

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Working Meeting - December 21, 2020 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **Human Resource Services**
 - A. Sabbatical Presentations
3. **Finance and Business**
 - A. Budget Planning Calendar 2021-2022

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**INDEPENDENT SCHOOL DISTRICT 284
WAYZATA, MINNESOTA**

**BUDGET AND STAFFING PREPARATION CALENDAR
2021-2022**

School Board Approves Payable 2021 Levy	December 14, 2020
Board work session -- Discuss Revised Budget for 2020-2021	December 21, 2020
Board work session—Discuss Budget and Staffing Preparation Calendar	December 21, 2020
Board action on mid-year budget adjustments	January 11, 2021
Open enrollment application deadline	January 15, 2021
Capital committee allocation recommendations to Strategic Leadership Team	February 1, 2021
Principals and Administrators submit proposed budget changes to Business Office	February 1, 2021
Employee notification required for leave request, retirement, and resignations	February 1, 2021
Board action on 2021-2022 leave requests and 2020-2021 retirements	February 8, 2021
HR sends 2021-2022 Employee Status Summary (includes leaves, return-from-leaves and retirees) to sites	February XX, 2021
Leadership Council reviews proposed allocations and budget changes	February 10, 2021
Preliminary enrollment projections by school distributed	February 10, 2021
Preliminary staffing allocations completed by HR and sent to sites	February XX, 2021
Update CFAC on Budget Status	February 16, 2021
Strategic Leadership Team discussions on preliminary staffing ratios and supplies allocations	February 16, 2021
Principals inform HR of the possibility of any continuing contract staff positions being discontinued	February 22, 2021
Board Work Session—review preliminary revenues/expenditures and proposed changes	February 22, 2021
Economic Forecast released (this is used to determine state budget)	February 28, 2021
Budget worksheets and materials sent to buildings	March 1, 2021
Budget materials submitted to supervisors for review (Elementary, Middle Schools, all other)	March, 2021

Board action on resolution discontinuing individual contracts for continuing contract staff	March 8, 2021
Principal/Supervisor to notify in writing any continuing contract staff that their position will be discontinued. Principal/Supervisor delivers resolution to continuing contract staff member (In order to exercise bumping rights, employee must request within 7 duty days of the notification.)	March 8, 2021
Budget materials submitted to supervisors for review (High School)	March 19, 2021
Budget materials submitted to Business Office (Elementary , Middle Schools, all other)	March 19, 2021
(High School)	March 26, 2021
All salary and benefit information submitted to Business Office	March 26, 2021
All budget information entered into Finance System	April 12, 2021
Draft of Proposed 2020-2021 Preliminary Budget to Superintendent's Office	April 19, 2021
Board Work Session – Review Proposed 2021-2022 Preliminary Budget	April 26, 2021
Recommendations from principals regarding probationary (including long-term reserve and one-year contracts) teachers due in HR office. Three written evaluations during this school year are required.	May 1, 2021
Board action to non-renew a probationary contract	May 10, 2021
Formal notice of non-renewal of probationary contract to teacher(s) (principal/supervisor hand delivers)	May 11, 2021
Legislative Session Constitutional Deadline (1 st Monday after 3 rd Saturday in May)	May 17, 2021
Regular Board Meeting – Approve Preliminary Budget for 2019-2020	June 14, 2021
Final Board meeting for action to discontinue probationary teacher's contracts	June 14, 2021

Note: Spring Break begins April 1 – April 9, 2021.

Note: The Legislature meets with a deadline of May 17, 2021.

- 4. **Teaching and Learning**
 - A. Learning Model Update

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[UPDATED 12/21/20]: Implement a Rolling Start

In order to safely transition to an in-person or hybrid learning model, the Minnesota Department of Health and Minnesota Department of Education require schools to implement a rolling start process in which students will gradually be brought back in the building.

