

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

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

AGENDA

1.	CALL TO ORDER/ROLL CALL	3
2.	ADMINISTRATIVE	
	A. Updated Demographic and Enrollment Projections - H. Reinhardt - <i>30 minutes</i>	4
	B. Facilities Update and Timeline for Special Election - J. Westrum, Wold Architects - <i>15 minutes</i>	
	C. Website Modifications Update - A. Parnell - <i>5 minutes</i>	
3.	TEACHING AND LEARNING	
	A. Integration Plan - J. Johnson - <i>15 minutes</i>	32
4.	HUMAN RESOURCES	
5.	FINANCIAL	
	A. Open Enrollment Update 2013-14 - J. Westrum - <i>10 minutes</i>	46
	B. 2013-2014 Budget Update - J. Westrum - <i>10 minutes</i>	
6.	BOARD REPORTS	
	A. Overview of Board Member Participation from a Remote Location - S. Droegemueller - <i>5 minutes</i>	47
7.	SCHOOL BOARD	
	A. Tentative Board Agenda for March 11, 2013 - <i>5 minutes</i>	50
	B. L.A.C. Update - C. Polzin, S. Johansen - <i>10 minutes</i>	51
8.	ADJOURN	52

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 where all are valued for who they are and the contributions they make.

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 engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – February 25, 2013

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Droegemueller

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

WAYZATA SCHOOL DISTRICT #284

RESIDENT ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

2/18/2013

WAYZATA SCHOOL DISTRICT RESIDENT ENROLLMENT PROJECTIONS

Executive Summary

- Wayzata Public School resident enrollment increased 11.5 percent in the past ten years while total enrollment increased 9.0 percent
 - In 2012-13, nonresident students make up 8.3 percent of total enrollment, a percentage that has declined in the past year
- The district's school age population increased 11.8 percent in the past ten years
 - 12.2 percent of district school age residents attend nonpublic schools
- Births to district residents were at a low in 2008 but unlike Minnesota and the U.S., district births have increased since 2008
- Total resident K-12 enrollment is projected to increase twice as fast as it increased in the past ten years
 - Resident K-12 increases from 9,701 students in 2012-13 to 10,815 to 11,090 students in 2017-18 and reaches 11,797 to 12,389 students in 2022-23
 - Resident middle school enrollment increases from 2,427 students to nearly 3,000 students in ten years
 - Resident high school enrollment increases by 1,000 students in ten years, increasing from 2,908 students to 3,805 to 3,930. Note, these students are not based on kindergarten assumptions but migration assumptions only
 - Only caution: middle school and high school projections may show too large an inflow from nonpublic schools. At this point nonpublic enrollment is still declining
- Two methodologies produce similar resident K-5 enrollment projections
 - Cohort survival projections show resident K-5 enrollment increasing rapidly from 4,366 students in 2012-13 to 4,755 to 4,946 students in 2017-18
 - The housing unit method projections show resident K-5 enrollment increasing to 4,758 to 4,894 students in 2017-18 depending on yield per unit
 - These projections are based on 1,320 additional single-family housing units, as well as turnover rate of 2.99 percent per year
 - 1,000 students are assumed to be in units other than single-family detached units

DISTRICT WIDE RESIDENT ENROLLMENT PROJECTIONS

Introduction

In a school district, the school age population is closely related to the other population characteristics of the district. A prime example is the relationship between the age of adults and the number of births in a school district. A larger number of women of prime childbearing age results in more births and larger kindergarten classes five to six years later. Another example is the relationship between age and changing one's residence. Older people move less often than younger people. Families with children under 18 years who move from one locale to another can have a major effect on school enrollment. Further, in a mobile society, enrollment changes throughout the school year as families and children move.

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. These choices also effect enrollment in the district's schools. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public options of open enrollment, charter schools and alternative schools. Two others choices exist: a) dropping out of high school, and b) attending a kindergarten alternative.

Enrollment Trends

Enrollment in the Wayzata Public Schools

Current Enrollment/Past Trends

Total enrollment in the Wayzata Public Schools is 878 students or 9.0 percent higher in 2012-13 than in 2003-04. During this same period, resident enrollment increased 997 or 11.5 percent while nonresident enrollment decreased by -119 students or -11.9 percent. In 2012-13, nonresidents are 8.3 percent of total enrollment. Because resident enrollment is increasing and nonresident enrollment is being reduced, projecting resident enrollment is more useful for planning than projecting total enrollment.

TOTAL K-12 ENROLLMENT									
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
9,704	9,710	9,825	9,969	10,007	10,196	10,377	10,302	10,275	10,582

Source: Wayzata School District, ADMs except for 2012-13. Excludes Early Childhood but includes FAIR

RESIDENT K-12 ENROLLMENT									
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
8,704	8,656	8,727	8,794	8,797	8,861	9,023	9,217	9,366	9,701

Source: Wayzata School District, ADMs except for 2012-13. Excludes Early Childhood but includes FAIR

NONRESIDENT K-12 ENROLLMENT									
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
1,000	1,054	1,098	1,175	1,210	1,335	1,354	1,085	909	881

Source: Wayzata School District, ADMs except for 2012-13. Excludes Early Childhood but includes FAIR

To better understand resident enrollment change, it is important to understand the components of change. Like all population change, school enrollment change results from two different phenomena—natural increase/decrease and net migration. The difference between the size of the incoming resident kindergarten class and the previous year’s resident Grade 12, called natural increase or decrease, measures the change in past birth numbers or cohort change. For example, the Baby Boom (1946-1964) and the Baby Bust (1965-1976) set in motion cycles of rising and falling enrollment that are reflected as natural increase/decrease. The life stage of a suburb is also reflected in natural increase/decrease. As the next table shows, Wayzata's resident kindergarten classes have been smaller than the previous year’s resident Grade 12 every year except for the past year. Assuming that natural increase continues, it will add to resident enrollment growth.

COMPONENTS OF RESIDENT ENROLLMENT CHANGE				
Fall to Fall	Total		Natural Increase/Decrease	Net Migration
	#	%		
2003 to 2004	-48	-0.6	-41	-7
2004 to 2005	71	0.8	-18	89
2005 to 2006	67	0.8	-28	95
2006 to 2007	3	0.1	-175	178
2007 to 2008	64	0.7	-129	193
2008 to 2009	162	1.8	-27	189
2009 to 2010	194	2.2	-5	199
2010 to 2011	149	1.6	-165	314
2011 to 2012	335	3.6	14	321

The other phenomenon affecting school enrollment is migration, an indirectly derived estimate. Migration is the term used when people move across a boundary or border, in this case, the school district boundary. Net migration is calculated by the progression from grade-to-grade of public school students. For example, public school Kindergarten students are moved to Grade 1 in the following year, Grade 1 students to Grade 2, etc. Because the probability of death is very low among children, the same number of students should be in the next higher grade the following year. Therefore, if the number of students changes, migration is assumed to have occurred. A positive number indicates a net flow into the public schools and a negative number reflects a net flow out of the public schools.

This method for estimating migration does not distinguish between physical movement across the district’s boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in another public school outside the district. Further, students who move into or out of a school district but never enroll in the district’s public schools are not reflected in the migration numbers in this report.

Based on the described methodology, resident net migration has been positive all but one year since 2003-04 and during these past ten years, migration added a net of 1,571 students. Furthermore, the volume of net in migration increased nearly every year. Many years net in migration accounted for nearly 200 students or more. In the past two years, net in migration was in excess of 300 students per year. Without this net in migration, resident enrollment would have decreased.

Student Choices in the Wayzata School District

The number of education options available affects enrollment in a district's public schools. Nonpublic schools have been an option for many years. More recently, home schools became another option. Since its inception, public school options are attracting more students every year. Open enrollment allows residents of one district to attend public schools in another district. Charter schools are another public option. All these choices mean competition for students.

Nonpublic Enrollment and Home Schools

Today, nonpublic enrollment falls into two categories—traditional nonpublic schools and home schools. Most traditional nonpublic schools are associated with religious institutions and many home school curriculums also are faith based.

NONPUBLIC SETTINGS			
Year	Traditional Nonpublic Schools	Home Schools	Total
2003-04	1,567	150	1,717
2004-05	1,614	149	1,763
2005-06	1,625	138	1,763
2006-07	1,651	144	1,795
2007-08	1,600	147	1,747
2008-09	1,604	134	1,738
2009-10	1,611	141	1,752
2010-11	1,615	145	1,760
2011-12	1,541	134	1,675
2012-13	1,492	131	1,623

Source: Wayzata School District

In Minnesota, 8.1 percent of all enrolled students were enrolled in traditional nonpublic schools and 1.9 percent of enrolled students were home schooled in 2011-12. In Wayzata, 13.0 percent of enrolled students were in traditional nonpublic schools and 1.1 percent were home schooled. In 2012-13, the percentage of students in traditional nonpublic schools dropped to 12.2 percent.

The proportion of ISD #284 residents in nonpublic settings is higher than the statewide percentages. Combining home school students and nonpublic students, 14.1 percent of Wayzata district residents were in nonpublic settings. In Minnesota, 10.0 percent were enrolled in nonpublic settings. In the past ten years, traditional nonpublic enrollment decreased statewide while home schooled children increased. Traditional nonpublic enrollment declined in the Wayzata School District as well. Home school students fluctuate from year to year, but the number decreased in the past two years.

Public Options

Open Enrollment. Open enrollment allows Minnesota students to attend public schools outside their district of residence. The application to open enroll is made by the student and his/her parents and families generally provide their own school transportation. No tuition is charged.

