoods effected by the recommended boundary changes:

- **Area North of Highway 55 between Pinto Dr. and Medina Entertainment Center:** Move to North Woods/Central Middle School from Greenwood/West Middle School.
- **Area South of 394 - East of 494 - West of Plymouth Road:** Move to Birchview/Central Middle School from Sunset Hill/East Middle School.
(Bird Song, Briarcliff, Crowne Hill, Dalmatian Ridge, Emerald Ridge, Enghausers Deaverdale, Emerald Woods, Essex Hills, Fairfield Acres, Hammer Estates, Hill Ridge, Lorence Woods, Oakland Woods, Oakland Knoll, Oakland Estates, Oak Woods, Platwood, Preston Woods, Stone Road, Westernesse, White Birch Hills, and Woodhaven)
- **Cimarron Ponds:** Move to Birchview/ Central Middle School from Gleason Lake/ West Middle School.
- **Cranberry Ridge:** Move to Kimberly Lane/Central Middle School from Greenwood /West Middle School.
- **Elm Creek Highlands:** Will move to Kimberly Lane /Central Middle School from Greenwood/West Middle School.
- **Marsh Pointe:** All students will now go to Greenwood/West Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.
- **Meadow View:** All students will now go to Greenwood/West Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.
- **Medina Clydesdale Townhomes:** Move to North Woods/Central Middle School from Greenwood/West Middle School.
- **Ravinia:** All students will now go to North Woods/Central Middle School. Was a split neighborhood at Oakwood/North Woods and Central Middle School/West Middle School.
- **Reserve at Medina:** Move to North Woods/Central Middle School from Greenwood/West Middle School.
- **Tavera:** All students will now go to Kimberly Lane/Central Middle School. Was a split neighborhood at Oakwood/West Middle School and North Woods/Central Middle School.
- **Villas at Medina:** Move to North Woods/Central Middle School from Greenwood/West Middle School.

- **Walcott Glen:** All students will now go to North Woods/Central Middle School. Was a split neighborhood at Oakwood/West Middle School and North Woods/Central Middle School.
- **Westin Ridge:** Move to Meadow Ridge/Central Middle School from North Woods/Central Middle School.
- **Weston Woods:** All students will now go to Greenwood/West Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.
- **Woods of Medina:** All students will now go to North Woods/Central Middle School. Was a split neighborhood at Gleason Lake/West Middle School and Greenwood/West Middle School.
- **Zanzibar:** Move to Birchview/Central Middle School from Gleason Lake/West Middle School.
- **Zinal:** Move to Birchview/ Central Middle School from Gleason Lake/West Middle School.

The following elementary schools will go to the middle schools indicated below:

Gleason Lake, Greenwood, and Oakwood:	West Middle School:
Birchview, Kimberly Lane, Meadow Ridge, and North Woods:	Central Middle School:
Plymouth Creek and Sunset Hill:	East Middle School:

Administrative & Procedural Attendance Area Assignments for 2025-26

1. Open Enrollment

- Open enrollment at all elementary and secondary buildings will be in accordance with school board adopted protocols and in alignment with state laws. It is important to note that the district’s current open enrollment practices are in alignment with minimum requirements consistent with Minnesota statutes.
- When possible, continue with the practice of same-building placement of an open enrolled kindergarten student with an older sibling attending WPS. If a kindergarten sibling is accepted through open enrollment and placed in a building other than the school where the older sibling attends, the parent may choose to keep the older enrolled child at their currently assigned elementary school, or the parent may request that both children be allowed to attend the same school where space is available.
- Students enrolled in 2024-25 under approved open enrollment agreements will continue attending the same schools as currently enrolled.
- Open enrolled students moving into 6th grade will attend the middle school that their elementary school is assigned to.
- Birchview will be the 2025-26 placement for incoming kindergarten students, who do not have an older sibling attending Wayzata Public Schools.