For an acceptable rolling start strategy, no more than three additional grade bands can be introduced into the building in a two-week time period when implementing an in-person or hybrid learning model for the entire school building. This includes schools transitioning from hybrid learning or distance learning to in-person learning, and schools transitioning from distance learning to hybrid learning. Note: early learning and prekindergarten programs must be included in the grade band maximum when implementing a rolling start if the students interact with elementary grade students during the school day. They do not count toward the grade band maximum if they are self-contained in one area of an elementary building, or in their own building.

If a school can ensure all in-person and hybrid health and safety protocols are being implemented, a school operating a hybrid model can continue with hybrid learning while implementing a rolling start to in-person learning.

Example 1:

- January 18-29 (K-2 in-person learning; Grades 3-5 distance learning)
- February 1-15 (K-5 in-person learning)

Example 2:

- January 18 – 29 (K-1 in-person; Grades 2-6 hybrid learning)
- February 1 – 15 (K-3 in person; Grades 4-6 hybrid learning)
- February 22 – March 4 (K-6 in person)

A rolling start does not need to be implemented if a school had already communicated a change in learning plan to their families prior to December 16, 2020, regardless of the plan’s effective date.

Additional Required Mitigation Strategies and Tools Schools Must Implement for Any In-Person or Hybrid Learning Model Beginning January 18, 2020:

- Implement a rolling start process for students to be brought back to the building.
- Execute COVID-19 testing program (training and saliva test kits provided by the State; optional for school staff) every other week for all school staff, beginning January 4, 2021.
- **[UPDATED 12/21/20]:** Face masks and face shields must be worn together by school staff at all times.
 - When staff are serving students in settings where seeing a person’s lips is necessary, staff are strongly encouraged to wear a clear face mask in addition to the required face shield. If they do not have access to a clear face mask, they can choose to only wear the required face shield.
 - When staff are providing direct services that require close, physical, and prolonged contact, schools should follow MDH’s [Guidance for Delivering Direct Student Support Services: Staff Protective Equipment](#).
- When educators cannot be six feet from students (small group and individual instruction), when possible add a clear barrier between the adult and student.
- Face coverings must be worn when engaging in indoor physical activity (e.g., during indoor recess, indoor physical education class, or when exercising in a gym).
- **[UPDATED 12/21/20]:** For early learning and elementary schools only: All special lessons must be held in the classroom or outside (weather permitting).
 - Physical education classes that cannot operate in the classroom may continue to be held indoors outside of individual classrooms so long as students and staff are wearing face coverings.
 - Arts classes that cannot operate in the classroom may continue to be held indoors outside of individual classrooms if they are able to follow the [Music Activities Guidance](#) and the health and safety measures laid out for art classes in the [2020-21 Planning Guide for Schools](#). If the guidance cannot be followed, arts classes must be held in the classroom or outside (weather permitting).
 - Student support programs such as special education, EL, gifted and talented and counseling may continue to pull students from their primary classrooms in order to provide these essential support services. Additional groups should be kept as small as possible and as consistent as possible from day to day, and as much physical distance as possible should be maintained between group members.
- Student meal times should be held in the classroom if six feet of physical distancing between students cannot be accommodated in the cafeteria and cohorts cannot be clearly separated within the cafeteria.
 - If meal times need to be held in the classroom, schools may have meals delivered to the classroom or have students bring food from the cafeteria back to their classrooms to eat.
- For in-person only: three feet of physical distancing or more is strongly recommended.

Transition Time

As always, school leaders must meet with their Incident Command Team prior to determining a learning model transition.

[UPDATED 12/21/20]: School districts and charter schools that have not yet implemented full in-person during the 2020-21 school year must use at least two previously scheduled instructional days for planning as permitted by Executive Order 20-82 for staff to come back into the building and prepare for students transitioning into in-person or hybrid learning with the additional mitigation measures. If a district or charter school has already used their five

transition days, you must notify MDE and additional planning days may be allocated. Staff must use the designated planning days to plan for the change in instructional delivery including but not limited to curriculum prep, to follow the updated mitigation strategies of pods, classroom meals, for staff orientation, family/teacher conferences, etc.