Some students attend public schools outside their home district because their home district enters into an agreement with another district, usually to provide specialized services. This is called a tuition agreement, but this arrangement is not technically a student choice.

Since its beginning, open enrollment has attracted more and more students statewide and in the Wayzata School District. In 2011-12, 1,048 nonresident students open enrolled into the Wayzata Public Schools while 743 district residents attended public schools elsewhere through open enrollment. In 2012-13, there were 946 nonresident students attending the Wayzata Public Schools.

PUBLIC OPTIONS					
Year	In	Out			Net
	Open Enrollment	Open Enrollment	Charter Schools	Other*	
2003-04	774	506	14	None	254
2004-05	843	549	43	None	251
2005-06	943	526	67	None	350
2006-07	1,004	562	99	None	343
2007-08	1,062	610	115	None	337
2008-09	1,180	677	153	None	350
2009-10	1,171	693	120	None	358
2010-11	1,109	720	134	None	255
2011-12	1,048	743	114	None	191
2012-13	946	813	93	None	40

*Students attending District #287 are included in open enrollment out as are other tuition out students.

Source: Wayzata School District

Nonresident students who open enroll into the Wayzata Public Schools accounted for 10.2 percent of Wayzata's total enrollment in 2011-12. Students leaving the district to attend public schools elsewhere represented 6.2 percent of district school age residents. In 2011-12, 6.4 percent of Minnesota students chose open enrollment.

Charter Schools. Charter schools are another public education option. While 4.1 percent of Minnesota students attend charter schools, only 1.0 percent of Wayzata School District residents attended charter schools.

Other Public Options. Other public options include alternative learning centers (ALC), PSEO, etc. Wayzata’s ALC students are included in resident enrollment by grade and students in other programs are included in the open enrollment numbers.

As education choice data show, open enrollment in, followed by nonpublic enrollment, are the choice options with the largest effect on enrollment in the Wayzata Public Schools.

Resident K-12 Market Share of District School Age Residents

To estimate market share (capture rate), there must be an estimate of a district’s school age population or more precisely, a district’s school age population enrolled in school. A district’s enrolled population can be constructed based on resident students in the district’s schools and then adding district residents attending traditional nonpublic schools, residents being home schooled and residents opting for open enrollment out, charter schools and other public options.

Based on 2003-04 and 2012-13, the estimated resident school age population increased from 10,941 to 12,230, an increase of 1,289 students or 11.8 percent. During this same period, resident enrollment in the Wayzata Public Schools increased by 997 students or 11.5 percent. These percentages indicate that the Wayzata Public Schools’ market share decreased slightly, which is typical in Minnesota. Based on the estimated 2012-13 enrolled population of 12,230, the Wayzata Public Schools captured 79.3 percent of the district’s school age population. In 2003-04, market share was 79.6 percent. Wayzata's current market share is fairly typical for a Twin Cities suburban school district.

WAYZATA SCHOOL DISTRICT ESTIMATE OF SCHOOL AGE POPULATION				
Year	Wayzata Public Schools Resident Enrollment	Nonpublic Settings	Public Options	Total
2003-04	8,704	1,717	520	10,941
2004-05	8,656	1,763	592	11,011
2005-06	8,727	1,763	593	11,083
2006-07	8,794	1,795	661	11,250
2007-08	8,797	1,747	725	11,269
2008-09	8,861	1,738	830	11,429
2009-10	9,023	1,752	813	11,588
2010-11	9,217	1,760	854	11,831
2011-12	9,366	1,675	857	11,898
2012-13	9,701	1,623	906	12,230

History of Resident Enrollment by Grade

The history of public school resident enrollment contains several patterns with implications for the future. First, the size of the resident kindergarten class has fluctuated from year to year but has increased since 2009-10. The 2012-13 kindergarten (692 resident students) is the largest in ten years.

Grade size has implications for future enrollment. A way of expressing grade size differences is to calculate the “average” number of students per grade. For example, the average resident elementary grade (K-5) has 728 students. The average resident middle school grade has 809 students, while the average resident high school grade is 727 students. The larger middle school "average" grade reflects an inflow of nonpublic students while the smaller “average” high school grade reflects the loss of students after Grade 10. These structural differences, that is, larger middle school grades than elementary grades, suggest that Wayzata remains dependent on new housing units for continued growth.

RESIDENT ENROLLMENT										
ADMs										
Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
K	588	560	587	603	523	547	645	664	554	692
1	629	629	609	640	670	595	623	726	742	653
2	631	639	629	633	666	694	632	649	775	765
3	686	632	649	634	666	706	712	669	666	808
4	666	686	630	639	635	676	713	741	714	703
5	727	661	692	657	652	654	695	735	762	745
6	677	737	693	683	665	673	687	735	788	813
7	712	696	754	713	704	689	697	714	765	822
8	710	698	699	748	740	714	697	713	727	792
9	739	724	723	729	769	760	755	713	726	747
10	691	733	718	720	733	771	738	731	723	735
11	647	656	713	697	698	710	760	708	746	708
12	601	605	631	698	676	672	669	719	678	718
Total	8,704	8,656	8,727	8,794	8,797	8,861	9,023	9,217	9,366	9,701

Source: Wayzata School District, ADMs except for 2012-13 Fall Enrollment. Excludes Early Childhood but includes FAIR

Minnesota's largest graduating high school class since 1978 graduated in 2009. State wide, graduating classes will be getting smaller. Based on Wayzata’s resident enrollment history, Wayzata’s largest resident senior class is still in the future.

Enrollment Projections

Projection Background

Some factors affecting future school enrollment are known. However, other important factors are less clear. First, the trends around which there is confidence.

Trends Where Confidence is High

- Aging. The population in the U.S. and Minnesota is aging. By 2020, 16-17 percent of Minnesota’s population will be 65 years old or older. In 2010, the elderly made up 12.9 percent of the population. There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people.
- Decrease in the school age population per household. From 2000 to 2010, the number of school age children per household decreased sharply as Baby Boomer households empty nested and started to “age in place.” After 2010, households with children will be headed primarily by Generation X parents who are members of a much smaller generation. Gen X (1965-1976) is only 60 percent the size of the Baby Boom (1946-1964) generation, which means the percentage of households with 5-17 year-olds will continue to decrease but more slowly.
- Shift in size of key adult age groups. The size of the Baby Boom generation and the Baby Bust generation, reflected in the next table, will result in significant changes in the size of adult age groups, which in turn will affect the demand for new housing units. The modest increase in the 20-34 year-old population between 2010 and 2020 is especially significant for the demand for “first” homes (including apartments) and the decrease in 35-54 year-olds will affect the “move up” market. Growth in the 55+ year-old markets will create demand for housing for mature adults and seniors; however, these units will not yield school age children.

AGE TWIN CITIES METRO AREA POPULATION (11-COUNTIES)					
Age	2000	2010	2020	Change 2000-2010	Change 2010-2020
20-34 yrs	629,898	693,040	725,670	63,142	32,630
35-54 yrs	902,531	981,060	952,870	78,529	-28,190
55-64 yrs	217,880	359,720	460,080	141,840	100,360
65+ yrs	275,183	338,110	499,110	62,927	161,000
Sum	2,025,492	2,371,930	2,637,730	346,438	265,800

Source: Minnesota Demographic Center, 2007

These population changes by age point to a future very different from the recent past. Demand for additional housing will slow because the adult population age 20+ will increase more slowly and the 35-54 year-old age group that helped fuel the housing boom will decrease from 2010-2020. Furthermore, 60 percent of the increase in adults 20 years of age and older will be persons 65+ years of age. There may be more sellers than buyers in the housing market.

- Fertility. Today, completed fertility is near the replacement level. Completed fertility refers to the number of children born per woman throughout her childbearing years. In the U.S., White non Hispanic and Black women have near or below replacement fertility. (Replacement is 2.11

children per female at the end of childbearing.) Fertility rates are likely to remain at or near replacement levels. Hispanic women and immigrant women have higher fertility.

- Births. Births fell after 1990 in the U.S. and in Minnesota; however, since 2003, births had been increasing until the past four years. In 2007, births were higher than at any time since 1964; however, 2007 births were well below the peak Minnesota birth year of 1959 (88,000 resident births). Births fell in the U.S. and Minnesota in 2008, 2009, 2010 and 2011. These declines are attributed to the poor economy.

As the history of resident births shows, from 1997 to 2010, resident births in Minnesota increased 6.1 percent while resident births in suburban Hennepin County increased by 4.9 percent. Like Minnesota, suburban Hennepin County births peaked in 2007.

RESIDENT LIVE BIRTHS			
Calendar Year	Minnesota	Hennepin County	Suburban Hennepin County
1997	64,491	15,459	9,397
1998	65,207	15,669	9,328
1999	65,953	15,968	9,670
2000	67,451	16,553	9,908
2001	66,617	16,327	9,729
2002	68,037	16,112	9,738
2003	70,053	16,440	9,941
2004	70,617	16,718	10,258
2005	70,950	16,348	10,101
2006	73,515	16,780	10,223
2007	73,675	16,848	10,532
2008	72,382	16,566	10,212
2009	70,617	16,334	10,017
2010	68,407	15,955	9,854

Source: Minnesota Department of Health

- Enrollment cycles. Births will increase again and a third enrollment cycle will occur in the first half of this century. Already, kindergarten classes are increasing in many districts, a sign of the beginning of this third enrollment cycle. The end of the third enrollment cycle is projected to be around 2040. (From start to finish, these cycles last about 30 years.)

Unknowns

The unknowns reflect recent changes such as the collapse of the housing market and tighter credit. Another unknown is the longer-term effect of the recession on domestic migration and international immigration, especially in a jobless recovery. Furthermore, will attitude and behavior changes prompted by the recession last?