2. Intra-District Transfer

- An intra-district transfer student is defined as a resident student attending a school outside of their district-assigned attendance area school. The district will continue to manage intra-district transfer requests under the current procedure which requires annual review and approval.
- Intra-district transfer students may or may not be allowed to remain at their 2024-25 school of attendance depending on the individual building capacity status in the 2025-26 school year.

3. Continued Enrollment Options (Grandfathering)

- Sixth grade students of the 2024-25 school year attending East Middle School and who also attended Kimberly Lane Elementary School, will be allowed to remain at East Middle School through their 8th grade year. Transportation to East Middle School will be provided for these students.

- Middle school students at East, Central, and West will be allowed to remain at their current school of attendance through their 8th grade year. Transportation will not be provided for students who were assigned to a different middle school through this process if they choose to remain at their current middle school of attendance. A middle school student, who was assigned to a different middle school for the 2025-26 school year and who wishes to remain at their current middle school, may be able to receive transportation to and from that school from a nearby bus stop for that school. Such an arrangement needs to be coordinated through the transportation department. Further communication will be forthcoming to ensure that each middle school is aware of who will be staying at their current school and who wishes to attend their newly assigned middle school.
- Younger elementary school siblings of middle school students will not have a grandfathering choice, they will need to attend the newly assigned middle school.
- Students, except for those referenced in the bullet points above, will be expected to attend their assigned school for the 2025-26 school year.
- Due to space, logistical and cost constraints, current 4th grade students will not be able to remain at their current schools under these adjustments.
- Intra-district transfers for other elementary students will also not be available due to space, logistical and cost constraints.

4. Grouping Students Together Who Have Moved to a New School

- To the degree possible, principals will consider grouping students into the same classroom who have moved to a new school together for the 2025-26 school year.

5. Wayzata Kids Enrollment

- Registration for Wayzata Kids is based on district participation therefore, families' priority status will not be impacted by moving to a different elementary school.

6. School Transition Activities

- School principals and staff, working in cooperation with the PTA/PTO, will plan and communicate transition activities to help ensure students and families feel welcome and comfortable when they arrive at their new school.

New Housing Development Attendance Area Assignments for 2025-26 and Beyond

- There are several new housing developments evolving in our district. As these housing developments open and new residents move in, the district will evaluate the capacity at the currently assigned schools and determine whether a change to a different school(s) is necessary.
- If a school is experiencing capacity concerns, students from newly constructed homes may be assigned to another elementary/middle school with greater capacity available through an administrative reassignment based on a predetermined signed purchase agreement date. This assignment will remain in place until such time when impacted students can join their neighborhood peers at the same school.

RECOMMENDED ACTION: Approve the outlined school attendance area changes effective for the 2025-26 school year.

Motion by: _____ ROLL CALL Passed _____

Second by: _____ Failed _____

Abstentions: _____

M E M O

December 18, 2024

To: WPS School Board
 From: Chace B. Anderson, Superintendent
 Re: School Attendance Area Recommendation Effective with the 2025-26 School Year

Introduction and Background Information

During the past several months, Wayzata Public Schools has been engaged in the process of reviewing current attendance areas for elementary and middle schools and creating concepts for possible modifications, effective with the start of the 2025-26 school year. Progress updates have been provided to the school board through presentations each month at school board meetings starting in September 2024. Feedback has been received from parents and staff during this process and has been considered in the refinement of the evolving concepts. This feedback has come in the form of online input as well as from the Input Team, comprised of parents and staff representatives from every district school. The Design Team, made up of 29 district administrators and employees, has convened numerous times to discuss possibilities and to create and refine the concepts. The content of this memo and the accompanying document prepared by the district’s consultants, TeamWorks, serve as the administrative recommendation for school board action.