- B. 2021-2022 Preliminary School Calendar
- C. World's Best Workforce (WBF)/ Achievement & Integration Plan



2019-2020

World's Best Workforce Report

School Board Work Session
December 21, 2020

Stacey Lackner, Ph.D.
Director of Research and Evaluation

World's Best Workforce (WBWF)

Equitable Access to Diverse and Experienced Educators

- WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers.
- The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

World's Best Workforce (WBWF) Goals

Achivement Goals

1. All Students Ready for School
2. All Students in Third Grade Achieving Grade Level Literacy
3. Close the Achievement Gaps Between Students
4. All Students Career and College Ready by Graduation
5. All Students Graduate

Measures

- Equitable Access - WPS Student Schedules and Staff Experience Data
- Kindergarten Readiness - CCC SET Placement Tests
- College Readiness - ACT
- Four-Year Graduation Rate - MN Report Card
- Achievement Gaps - Embedded in measures listed above

Due to the COVID-19 pandemic related school closing and shift to 100% distance learning at the end of the 2019-2020 school year, the following data typically collected in the spring are not available.

- Third grade end-of-year achievement results
- Accountability Tests - MCA/MTAS grades 3-8, 10 & 11

Equitable Access to Diverse and Experienced Educators

Experienced Educators

- According to the Minnesota Department of Education inexperienced teachers are teachers who have three or fewer years of teaching experience.
- Analysis of the WPS 2020-2021 student schedule data showed some patterns in teacher assignments that need a closer look.

District Actions

- This is the first year that we have looked at our student schedule data this way. We will need examine multiple years of data to identify trends.
- We will collaborate with other districts regarding analysis methods.

Staff Diversity

Race/Ethnicity	Students K-12 WPS 2020-2021	Licensed Teachers WPS 2020-2021	MN Teachers Statewide 2017-2018*
American Indian	0.3%	0.0%	0.4%
Asian	23.9%	2.1%	1.5%
Black/African Am.	9.0%	1.0%	1.4%
Hispanic/Latinx	4.1%	0.7%	1.0%
White	62.5%	94.6%	95.7%
Not Provided	0.2%	1.5%	--

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*Source: Professional Educator Licensing and Standards Board (2019) Biennial MN Teacher Supply and Demand Report

District Actions

Affinity Group

- Current Mission: *Empower students and staff of color in engaging others to address equity issues in Wayzata while also being a safe place to be heard.*
- Established Spring 2018
- All licensed teachers of color are invited to participate
- 2020-2021: 4-Full Days approved
- Addressing challenges retaining teachers of color