- Collapse of the housing market and tighter credit. A high level of mobility was possible with a robust housing market with rapid appreciation and easy credit. This has now changed with the collapse of the housing market (falling home prices) and tighter credit, although the Twin Cities housing market appears to be recovering.
- The recession. Although the recession is officially over, the stagnant job market slowed population movement between states and immigration from abroad. Minnesota felt the effect of these changes as population growth slowed in the Twin Cities metro area. The recession also increased public school enrollment as some families decided that nonpublic schools were beyond their current financial resources.
- Residential preference. Recently, more households are moving to the Metro Area's core, that is, Minneapolis, St. Paul and close-in suburbs rather than to more distant suburbs. If this trend continues, it could slow growth in the Wayzata School District.

Cohort Survival Method

The most common and most robust model for projecting school enrollment is the cohort survival method. The first step in the cohort survival method is aging the population. In a standard cohort survival model, aging the population involves estimating the number of deaths expected in an age group before it reaches the next older age group. When the cohort survival method is used to project school enrollment, the first step is to move a grade to the next higher grade. However, because mortality is so low in the school age population, the entire grade is assumed to “survive” to the next higher grade in the following year.

Once a grade or cohort has been “aged” to the next grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both “aging” and migration in a single step. Over time, the size of a cohort will increase or decrease as a result of migration as its progresses through the grades. For example, the 2003-04 kindergarten class had 588 members. This same cohort had 747 members in Grade 9 in 2012-13.

The size of future kindergarten classes is important in long-term enrollment projections because these students will be in school over the life of the projection. If a school census exists, it is a resource for short-term kindergarten projections, i.e., a couple of years. However, school censuses are notoriously inaccurate for children less than four years of age.

To project kindergarten, the best theoretical approach, but the least practical, is to project births based on the age of the female population. These birth projections then must be survived to age five and then adjusted for migration to yield kindergarten projections. Determining the age of females in a school district is the first challenge, and then many assumptions must be made, making this approach impractical.

A simpler approach is to use resident births as a proxy for kindergarten five years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some "native born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move into the district before entering kindergarten. If the number of "ins" and "outs" are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births. However, no public school system captures all its potential. Some resident

kindergarten students attend private schools or are home schooled. Others may attend a charter school or open enroll at another district. Therefore, a public school's market share is expected to be less than 100 percent. If the market share is 100 percent or higher, more preschool children are moving into the district than leaving (net in migration).

If births are used as a kindergarten proxy, kindergarten projections are available for only a few years into the future. To extend kindergarten projections another five years, Wayzata's kindergarten will be projected based on the Minnesota Demographic Center's projection of Hennepin County resident births.

Kindergarten Assumptions

Upon special request, the Minnesota Department of Health will provide resident births by address so the births can be geocoded to a school district's boundaries. Some "out-of-wedlock" births may be withheld because unmarried parents may choose whether to make birth information by address public. As long as this segment's behavior does not change, a history of a district's resident births by address should be reliable. (All resident births are reported in published city and county data.)

The next table shows resident births for the Wayzata School District based on the months corresponding with the school year. As the birth data show, births fluctuate from year to year but declined from 1998-1999 to 2007-2008. Unlike Minnesota and the U.S., district resident births have increased in the past four years, reflecting the increase in housing units. Note the decrease in births corresponding to the 2013-14 and 2014-15 kindergarten classes. Continued growth in housing units should somewhat ameliorate this implied decline in these two kindergarten classes.

DISTRICT RESIDENT LIVE BIRTHS SEPTEMBER 1 TO AUGUST 31	
1997-1998	607
1998-1999	659
1999-2000	645
2000-2001	617
2001-2002	577
2002-2003	514
2003-2004	583
2004-2005	536
2005-2006	497
2006-2007	537
2007-2008	489
2008-2009	500
2009-2010	549
2010-2011	547
2011-2012	556

Source: Minnesota Department of Health

The Wayzata District pool is based on resident births in the Wayzata School District. When Wayzata’s resident kindergarten is compared to the kindergarten pool, a kindergarten capture rate can be calculated. With district birth data available through 2012, the kindergarten classes through 2017-18 can be projected from actual births.

The next table shows Wayzata’s resident kindergarten as a percentage of the district pool. In the past five years, Wayzata’s resident kindergarten class fluctuated between 106.4 percent and 128.9 percent of the district pool, a wide range. Calculating an average of the kindergarten capture rates for two or more years smoothes out annual fluctuations and produces a more “typical” capture rate for that period. The average of the past two years is 120.2 percent while the average of the past three years is 121.4 percent. However, if the low birth year is excluded, the average is 126.4 percent. The average of the past five years is 116.3 percent. (The average of the past four years is 118.6 percent.)

KINDERGARTEN POOL AND WAYZATA PUBLIC SCHOOLS’ RESIDENT KINDERGARTEN AS A PERCENT OF THE POOL			
Birth Years	District Pool	Percentage	Kindergarten Year
1997; 1998	607	96.9%	2003-04
1998; 1999	659	85.0%	2004-05
1999; 2000	645	91.0%	2005-06
2000; 2001	617	97.7%	2006-07
2001; 2002	577	90.6%	2007-08
2002; 2003	514	106.4%	2008-09
2003; 2004	583	110.6%	2009-10
2004; 2005	536	123.9%	2010-11
2005; 2006	497	111.5%	2011-12
2006; 2007	537	128.9%	2012-13
2007; 2008	489		2013-14
2008; 2009	500		2014-15
2009; 2010	549		2015-16
2010; 2011	547		2016-17
2011; 2012	556		2017-18

These capture rates suggest there is a range in which future kindergarten class size is likely to fall. To reflect this expected range, two kindergarten projections were made. To extend the kindergarten projections beyond 2017-18, Wayzata's kindergarten will be based on the Minnesota Demographic Center’s projections of Hennepin County resident births. The birth projections for Hennepin County and actual births are very similar; therefore, the original projections, with no adjustments, will be used.

To create the Wayzata kindergarten pool, district births must be projected. The district's share of suburban Hennepin County resident births has ranged from 5.07 to 6.51 percent in recent years. While these percentages are small, an average of the two highest percentages (6.15 percent) will be used to project district births. The transition from 2017-18 to 2018-19 has been adjusted to reduce a large increase in a single year.

RESIDENT BIRTHS HENNEPIN COUNTY				
Year	Births			
	Original Projection	Actual	Difference	Adjusted Projection
2005	16,334	16,348	-0.1%	
2006	16,291	16,780	-2.9%	
2007	16,248	16,848	-3.6%	
2008	16,205	16,566	-2.2%	
2009	16,162	16,334	-1.1%	
2010	16,119	15,955	1.0%	
2011	16,224			---
2012	16,329			---
2013	16,435			---
2014	16,540			---
2015	16,645			---
2016	16,732			---
2017	16,819			---

Source: Minnesota Demographic Center

PROJECTED RESIDENT KINDERGARTEN POOL	
Year	
2017-18	556
2018-19	580
2019-20	607
2020-21	610
2021-22	614
2022-23	617

Applying the kindergarten capture rates discussed earlier to the projected kindergarten pool results in resident kindergarten projections. For resident enrollment projections, the low resident kindergarten assumption will be based on 120.2 percent of the district pool and a high assumption will

be based on 126.4 percent of the district pool. In addition, higher percentages (130 and 135) will be used for the 2013-14 and 2014-15 kindergarten classes, which are drawn from the low birth years.

RESIDENT KINDERGARTEN PROJECTIONS		
Year	Wayzata District Pool	
	@120.2%	@126.4%
2012-13	692	692
2013-14	636	660
2014-15	650	675
2015-16	660	694
2016-17	657	691
2017-18	668	703
2018-19	697	733
2019-20	730	767
2020-21	733	771
2021-22	738	776
2022-23	742	780
Total	6,911	7,250

The low resident kindergarten projection results in 6,911 resident kindergarten students over ten years while the high projection produces 7,250 resident kindergarten students in ten years. This compares with 5,963 resident kindergarten students over the past ten years. Larger kindergarten numbers are reasonable given the projected growth in housing units. The large Gen Y population will begin to enter its prime childbearing years after 2015. When this happens, the pool should increase. As the pool increases, so will the size of the kindergarten classes.

Net Migration Assumptions

The concept and method of calculating migration was explained earlier in this report. However, the limitations of the methodology are worth repeating. The method of calculating migration does not distinguish between physical movement across a district’s boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in another public school. Further, students who move into or out of a school district but never enroll in the district’s public schools are not reflected in the migration numbers in this report.

In the past ten years, annual resident net migration fluctuated from year to year but was positive all but one year. Since 2006-07, net in migration has been at 178 students or higher and for the past two years, net in migration has been over 300 students per year.

The next table shows resident net migration aggregated by the elementary grades (Kindergarten-Grade 5), the middle school grades and the high school grades. Kindergarten to Grade 5 net migration was positive every year with the net inflow increasing over time. Resident net migration was also positive every year in the middle school grades and also increased over time. At the high school grades, there was a net outflow of students in all but one year. This pattern suggests that

families with elementary and middle school children are more likely to move into the district than families with high school students.