Guiding Change Document-Developed by TeamWorks

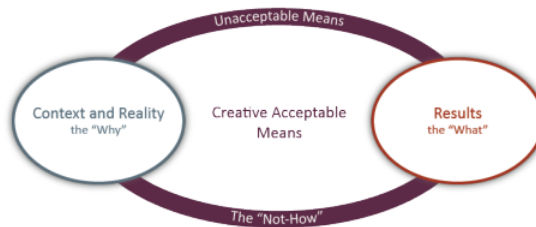
TeamWorks engaged with district administration and the school board to create a guiding change document which was approved at the July 8, 2024 school board meeting. The document included three primary components:

1. “The Why” - Our Current Reality
2. “The Not How” - Our Unacceptable Means of Achieving the Results
3. “The What” - Our Desired Results from Any Option

Wayzata Public Schools

**Guiding Change Document for the
2025-26 Attendance Area Development**

July 2024



The Why <i>Our Current Reality</i>	The Not How <i>Our Unacceptable Means of Achieving the Results</i>	The What <i>Our Desired Results from Any Option</i>
<ul style="list-style-type: none"> ● Capacity across schools is not currently aligned with facility utilization ● Inability to support consistent programming across all buildings ● Class sizes are not currently balanced across the district ● Inefficient use of funding ● Inefficient transportation routes ● Increasing enrollment, both in total numbers and in diverse student groups, including special education ● Core areas in schools are at or beyond capacity ● Strategic Roadmap and Equity Commitment drive our Why 	<ul style="list-style-type: none"> ● Will not knowingly violate law, policies or agreements ● Will not have bus ride lengths greater than 45 minutes one-way ● Will not have options that create short or long-term financial shortfalls ● Do not intentionally create greater discrepancy in academic opportunities through process 	<ul style="list-style-type: none"> ● The ability to handle future student growth and evolving educational opportunities ● Provide equitable services for special education students in neighborhood schools within financial limits ● Consider prior boundary changes ● Consider school demographics ● Maintain neighborhood schools as possible ● Establish boundaries for 3 - 5 years ● Provide equitable access to services (after school activities, interventions, enrichment) within financial limits

Through the creation of many concepts during the process, the Guiding Change document was kept at the forefront of the work. When an organization embarks upon a journey of this nature, it is always hoped to achieve each desired result in purest form. As the work progresses, teams engaged in the work need to remain focused on these ideals while at the same time recognizing that there will eventually have to be some tradeoffs in order to arrive at an implementable plan for moving forward.

Public Feedback from On-Line System

As one indicator of the complexity of this process, the following two inputs from the most recent on-line feedback were noted; two people reviewing the same concept started their larger narrative with:

Person A: “This plan is awesome.”

Person B: “This plan is ridiculous.”

It is not uncommon to receive contrasting feedback such as this with projects where there are a wide range of perspectives about any possible concept or draft. There was frustration expressed by some parties about having provided feedback multiple times only to see the next version come out without any of their recommendations being included in the latest iteration. This does not mean the feedback was ignored or discounted. The feedback was reviewed and considered, and the public comment was analyzed to create key themes. The district reviewed the Input Team feedback and engaged the Design Team to develop revised concepts while considering the feedback gathered. In summary, all feedback was considered but not every requested or suggested change could be implemented. The feedback submitted was helpful and appreciated as this recommendation was developed. The work and assistance of the Input Team and the responsiveness from the public through their submissions to the on-line input tool are greatly appreciated.

Administrative Recommendation

Below is a summary of the recommended attendance area changes to be implemented with the start of the 2025-26 school year. The list below (by neighborhood name alphabetically) includes areas that are impacted with this proposal.

- **Area North of Highway 55 between Pinto Dr. and Medina Entertainment Center:** Move to North Woods/Central Middle School from Greenwood/West Middle School.
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- **Zanzibar:** Move to Birchview/ Central Middle School from Gleason Lake/West Middle School
- **Zinal:** Move to Birchview/Central Middle School from Gleason Lake/West Middle School

Modifications Reflected in this Recommendation when compared to the 12-9-24 Concept