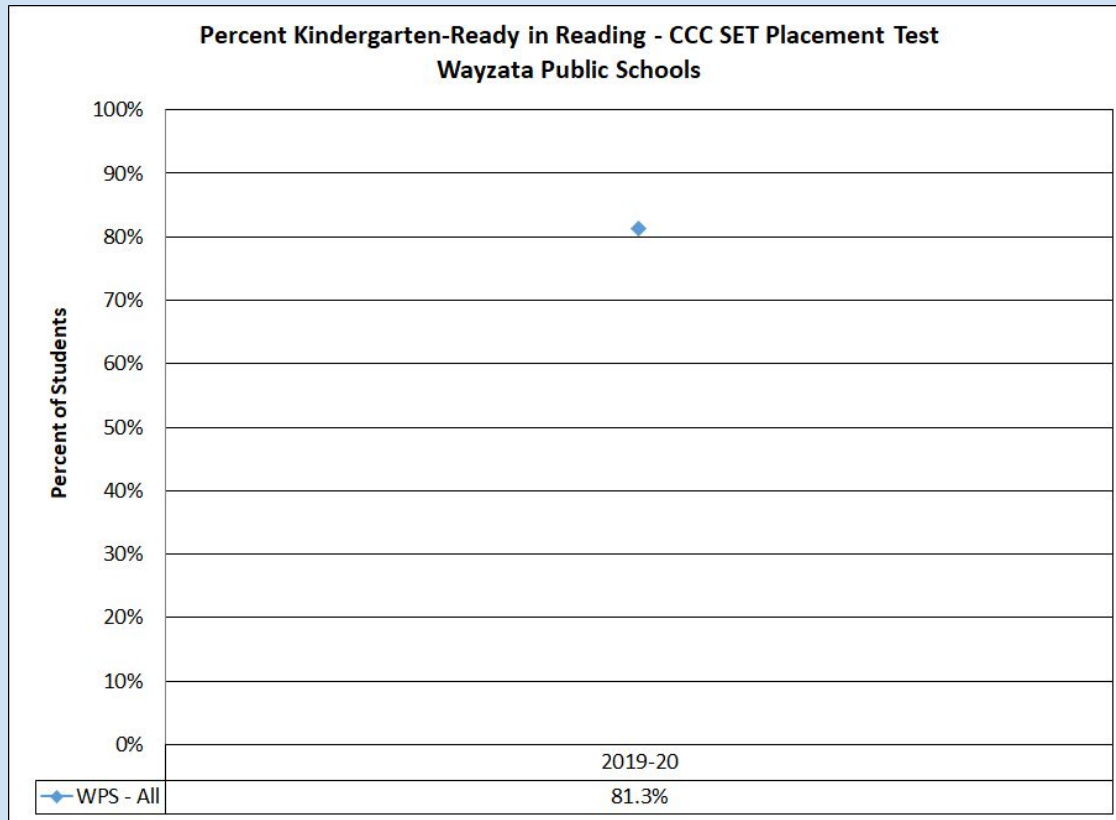
Hiring Process Review

- Review of district hiring process to identify and eliminate barriers

All Students Ready for School

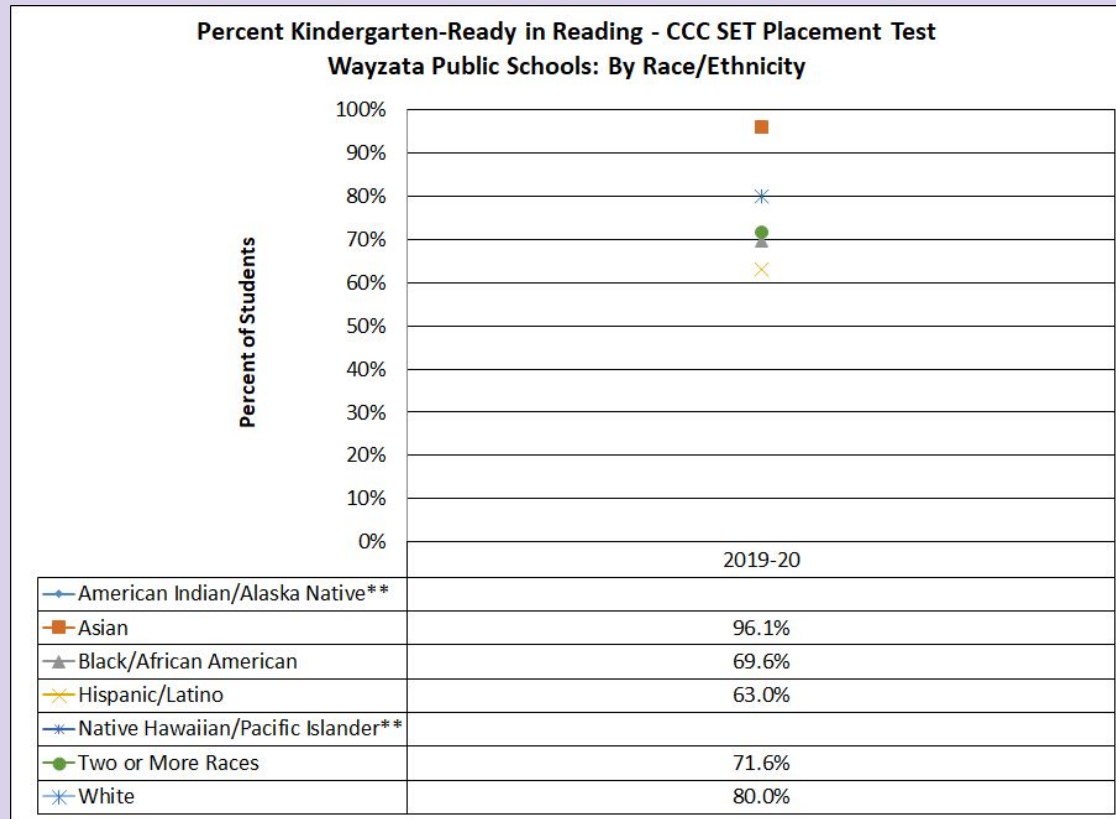
(Close Achievement Gaps Between Students)