RESIDENT NET MIGRATION SCHOOL YEAR TO SCHOOL YEAR									
	03 to 04	04 to 05	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12
K-5	47	63	99	140	165	157	195	210	223
6-8	15	52	5	56	55	65	83	96	112
9-12	-69	-26	-9	-18	-27	-33	-79	8	-14
Total	-7	89	95	178	193	189	199	314	321

RESIDENT NET MIGRATION BY GRADE SCHOOL YEAR TO SCHOOL YEAR									
	03 to 04	04 to 05	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12
K to 1	41	49	53	67	72	76	81	78	99
1 to 2	10	0	24	26	24	37	26	49	23
2 to 3	1	10	5	33	40	18	37	17	33
3 to 4	0	-2	-10	1	10	7	29	45	37
4 to 5	-5	6	27	13	19	19	22	21	31
5 to 6	10	32	-9	8	21	33	40	53	51
6 to 7	19	17	20	21	24	24	27	30	34
7 to 8	-14	3	-6	27	10	8	16	13	27
8 to 9	14	25	30	21	20	41	16	13	20
9 to 10	-6	-6	-3	4	2	-22	-24	10	9
10 to 11	-35	-20	-21	-22	-23	-11	-30	15	-15
11 to 12	-42	-25	-15	-21	-26	-41	-41	-30	-28
Total	-7	89	95	178	193	189	199	314	321
Percent	<-0.1	1.0	1.1	2.0	2.2	2.1	2.2	3.4	3.4

In the Wayzata Public Schools, net migration is positive every year between resident Kindergarten and resident Grade 1. This pattern is typical. Net in migration between Kindergarten and Grade 1 is the normal pattern in Minnesota. Wayzata's grade to grade progressions in the remaining elementary grades is also positive every grade. Further, there is a consistent net in migration between Grade 6 and Grade 7 and also one between Grade 8 and Grade 9, suggesting a net inflow from nonpublic schools.

For making projections, migration is converted into survival rates. Survival rates show the percentage change from grade to grade each year. For example, 1.00 indicates no change or 100 percent of the grade progressed to the next highest grade. Any number over 1.00 reflects the percentage increase while a number below 1.00 reflects the percentage decrease. For example, 0.98 indicates a 2 percent decrease.

RESIDENT SURVIVAL RATES SCHOOL YEAR TO SCHOOL YEAR									
	03 to 04	04 to 05	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12
K to 1	1.07	1.09	1.09	1.11	1.14	1.14	1.12	1.118	1.179
1 to 2	1.02	1.00	1.04	1.04	1.04	1.06	1.04	1.068	1.031
2 to 3	1.00	1.02	1.01	1.05	1.06	1.03	1.06	1.026	1.043
3 to 4	1.00	1.00	0.98	1.00	1.02	1.01	1.03	1.067	1.056
4 to 5	0.99	1.01	1.04	1.02	1.03	1.03	1.01	1.028	1.043
5 to 6	1.01	1.05	0.99	1.01	1.03	1.05	1.04	1.072	1.067
6 to 7	1.03	1.02	1.03	1.03	1.04	1.04	1.03	1.041	1.043
7 to 8	0.98	1.00	0.99	1.04	1.01	1.01	1.01	1.018	1.035
8 to 9	1.02	1.04	1.04	1.03	1.03	1.06	1.03	1.018	1.028
9 to 10	0.99	0.99	1.00	1.01	1.00	0.97	0.98	1.014	1.012
10 to 11	0.95	0.97	0.97	0.97	0.97	0.99	0.99	1.021	0.979
11 to 12	0.94	0.96	0.98	0.97	0.96	0.94	0.97	0.958	0.963

COMPARISON OF RESIDENT SURVIVAL RATES AVERAGED			
Grade	Past 10 years	Past 5 years	Past 3 years
K to 1	1.117	1.139	1.139
1 to 2	1.038	1.048	1.046
2 to 3	1.033	1.044	1.043
3 to 4	1.018	1.037	1.051
4 to 5	1.022	1.028	1.027
5 to 6	1.035	1.052	1.060
6 to 7	1.034	1.039	1.038
7 to 8	1.010	1.017	1.021
8 to 9	1.033	1.033	1.025
9 to 10	0.996	0.995	1.002
10 to 11	0.979	0.990	0.997
11 to 12	0.960	0.958	0.964

One of the advantages of the cohort survival method is that it produces projections for every grade. However, this requires migration assumptions for every grade. At first glance, the rates look quite similar. However, the average of survival rates for the past three years (fall 2009 to fall 2012) is higher than the average for the past five years. The average of the past ten years results in the lowest projection. To reflect future possibilities, two migration assumptions were constructed. The desired outcome was a low end (past 5 years) and a high end (past 3 years) of recent experience. Both these assumptions reflect the significant increase in housing units over the past several years.

Because net migration will be projected based on survival rates by grade, the percentage change will be the same each year while the actual number of students added or subtracted by grade may change from year to year.

PROJECTED RESIDENT SURVIVAL RATES		
Grade	Low (Past 5 Years)	High (Past 3 Years)
K to 1	1.139	1.139
1 to 2	1.048	1.046
2 to 3	1.044	1.043
3 to 4	1.037	1.051
4 to 5	1.028	1.027
5 to 6	1.052	1.060
6 to 7	1.039	1.038
7 to 8	1.017	1.021
8 to 9	1.033	1.025
9 to 10	0.995	1.002
10 to 11	0.990	0.997
11 to 12	0.958	0.964

Projection Results

The kindergarten and net migration assumptions are trend lines, which remove annual fluctuations. However, the future, like the past, will be characterized by annual fluctuation, sometimes large. Because there is no reasonable way to forecast when fluctuations around trend lines will occur, it is arbitrary to project them. Furthermore, long-term projections are designed to approximate a future point in time not to yield the best projection for each intervening year between the present and the projection end date. For this reason, long-term projections should not be used for annual budgeting purposes. The district should continue to use its version of the cohort survival methodology for annual enrollment projections.

Four cohort projections are shown in the next table. In ten years, there is a 592 student difference between the lowest projection and the highest projection. The migration assumptions result in a difference of 152-156 students over ten years. The kindergarten assumptions result in a 436-440 student difference over the ten years. These numbers clearly show that the kindergarten assumptions have a bigger effect than the migration assumptions on projected future enrollment.

The lowest projection is based on the low kindergarten and low migration assumptions. In this projection, enrollment increases by 2,096 students by 2022-23 or 21.6 percent. In five years, enrollment increases to 10,815 students; this is 1,114 students more than in 2012-13.

The highest projection, based on the high kindergarten and the high migration assumptions, shows an enrollment increase of 2,688 students or 27.7 percent between 2012-13 and 2022-23. In five years, enrollment increases by 1,389 students.

In between the highest and lowest projections are two other projections. In 2022-23, these two projections differ by 284 students. As a group, the four projections reflect a range of possibilities. All these projection require additional housing units. Furthermore, the projected enrollment growth hinges on the kindergarten projections.

RESIDENT ENROLLMENT PROJECTIONS				
Year	Low K Low Mig	Low K High Mig	High K Low Mig	High K High Mig
2012-13	9,701	9,701	9,701	9,701
2013-14	9,900	9,925	9,924	9,949
2014-15	10,149	10,195	10,201	10,247
2015-16	10,396	10,459	10,487	10,550
2016-17	10,635	10,714	10,767	10,846
2017-18	10,815	10,913	10,991	11,090
2018-19	10,990	11,105	11,213	11,328
2019-20	11,183	11,314	11,456	11,588
2020-21	11,413	11,557	11,739	11,884
2021-22	11,677	11,832	12,057	12,216
2022-23	11,797	11,949	12,233	12,389

Excludes Early Childhood

RESIDENT ENROLLMENT PROJECTIONS				
	K-5	6-8	9-12	Total
2012-13	4,366	2,427	2,908	9,701
2017-18				
Low K/Low Mig	4,755	2,689	3,370	10,815
Low K/High Mig	4,769	3,742	3,402	10,913
High K/Low Mig	4,932	2,689	3,370	10,991
High K/High Mig	4,946	2,742	3,402	11,090
2022-23				
Low K/Low Mig	5,155	2,836	3,805	11,797
Low K/High Mig	5,169	2,887	3,893	11,949
High K/Low Mig	5,421	2,970	3,841	12,233
High K/High Mig	5,436	3,024	3,930	12,389

Looking at the projections based on the elementary, middle school and high school grades is instructive. In the next five years, resident K-5 enrollment increases by 389 to 580 students. This rapid growth is a function of the kindergarten assumptions as well as the migration assumptions.

In the next five years, resident middle school enrollment increases as the result of the migration assumptions only. In the last five projection years, the kindergarten assumptions also contribute to resident middle school enrollment growth.

Resident high school enrollment increases by 462 to 494 students in the next five years as a result of the migration assumptions. Resident high school enrollment through 2021-22 is based on students currently in school, that is, it is not affected by the kindergarten assumptions.

In 2022-23, the 2012-13 kindergarten class will be in Grade 10, which means that all the grades below Grade 10 are products of the projection assumptions. Detailed grade by year projections are at the end of this report.

Housing Unit Method

The housing unit method provides another way of projecting population and school enrollment. While the number of dwelling units (housing units) is related to the number of school age children, dwelling units alone do not determine the number of school age children. The number of school age children per unit is also a key variable in the projection equation.

The chief reason to use the housing unit method is to understand the effect of additional housing units on enrollment. It could be said that housing stock is like DNA. It determines the size and characteristics of the resident school age population.

The relationship between housing unit characteristics and student numbers and characteristics has been established by work in three states. Findings based on school districts in three states follow.

- Dwelling unit type affects the school age child per unit yield. Single-family detached units have the highest school age child per unit yield. Single-family attached, such as townhouses, have significantly fewer children per unit than single-family detached units while apartment units have even fewer school age children per unit, although there are some local exceptions. For enrollment projection purposes, the change in single-family detached housing units is what affects the number of school age children in a district.