- Continue with the current practice of elementary feeder schools to designated middle school: With this recommendation, all Kimberly Lane students will attend Central Middle School in 2025-2026. East Middle School is large enough to comfortably accommodate two full elementary schools, but not large enough to accommodate all students from a third elementary school over a three-year period. The district can delay this decision to split Kimberly Lane to East Middle School and Central Middle School, but this change may need to be revisited for some future school year. The following elementary schools will go to the middle schools indicated below:

<u>West Middle School:</u>	Gleason Lake, Greenwood, and Oakwood
<u>Central Middle School:</u>	Birchview, Kimberly Lane, Meadow Ridge, and North Woods
<u>East Middle School:</u>	Plymouth Creek and Sunset Hill

- Heather Run/Seven Ponds remain at Gleason Lake Elementary School: This was an error on the last concept and has been corrected. Heather Run and Seven Ponds will both continue to attend Gleason Lake Elementary School.

Administrative & Procedural Attendance Area Assignments for 2025-26

1. Open Enrollment

- Open enrollment at all elementary and secondary buildings will be in accordance with school board adopted protocols and in alignment with state laws. It is important to note that the district’s current open enrollment practices are in alignment with minimum requirements consistent with Minnesota statutes.
- When possible, continue with the practice of same-building placement of an open enrolled kindergarten student with an older sibling attending WPS. If a kindergarten sibling is accepted through open enrollment and placed in a building other than the school where the older sibling attends, the parent may choose to keep the older enrolled child at their currently assigned elementary school, or the parent may request that both children be allowed to attend the same school where space is available.
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- Intra-District Transfer students may or may not be allowed to remain at their 2024-25 school of attendance depending on the individual building capacity status in the 2025-26 school year.
- Intra-district transfers for other elementary students will be very limited due to space, logistical and cost constraints.

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- Younger elementary school siblings of middle school students will not have a continued enrollment choice, they will need to attend the newly assigned middle school.
- Students, except for those referenced in the bullet points above, will be expected to attend their assigned school for the 2025-26 school year.
- Due to space, logistical and cost constraints, current 4th grade students will not be able to remain at their current schools under these adjustments.

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New Housing Development Attendance Area Assignments for 2025-26 and Beyond

- There are several new housing developments evolving in our district. As these housing developments open and new residents move in, the district will evaluate the capacity at the currently assigned schools and determine whether a change to a different school(s) is necessary.
- If a school is experiencing capacity concerns, students from newly constructed homes may be assigned to another elementary/middle school with greater capacity available through an administrative reassignment based on a predetermined signed home purchase agreement date. This assignment will remain in place until such time when impacted students can join their neighborhood peers at the same school.

Next Steps

Following the school board meeting on December 18, 2024, the following will occur, assuming school board approval of the recommendation:

- The district's communications department will work with district administrators and school principals to develop key messages for families and staff related to the changes.
- Implementation planning for the new attendance areas and the creation of student/family welcoming and transition activities will begin immediately following the school board's action.

Closing Thoughts and Summary

The contents of this document are presented as a recommendation to the School Board. A tremendous amount of effort has occurred in recent months to develop this plan for the 2025-26 school year and beyond. The district will need to continue to closely monitor enrollment trends and develop facilities plans to meet the challenges of a growing school district. Regardless of the school of attendance, the district's teachers and principals work very hard to ensure that students experience an excellent education with the Wayzata Public Schools. During the evolution of the Wayzata school district, attendance areas have been modified numerous times. It is recognized that with any change, there will be some uncertainty and anxiousness that will be held by students and their families. Every effort will be made by school principals, teachers, support staff, and others to ensure a smooth transition for students and families impacted by these recommended changes. This recommendation will be presented for action at a special meeting of the school board on Wednesday, December 18, 2024 at 7:00 pm.



Board of Education
Regular Meeting – December 18, 2024

AGENDA SECTION: Adjourn

ITEM: Adjourn

COMMENTS BY: Heidi Kader, Acting Board Chair

This agenda item brings closure to the School Board meeting.

Recommended Action: Call the meeting to a close.

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Time of Adjournment: _____ 63 _____