Kindergarten



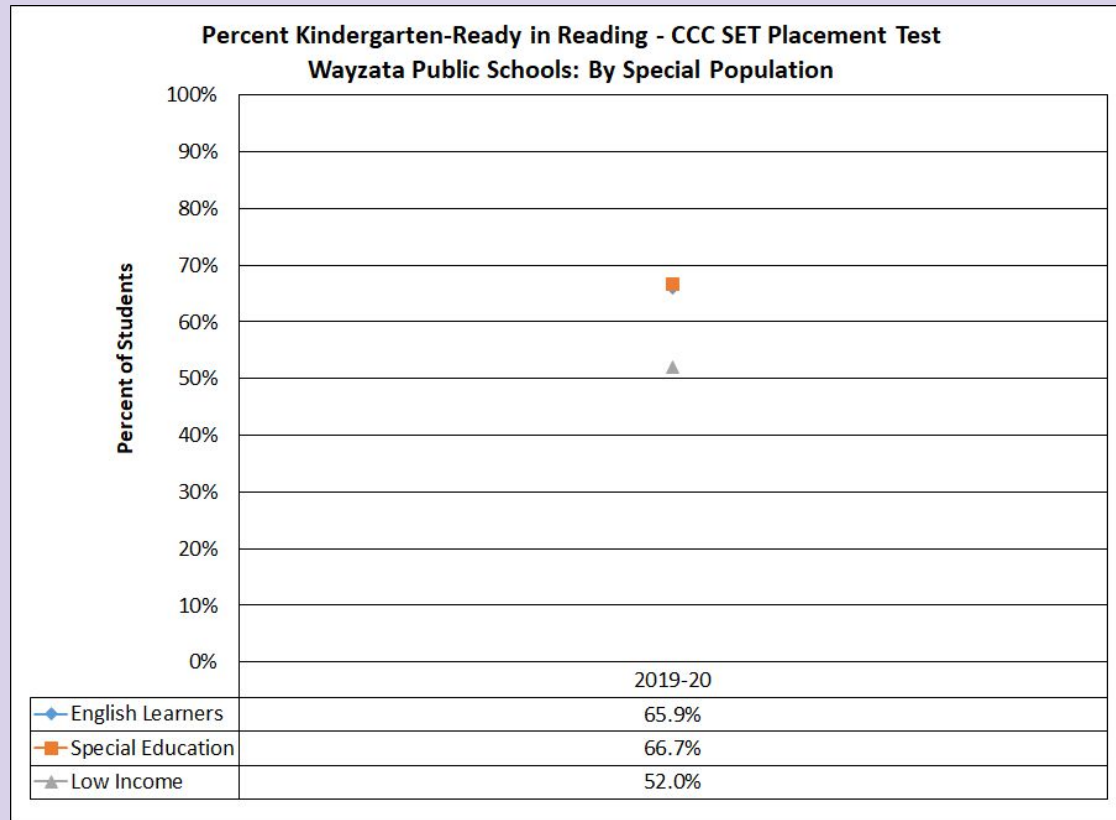
In 2019-20 school year, WPS adopted a new elementary Language Arts curriculum from the Center for Collaborative Classroom (CCC). Kindergarten students' reading skills were assessed in the fall with the CCC Set Placement Test. In the fall of 2019-20, 81.3% of kindergarten students scored at grade level.