WAYZATA PUBLIC SCHOOLS				
HOUSING TYPE BY RESIDENT STUDENT YIELD				
2012				
Housing Type	Units	K-5 Students	K-5 Yield	K-12 Yield
Single-Family Detached	14,546	3,259	0.22	0.53
Single-Family Attached*	2,715	291	0.11	0.21
Apartments	n.a.	509	n.a.	n.a.
Condos	2,033	171	0.08	
Total		4,230		

*Townhomes

Source: Teamworks International, Inc., 2012

- Newer single-family detached units yield more students per unit than older single-family detached units (0.49 compared to 0.21).
- As single-family detached units sell (turnover) the student yield increases, especially in the newer units (0.30 compared to 0.21).

WAYZATA PUBLIC SCHOOLS SINGLE-FAMILY DETACHED UNITS BY SALES STATUS (2009-2012)			
Sales Status	Units	K-5 Students	K-5 Yield
New units	209	102	0.49
Existing units			
Not Sold	13,051	2,765	0.21
Sold	1,286	392	0.30
Total	14,546	3,259	0.22

Source: Teamworks International, Inc., 2012

Versions of the Housing Unit Method

The Housing Unit Method has two versions. One version is based on adding the projected number of dwelling units to the existing stock and then applying a child per dwelling unit estimate to the total dwelling unit count. The other version, the housing starts method, is based on estimating the school age children per new unit and adding these students to the student population from existing units. Both versions of the Housing Unit Method face some of the same challenges. Historically, the weakness of both versions was the difficulty in quantifying the effect of housing turnover and the demographic change that occurs when existing housing units are sold. Some of these weaknesses are overcome with data from an Enrollment and Housing Study. Yet, the method doesn't reflect changes in grade size or in births because the yields per unit remain the same throughout the projection period.

Projections

Dwelling Unit Growth

In 2012, the Wayzata School District is estimated to have 23,921 dwelling units. (Apartment units were estimated based on yield per unit in other districts.) The vast majority (75 percent) of these dwelling units are single-family detached units. Some units may be vacant, but for the purposes of this report, all dwelling units will be treated as occupied.

The next table shows projected single-family detached unit development for the next five years. The first three years are based on existing projections. The last two years were projected at 250 units per year.

PROJECTED SINGLE-FAMILY DETACHED UNITS 2013-2017	
Year	# Units
2013	316
2014	250
2015	254
2016	250
2017	250
Total	1,320

Based on available land, more than 4,000 housing units could be built; however, a number of these potential housing units are anticipated to be attached products. Further, many of these units will not be built in the near term.

The housing unit method will be used to project resident K-5 enrollment for 2017-18. The decision to project resident K-5 only is a function of data availability and the fact that once students are enrolled in the Wayzata Public Schools they are likely to remain. Therefore, if the K-5 housing unit projections are similar to the cohort method resident K-5 projections, the cohort method middle school and high school projections are likely to be reliable.

For projection purposes, the turnover rate of single-family detached units will be assumed to be 2.99 percent per year, the rate of the past three years. Sold units are assumed to yield 0.30 K-5 students while unsold units yield 0.21 K-5 students. New units will yield 0.49 K-5 students. Based on these assumptions, the district's projected single-family detached housing stock will produce 3,894 resident K-5 students in 2017-18. An additional 1,000 resident K-5 students will be assumed to be in non single-family detached units. This assumption brings total resident K-5 enrollment to 4,894 students in 2017-18.

While it is reasonable to assume constant yields throughout the projection period, the following two tables show that yields can change in a short time period. As the first table shows, the number of resident K-5 students living in units others than single-family detached units decreased in a two-year period. All resident K-5 enrollment growth came from the single-family detached units.

WAYZATA PUBLIC SCHOOLS K-5 RESIDENT STUDENTS BY UNIT TYPE				
	2010-11*	2012-13	Change	
			#	%
Total Single-Family Detached Units	14,291	14,546	255	1.8
Resident students in S-F Units	3,109	3,259	150	4.8
K-5 Yield	0.22	0.22	---	---
Resident Students in Other Units	1,052	971	-81	-7.7
Total K-5 Resident Students	4,161	4,230	69	1.7

*Units based on July 2011 while students are fall 2010

Source: TIES and Teamworks International, 2012

The next table shows that yield by sales status of single-family detached units also changed in a two-year period. If anything, the 2010-11 yields are slightly understated by the housing count being ten months later than the enrollment count, making the change in yields over this short time worthy of note.

RESIDENT K-5 YIELDS BY UNIT STATUS		
Unit Status	2010-11* (2008-2011)	2012-13 (2009-2012)
New unit	0.51	0.49
Existing units		
Sold	0.34	0.30
Not sold	0.19	0.21
Total	0.22	0.22

*Units based on July 2011 while students are fall 2010

Source: TIES and Teamworks International, 2012

While new single-family detached units attract attention, more existing units were sold (turned over) in each of the two three-year time periods and these units produced more resident K-5 students than did the new units. Therefore, with housing unit projections, the rate of turnover and the yield from turnover is very important.

The next table shows housing unit method K-5 projections based on 1,320 additional single-family detached units and a turnover of 2.99 percent per year. By making projections based on two different sets of yield data, the importance of the yield assumptions is highlighted. These projections show the big effect of yield changes in existing units not sold. Because the overwhelming number of units falls into this category, small changes in this category's yield can have a significant effect on housing unit enrollment projections. For example, if the K-5 yield in these units drops below 0.19, the 2017-18 projection would be lower.

K-5 HOUSING UNIT METHOD PROJECTIONS					
Units		2012-13		2010-11	
Status	#	Yield	Projection	Yield	Projection
New	1,320	0.49	647	0.51	673
Existing, sold	2,144	0.30	643	0.34	729
Existing, not sold	12,404	0.21	2,604	0.19	2,356
Total	15,866		2,894		3,758
Student from other units			1,000		1,000
Total K-5 students			4,894		4,758

Comparison of Projections

The next table shows the comparison of resident K-5 projections from the housing unit method and the cohort method. The housing unit method using 2010-11 yields results in K-5 projections virtually identical to the cohort projections based on the low kindergarten assumption. Using the 2012-13 yields results in a projection closer to the high kindergarten/low migration cohort projection. These comparisons show that 1,320 additional single-family detached units are needed to support the cohort projections. This comparison of the K-5 projections is also the best way to assess the kindergarten

assumptions in the cohort method, which in the context of the housing unit method projections look reasonable.

COMPARISON OF K-5 RRESIDENT PROJECTIONS	
Method	2017-18
Housing Unit @2012-13 Yields	4,894
Housing Unit @2010-11 Yields	4,758
Cohort Survival	
Low K/Low Mig	4,755
Low K/High Mig	4,759
High K/Low Mig	4,932
High K/High Mig	4,946

Wayzata Resident Low K/Low Mig K (+Hdcp)	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total	
2012-13 Actual	692	653	765	808	703	745	813	822	792	747	735	708	718	4366	2427	2908	9701
12-13 Cohort	636	692	653	765	808	703	745	813	822	792	747	735	708	4257	2380	2982	9619
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
13-14 Proj	636	788	684	799	838	723	784	845	836	818	743	728	678	4468	2464	2967	9900
13-14 Cohort	650	636	788	684	799	838	723	784	845	836	818	743	728	4395	2351	3125	9871
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
14-15 Proj	650	724	826	714	828	861	760	814	859	864	814	736	697	4604	2434	3111	10149
14-15 Cohort	660	650	724	826	714	828	861	760	814	859	864	814	736	4403	2436	3273	10112
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
15-16 Proj	660	740	759	862	741	851	906	790	828	887	859	806	705	4614	2524	3257	10396
15-16 Cohort	657	660	740	759	862	741	851	906	790	828	887	859	806	4420	2547	3381	10348
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
16-17 Proj	657	752	776	793	894	762	896	941	803	855	883	851	772	4633	2641	3361	10635
16-17 Cohort	668	657	752	776	793	894	762	896	941	803	855	883	851	4539	2599	3392	10531
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
17-18 Proj	668	748	788	810	822	919	801	931	957	830	851	874	815	4755	2689	3370	10815
17-18 Cohort	697	668	748	788	810	822	919	801	931	957	830	851	874	4533	2651	3513	10697
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
18-19 Proj	697	761	784	822	840	845	967	832	946	989	826	843	837	4749	2746	3495	10990
18-19 Cohort	730	697	761	784	822	840	845	967	832	946	989	826	843	4635	2645	3604	10883
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
19-20 Proj	730	794	797	819	853	864	889	1005	847	978	984	817	807	4856	2740	3587	11183
19-20 Cohort	733	730	794	797	819	853	864	889	1005	847	978	984	817	4726	2757	3626	11109
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
20-21 Proj	733	831	832	832	849	877	908	924	1022	875	973	974	783	4955	2854	3605	11413
20-21 Cohort	738	733	831	832	832	849	877	908	924	1022	875	973	974	4816	2709	3844	11368
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
21-22 Proj	738	835	871	869	863	873	922	944	939	1056	870	963	933	5049	2805	3822	11677
21-22 Cohort	742	738	835	871	869	863	873	922	944	939	1056	870	963	4918	2739	3828	11485
Historical	1.139	1.048	1.044	1.037	1.028	1.052	1.039	1.017	1.033	0.995	0.99	0.958	0	0	0	0	
22-23 Proj	742	841	875	910	901	887	918	958	960	970	1050	862	923	5155	2836	3805	11797

Wayzata Resident Low K/High Mig K (+Hdcp)	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total	
2012-13 Actual	692	653	765	808	703	745	813	822	792	747	735	708	718	4366	2427	2908	9701
12-13 Cohort Historical	636	692	653	765	808	703	745	813	822	792	747	735	708	4257	2380	2982	9619
13-14 Proj	636	788	683	798	849	722	790	844	839	812	748	733	683	4476	2473	2976	9925
13-14 Cohort Historical	650	636	788	683	798	849	722	790	844	839	812	748	733	4404	2356	3132	9892
14-15 Proj	650	724	824	712	839	872	765	820	862	860	813	746	706	4622	2447	3126	10195
14-15 Cohort Historical	660	650	724	824	712	839	872	765	820	862	860	813	746	4410	2457	3282	10149
15-16 Proj	660	740	758	860	749	861	924	794	837	883	862	811	719	4628	2556	3275	10459
15-16 Cohort Historical	657	660	740	758	860	749	861	924	794	837	883	862	811	4424	2580	3393	10397
16-17 Proj	657	752	774	790	904	769	913	960	811	858	885	859	782	4646	2684	3384	10714
16-17 Cohort Historical	668	657	752	774	790	904	769	913	960	811	858	885	859	4545	2641	3413	10600
17-18 Proj	668	748	786	808	831	928	815	948	980	831	860	882	828	4769	2742	3402	10913
17-18 Cohort Historical	697	668	748	786	808	831	928	815	948	980	831	860	882	4538	2691	3553	10782
18-19 Proj	697	761	783	820	849	853	984	846	967	1004	833	857	851	4763	2797	3545	11105
18-19 Cohort Historical	730	697	761	783	820	849	853	984	846	967	1004	833	857	4640	2683	3662	10984
19-20 Proj	730	794	796	816	862	872	904	1021	864	992	1006	831	826	4870	2789	3655	11314
19-20 Cohort Historical	733	730	794	796	816	862	872	904	1021	864	992	1006	831	4731	2797	3692	11221
20-21 Proj	733	831	830	830	858	885	924	939	1043	885	994	1003	801	4968	2905	3683	11557
20-21 Cohort Historical	738	733	831	830	830	858	885	924	939	1043	885	994	1003	4821	2748	3925	11494
21-22 Proj	738	835	870	866	872	881	938	959	958	1069	887	991	967	5062	2856	3914	11832
21-22 Cohort Historical	742	738	835	870	866	872	881	938	959	958	1069	887	991	4923	2779	3905	11607
22-23 Proj	742	841	873	907	910	896	934	974	979	982	1071	885	955	5169	2887	3893	11949

Wayzata Resident High K/Low Mig K (+Hdcp)	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total	
2012-13 Actual	692	653	765	808	703	745	813	822	792	747	735	708	718	4366	2427	2908	9701
12-13 Cohort Historical	660	692	653	765	808	703	745	813	822	792	747	735	708	4281	2380	2982	9643
13-14 Proj	660	788	684	799	838	723	784	845	836	818	743	728	678	4492	2464	2967	9924
13-14 Cohort Historical	675	660	788	684	799	838	723	784	845	836	818	743	728	4444	2351	3125	9920
14-15 Proj	675	752	826	714	828	861	760	814	859	864	814	736	697	4657	2434	3111	10201
14-15 Cohort Historical	694	675	752	826	714	828	861	760	814	859	864	814	736	4489	2436	3273	10198
15-16 Proj	694	769	788	862	741	851	906	790	828	887	859	806	705	4705	2524	3257	10487
15-16 Cohort Historical	691	694	769	788	862	741	851	906	790	828	887	859	806	4545	2547	3381	10473
16-17 Proj	691	790	806	822	894	762	896	941	803	855	883	851	772	4766	2641	3361	10767
16-17 Cohort Historical	703	691	790	806	822	894	762	896	941	803	855	883	851	4707	2599	3392	10698
17-18 Proj	703	787	828	841	853	919	801	931	957	830	851	874	815	4932	2689	3370	10991
17-18 Cohort Historical	733	703	787	828	841	853	919	801	931	957	830	851	874	4746	2651	3513	10909
18-19 Proj	733	801	825	865	872	877	967	832	946	989	826	843	837	4973	2746	3495	11213
18-19 Cohort Historical	767	733	801	825	865	872	877	967	832	946	989	826	843	4863	2676	3604	11143
19-20 Proj	767	835	839	861	897	897	922	1005	847	978	984	817	807	5096	2774	3587	11456
19-20 Cohort Historical	771	767	835	839	861	897	897	922	1005	847	978	984	817	4970	2824	3626	11420
20-21 Proj	771	874	875	876	893	922	943	958	1022	875	973	974	783	5211	2924	3605	11739
20-21 Cohort Historical	776	771	874	875	876	893	922	943	958	1022	875	973	974	5065	2824	3844	11732
21-22 Proj	776	878	916	913	908	918	970	980	975	1056	870	963	933	5310	2925	3822	12057
21-22 Cohort Historical	780	776	878	916	913	908	918	970	980	975	1056	870	963	5172	2868	3864	11903
22-23 Proj	780	884	920	956	947	934	966	1008	997	1007	1050	862	923	5421	2970	3841	12233

Wayzata Resident High K/High Mig K (+Hdcp)	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total	
2012-13 Actual	692	653	765	808	703	745	813	822	792	747	735	708	718	4366	2427	2908	9701
12-13 Cohort Historical	660	692	653	765	808	703	745	813	822	792	747	735	708	4281	2380	2982	9643
13-14 Proj	660	788	683	798	849	722	790	844	839	812	748	733	683	4500	2473	2976	9949
13-14 Cohort Historical	675	660	788	683	798	849	722	790	844	839	812	748	733	4453	2356	3132	9941
14-15 Proj	675	752	824	712	839	872	765	820	862	860	813	746	706	4674	2447	3126	10247
14-15 Cohort Historical	694	675	752	824	712	839	872	765	820	862	860	813	746	4496	2457	3282	10235
15-16 Proj	694	769	786	860	749	861	924	794	837	883	862	811	719	4719	2556	3275	10550
15-16 Cohort Historical	691	694	769	786	860	749	861	924	794	837	883	862	811	4549	2580	3393	10522
16-17 Proj	691	790	804	820	904	769	913	960	811	858	885	859	782	4778	2684	3384	10846
16-17 Cohort Historical	703	691	790	804	820	904	769	913	960	811	858	885	859	4713	2641	3413	10767
17-18 Proj	703	787	827	839	862	928	815	948	980	831	860	882	828	4946	2742	3402	11090
17-18 Cohort Historical	733	703	787	827	839	862	928	815	948	980	831	860	882	4751	2691	3553	10994
18-19 Proj	733	801	823	862	882	885	984	846	967	1004	833	857	851	4986	2797	3545	11328
18-19 Cohort Historical	767	733	801	823	862	882	885	984	846	967	1004	833	857	4868	2715	3662	11245
19-20 Proj	767	835	838	859	906	905	938	1021	864	992	1006	831	826	5110	2823	3655	11588
19-20 Cohort Historical	771	767	835	838	859	906	905	938	1021	864	992	1006	831	4975	2865	3692	11533
20-21 Proj	771	874	873	874	902	931	960	974	1043	885	994	1003	801	5225	2976	3683	11884
20-21 Cohort Historical	776	771	874	873	874	902	931	960	974	1043	885	994	1003	5070	2865	3925	11859
21-22 Proj	776	878	914	911	918	927	987	996	994	1069	887	991	967	5324	2977	3914	12215
21-22 Cohort Historical	780	776	878	914	911	918	927	987	996	994	1069	887	991	5177	2910	3941	12028
22-23 Proj	780	884	919	953	957	943	982	1024	1017	1019	1071	885	955	5436	3024	3930	12389



Excellence. For each and every student.

INTEGRATION REVENUE AND EQUITY PLAN

February 15, 2013- Draft #1

Prepared by Dr. Jill P. Johnson,
Executive Director of Teaching and Learning

INTEGRATION PLAN NARRATIVE

The Wayzata Public Schools serves all or part of the communities of Corcoran, Maple Grove, Medicine Lake, Medina, Minnetonka, Orono, Plymouth and Wayzata.

The district includes seven elementary schools (K-5), three middle schools (6-8), and one high school (9-12). The enrollment is approximately 10,602 students, which include 4,157 elementary students, 2,578 middle school students and 3,267 high school students.

The student body in our district, based on 2011-12 enrollments, includes the following: White, not of Hispanic origin – 77 percent; Black, not of Hispanic origin – 8 percent; Asian or Pacific Islander – 12 percent; Hispanic – 3 percent; American Indian or Alaskan Native – 0 percent; Free/Reduced Lunch – 15 percent; Special Education services – 8 percent and English Language Learner students – 2 percent

The Mission of the 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. This Mission embodies our aspirations as a learning community. Our progress in achieving our equity goal of improving student achievement and decreasing the achievement gap between student subgroups will be measured against this Mission.

Overall, the Wayzata Public Schools provide an exceptional learning experience. Students who attend our schools have access to dedicated and talented teachers, state-of-the-art facilities, leading edge technologies and a wide variety of co-curricular opportunities. However, even though student achievement is high, significant achievement gaps exist between student subgroups. And, even though students have access to a wide-range of academic courses and co-curricular programs, students are not equally represented in these classes or programs. For example, our Students of Color are over represented in our ALC and Special Education programs and underrepresented in our K- 8 gifted and talented program and High School College credit program.

It is our intent to use our integration resources to improve educational opportunities and outcomes designed to raise student achievement and to decrease the achievement gap that exists between white students and protected students, as defined in Minnesota Statutes and Rules.

Integration Revenue Cornerstones

Three cornerstones, **Partnerships, Learning Environment and Innovative Opportunities and Experiences**, form the foundation for the goals of our Integration Revenue.

- **Partnerships** – We believe there is value in cooperation, collaboration and participation. Therefore, to reduce racial isolation and to create opportunities for inter-racial contact, we will continue our partnership with our neighboring school districts and continue our participation in the West Metro Education Program (WMEP) Collaborative.
- **Learning Environment** – We believe that learning occurs best in a safe, caring and welcoming learning environment. Therefore, we will provide opportunities for staff, students and families to increase their cultural awareness, understanding and opportunities for inter-racial contact.
- **Innovative Opportunities and Experiences** – We believe that learning can be accelerated when it is personalized to the needs of the student. Therefore, we will provide intervention teachers and support staff that excel at identifying student learning needs and determining and implementing personalized learning experiences. To create a personalized learning experience, (1) we will provide pathways, such as Young Scholars type programs to prepare students for our gifted and talented programs; (2) we will provide leading edge technologies such as iPads, laptop and desk top computers, other student learning devices, internet access and WiFi access to support and encourage student learning; and (3) to further personalize the learning experience, we will provide adaptive learning platforms such as IXL Math, APEX Learning Systems, Knewton Adaptive Learning and Dreambox Intelligent Adaptive Learning to support and encourage student learning.

These three cornerstones form the foundation for the use of our integration revenue.

Integration Goals Overview

Integration Revenue Goals: To achieve our mission, we have identified four goals and have aligned our integration revenue accordingly.

- **Goal #1: Inter-District Integration Participation** – To reduce racial isolation, to create opportunities for inter-racial contact and to maximize our resources and effectiveness, we will be an active partner in the WMEP Collaborative.
- **Goal #2: Integrated and Innovative Learning Environments** - To raise academic achievement and decrease achievement gaps between student subgroups, we will provide integrated, supportive, personalized, challenging and innovative learning experiences, opportunities, resources and tools for each and every student
- **Goal #3: Family Engagement** – To encourage family involvement, we will provide support and opportunities for our families to be fully engaged in their child’s education.
- **Goal #4: Professional Development** – To prepare and support our staff, we will provide experiences, opportunities, resources and tools so that teachers and staff are better able to meet the learning needs of each and every student.

Integration Goal - Details:

Integration Revenue Goal #1: Inter-District Integration Participation. To reduce racial isolation, to create opportunities for inter-racial contact and to maximize our effectiveness, we will be an active partner in the WMEP Collaborative.

- **Our partnership with WMEP will include participation in the**
 - Joint Powers Board (JPB)
 - Partners Advisory Group (PAG)
 - Cultural Collaborative Professional Development
 - Choice is Your Program
 - FAIR School – Crystal
 - FAIR School – Downtown
 - Summer Learning Opportunities

Integration Revenue Goal #2: Integrated and Innovative Learning Environments. To raise the achievement and decrease achievement gaps between student subgroups, we will provide an integrated, supportive, personalized, challenging and innovative learning experiences, opportunities, resources and tools for each and every student.

- **CIY Scholarships:** To encourage and support student participation in school activities (curricular and co-curricular) we will provide scholarships to students identified as being in-need of financial support.
- **Outreach to Choice Is Yours Students and FAIR Students:** We will continue to support students who choose to exercise their option to attend a Wayzata Public School through the CIY program and Wayzata Public School students who choose to attend a WMEP sponsored school.
- **Cultural Awareness – Site Grants:** Financial resources for sites to support cultural awareness education among students, to create opportunities for inter-racial interaction, and to provide for innovative programming and learning opportunities around student achievement and cultural awareness.
- **Curriculum Subscriptions:** To meet personalized, individual student learning needs, we will provide financial resources to cover the cost of licenses and curriculum instructional and learning materials (e.g. Technology – iPads, etc. and adaptive learning platforms).
- **Young Scholars Program Expenses:** Support the Young Scholar program. The purpose of Young Scholars is to provide a pathway for students to prepare them to access our gifted and talented educational program. We will provide financial resources to support the implementation of the Young Scholars program.
- **Fieldtrip Expenses:** Financial resources for sites to cover the costs of fieldtrips related to cultural awareness education and opportunities for students.
- **Summer Learning Support:** Provide additional summer learning support and experiences for students who are identified as being at-risk for grade-level readiness.

- **Achievement Interventionists and Intervention Teachers/Staff:** Teachers/Staff who coach, mentor and support students so they can be more successful learners.
- **Primary Project:** Support the implementation of the Primary Project program at the elementary level.
- **Transportation:** Resources to support our families in accessing transportation services.
- **Materials and Supplies:** Resources for the purchase of general supplies and materials.

Goal #3: Family Engagement: We will provide support and opportunities for our families to be fully engaged in their child’s education.

- **Outreach and Liaison Workers:** Staff to work with students and families
- **Family Night Program:** Implement parent night programs to better know our families are so that we can support them in their child’s education.
- **Parent University Program:** Implement a “Parent University” type program so that parents are aware of the resources available to them so they can support their child’s learning.
- **Transportation:** Resources to support our families in accessing transportation services.
- **Materials and Supplies:** Resources for the purchase of general supplies and materials.

Goal #4: Professional Development: We will provide experiences, opportunities, resources and tools so that our staff is prepared to meet the learning needs of each and every student.

- **Contracted Services:** May include services provided the National Urban Alliance (NUA); Research for Better Teaching; Young Scholars Professional Development; Technology Integration
- **Work Shops, Conferences:** To support teachers and staff to conferences and workshops.
- **Academy Classes:** Contribution to support teacher academy classes sponsored as part of our Q-Comp program.
- **Materials and Supplies:** Resources for the purchase of general supplies and materials.
- **Professional Development:** Participation in the Cultural Collaborative sponsored by WMEP.
Collecting and Interpreting Student Achievement Data
Implementation of Reading and Math Interventions

Administration/Indirect Costs

- **Program Administrator:** Salary and Benefits for integration program coordinator
 - **Clerical Support:** Salary and Benefits for clerical support



Use this worksheet to provide budget data needed to calculate FY14 integration revenue. Address general questions on Integration Revenue budget submission to the Office of Equity and Innovation, 651-582-8462. Return the completed worksheet by March 15th, 2013 to mde.integration@state.mn.us. **Electronic submission is required.** Delete additional pages or those that do not pertain to your budget.

District Name: Wayzata Public Schools
District Number: 284
Superintendent: Dr. Chace B. Anderson
Collaborative: WMEP
Dr. Jill P. Johnson
District Contact: Johnson
Phone: 763-745-5022
E-mail: jill.johnson@wayzata.k12.mn.us

Partner Districts:

Minneapolis	Brooklyn Center	St. Louis Park
Richfield	Edina	Hopkins
Columbia Heights	St. Anthony/New Brighton	
Eden Prairie	Robbinsdale	

List all Racially Identifiable school sites in your district:
 None

Integration Revenue	\$1,600,000.00
Alternative Attendance Revenue	\$ 70,000.00
TOTAL REVENUE	\$1,670,000.00

Integration Revenue Contributed to Collaborative \$ 232,753.00

Notes or Comments:

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2014 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

MDE Approval: _____ **Amount:** 36 **Date:** _____

BUDGET	\$ 1,670,000.00
Goal 1	\$ 232,753.00
Goal 2	\$ 870,997.00
Goal 3	\$ 308,000.00
Goal 4	\$ 100,250.00
Admin Costs	<u>\$ 158,000.00</u>
	<u>\$ 1,670,000.00</u>
	\$ -

Integration Revenue Budget Worksheet

FY14

Inter-District Budget: Goal 1

District Number:

284

District Name:

Wayzata Public Schools

Goal #1: Inter-District Integration Participation. To reduce racial isolation, to create opportunities for inter-racial contact and to maximize our resources and effectiveness, we will be an active partner in the WMEP Collaborative.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Actual Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
Payment to WMEP					\$ 232,753.00	Pymt to WMEP
TOTAL					\$ 232,753.00	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):
 Participation from Your District (if not the RI):
 Participation from Other Member Districts:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff

Total Program Participation:

--	--	--	--

Notes or Comments:

District Number:

284

**District
Name:**

Wayzata Public Schools

Goal #2 – Integrated and Innovative Learning Environments: To raise academic achievement and decrease achievement gaps between student subgroups, we will provide integrated, supportive, personalized, challenging and innovative learning experiences, opportunities, resources and tools for each and every student.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
CIY Student Scholarships					\$ 5,000.00	
Outreach to CIY Students					\$ 500.00	
Outreach to FAIR Students					\$ 500.00	
Cultural Awareness - Grants for Sites					\$ 46,497.00	
Curriculum - Subscriptions					\$ 4,000.00	Personalize Learning
Young Scholars Supplies					\$ 4,000.00	
Field Trip Expenses					\$ 2,500.00	
Achievement Interventionists					\$350,000.00	Salaries
Intervention Teachers					\$370,500.00	Salaries
Primary Project					\$ 30,000.00	Requested by Donna
Technology - Tools, Access					\$ 5,000.00	
Material and Supplies					\$ 2,500.00	
Transportation					\$ 50,000.00	
TOTAL					\$870,997.00	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):
 Participation from Your District (if not the RI):
 Participation from Other Member Districts:
 Total Program Participation:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff

Notes or Comments:

ACHIEVEMENT INTERVENTIONIST

J. Anderson / PC	\$ 33,000.00
B. Stone / OW	\$ 110,000.00
S. Strom / GL	\$ 108,000.00
A. Worth / SSH	\$ 26,000.00
L. Tarbox / BV	\$ 68,000.00
	<u>\$ 345,000.00</u>

INTERVENTION TEACHERS - READING SUPPORT

J. Powell / GL	\$ 45,000.00
S. Haugen / GL	\$ 50,000.00
A. Carlson / BV	\$ 56,000.00
D. Coggin / BV	\$ 21,000.00
K. Waaraniemi / GW	\$ 1,500.00
A. Naumann / OW	\$ 36,000.00
R. Colonnese & K. Jones / PC	\$ 12,000.00
M. Crow / SSH	\$ 53,000.00
M. Gross / GW	\$ 2,300.00
J. Whitworth / WHS	\$ 12,000.00
S. Egan / WHS	\$ 62,000.00
K. Elstad / CMS	\$ 9,000.00
D. Wiese / WHS	\$ - Mike will cover
	<u>\$ 359,800.00</u>

TOTAL \$ 704,800.00

Integration Revenue Budget Worksheet

FY14

Inter-District Budget: Goal 3

District Number:

284

District Name:

Wayzata Public Schools

Goal #3: Family Engagement – To encourage family involvement, we will provide support and opportunities for our families to be fully engaged in their child's education.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
Outreach/Liaison Workers					\$ 300,000.00	Eric, Schlynn, Bill + 1.0 at MS
						Soc. Worker, R.Dornbush
Family Nights Expenses					\$ 2,500.00	
Parent University Expenses					\$ 2,500.00	
Transportation					\$ 2,000.00	
Materials and Supplies					\$ 1,000.00	
TOTAL					\$ 308,000.00	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):
Participation from Your District (if not the RI):
Participation from Other Member Districts:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff

Total Program Participation:

--	--	--	--

Notes or Comments:

LIAISON AND OUTREACH WORKERS

A. McKernan / WHS	\$ 24,000.00	Sp. Ed. Picks up 1/2
S. Hayes / WHS	\$ 21,000.00	
E. Thorton / WHS	\$ 48,000.00	
B. Kuendig - MS	\$100,000.00	Convert to a TOSA 1.0
MS 1.0 - TBD	<u>\$ 70,000.00</u>	TOSA Position
	\$263,000.00	

R. Dornbush \$ 30,000.00

TOTAL \$293,000.00

FY14

Inter-District Budget: Goal 4

District Number:

284

District Name:

Wayzata Public Schools

Goal #4: Professional Development – To prepare and support our staff, we will provide experiences, opportunities, resources and tools so that our staff are better able to meet the learning needs of each and every student.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
Contracted Services						
Young Scholars Program					\$ 5,000.00	
National Urban Alliance/Research for Better Teaching					\$ 5,000.00	
Technology					\$ 5,000.00	
Data PD provided by R&E Intern					\$ 17,250.00	R&E Intern
Professional Development for Literacy Volunteers					\$ 25,000.00	Colleen and Margie
Work Shops / Conferences - Local					\$ 2,000.00	
Conferences / Travel - Out of Metro					\$ 5,000.00	
Academy Classes					\$ 35,000.00	
Materials and Supplies					\$ 1,000.00	
TOTAL					\$ 100,250.00	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):
Participation from Your District (if not the RI):
Participation from Other Member Districts:

Projected (7/1/13)		Actual	
Students	Staff	Students	Staff

Total Program Participation:

Notes or Comments:

Integration Revenue Budget Worksheet
FY14
Administrative/Indirect

District Name:

**District
Number:**

Please include on this worksheet all Admin./Indirect proposed expenditures from your FY14 budget. No more than 10 percent of the total budget may be spent on Admin./Indirect costs. See FY14 Budget Guide for details.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/01/2014
Administrator - Salary & Benefits					\$ 130,000.00	
Clerical					28,000.00	DeMae
TOTAL					\$ 158,000.00	\$ -

Notes or Comments:

ADMINISTRATIVE AND SUPPORT

Program Leader TBD \$ 130,000.00

Clerical - D. DeRocher \$ 28,000.00

\$ 158,000.00



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

To: Dr. Chace Anderson
From: Jim Westrum
Date: February 20, 2013
Re: Open Enrollment – Current and Historical Kindergarten Sibling Preference

The Welcome Center received 199 applications for open enrollment in the Wayzata Public Schools for the 2013-14 school year.

Of these applications, 94 were for students who applied for open enrollment in kindergarten in 2013-14, and are summarized in the chart below:

2013-2014 Kindergarten Open Enrollment Applications

	Applications Received	Applications Approved	Not Approved		
Student with sibling in elementary	19	7	12		
Student with sibling in secondary	5	0	5		
Student without a sibling in Wayzata	70	0	70		
	94	7	87		

In reviewing the past 5 years, all kindergarten applications for students who had a sibling in an elementary grade were approved. In the current year (2012-13), three families with a sibling in a secondary grade were not approved. In all other years, families with a sibling in a secondary grade were approved. This approval was unrelated to the fact that the incoming kindergarten student has a sibling in the district: all applications received that year were approved.

Overview of Board Member Participation from a Remote Location

Summary:

School Board members are permitted to fully participate in meetings, including discussion and voting, from a remote location through the use of technology as long as specific requirements are met.

This applies to all meetings of the board where board business is addressed: both regularly-scheduled and special board meetings where action is taken; closed meetings (with public access limited as allowed by law); both regularly-scheduled and extra work sessions where discussion and/or presentations occur but no action is taken; study sessions; and all committee meetings. In summary:

- School boards, like other public bodies, *may use interactive television*, as long as specific requirements are followed.
- School Boards, but not other public bodies, *may also use electronic technology which provides both an audio and visual link, e.g. Skype on a laptop computer*, as long as specific requirements are followed.
- School Boards may not use telephone participation except in cases of a declared emergency, and specific requirements must be followed.

The Specifics

Requirements for Interactive TV and Other Electronic Combined Voice/Picture Technology:

(Minn. Stat. 13D.02 and 13D.02, Subd. 5)

- All board members, regardless of location, must be able to both see and hear each other and see and hear all discussion and testimony presented at any location
- Members of the public present at the regular location must be able to hear and see all discussion, testimony, and votes of all board members
- At least one board member must be present at the regular location

- Each location where a board member is participating must be accessible and open to the public
- Notice of the location of a remote site must be provided with the same timing and method as notice for the regular site
- Members of the public, to the extent practical, must also be allowed to monitor the meeting from remote sites but the district may charge for the documented nominal costs for any connection.

Requirements for Telephone

(Minn. Stat. 13D.021 and Minn. Stat. Chap. 12)

- Use is limited to situations where the board chair, superintendent, or legal counsel determines that an in-person meeting or an interactive TV/other audio-visual meeting is not practical or prudent because of a health pandemic or other emergency declared by the governor or otherwise defined in law
- All board members, regardless of location, must be able to hear each other, all discussion, and all testimony
- Members of the public present at the regular location must be able to hear all discussion, testimony, and votes of all board members (unless the regular meeting location is not feasible for use due to the pandemic or other emergency)
- At least one board member, the superintendent, or chief legal counsel must be present at the regular location (unless the regular meeting location is not feasible for use due to the pandemic or other emergency)
- All votes are conducted by roll call
- Notice of the participation of some members at a remote site(s) must be provided with the same timing and method as the typical notice and must note that the public can hear the meeting proceedings at the regular location, unless the regular location is not feasible for use due to the pandemic or other emergency
- Members of the public, to the extent practical, must also be allowed to monitor the meeting from remote sites, but the district may charge for the documented costs for any connection

Note: “State-wide” public bodies may also use telephone participation for non-emergency situations. However, local school boards are not a state-wide public body. Minn. Stat. 13D.015.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - March 11, 2013 - 7:00 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS**

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:

 - A. Approval of Minutes
 1. Regular Meeting - February 11, 2013
 - B. Addition to School Board Meeting Schedule
 1. Establish Closed Board Meetings for Negotiation Purposes
 - C. Finance and Business Recommendations
 - D. Approval of Four -Year Integration Plan
 - E. Approval of FY13 and FY14 Integration Budget
 - F. Human Resource Recommendations
 - G. Approval of Professional Leaves of Absence for the 2013-2014 School Year
3. **STUDENT CURRICULUM PRESENTATION**
 - A. Greenwood Elementary Student Presentation
 - B. Oakwood Elementary Student Presentation
4. **RECOGNITIONS**
 - A. March Employee of the Month -
 - B. Wayzata Public Schools Retirees - 2012-2013
 - C. Minnesota Association for Health, Physical Education, Recreation and Dance Teacher of the Year
 - D. Minnesota Scholastic Art Awards
5. **REPORTS FROM ORGANIZATIONS**

This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.

 - A. Student Council
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
 - A. Superintendent
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. **OTHER BOARD ACTION**
8. **AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD**

This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. **BOARD REPORTS**
10. **ADJOURN**

Legislative Action Committee
Committee Report
Board Work Session
February 25th, 2013

LAC Members planning to attend: Sarah Johansen, Citizen Chair, Katie Rodriguez, Citizen Associate Chair, Cheryl Polzin, Board Liaison.

- I. Report on February 6th Legislative Visits at the Capitol
 - a. We met with 8 of 9 members of the Wayzata Delegation
 - b. 3-5 members from the LAC were present at each meeting
 - c. Legislators all expressed appreciation for Wayzata and a commitment to working with us this year

- II. Update on Committee Activities
 - a. Update on platform priorities
 - b. Information sharing: other bills & initiatives we are tracking
 - c. Report from monthly LAC meetings

- III. Questions/Comments/Discussion

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – February 25, 2013

AGENDA SECTION: _____

ITEM: _____

COMMENTS BY: Board Chair Droegemueller

8. Adjourn

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

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____