Kindergarten



The percent of kindergarten students performing in the “at grade level” range on the reading Set Placement Test in the fall of 2019-20 varied across racial/ethnic groups. There was a 33.1 percentage point difference between the highest performing group (Asian, 96.1%) and lowest performing group (Hispanic/Latino, 63.0%).

Kindergarten



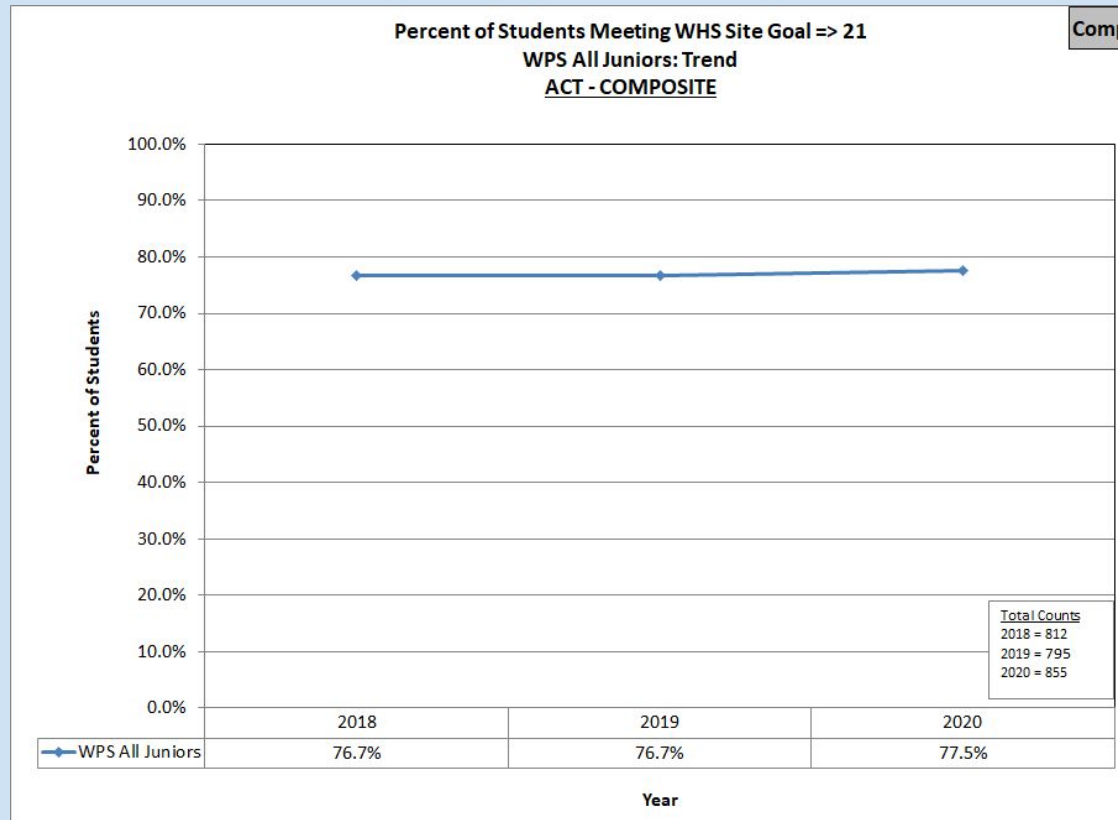
2019-20
Overall
81.3%

The percent of students performing in the “at grade level” range on the reading Set Placement Test in the fall of kindergarten was lowest for the Low Income students at 52.0%. The percent of English Learners and Special Education students “at grade level” was more than 13 percentage points higher (65.9% and 66.7%).

All Students Career and College Ready by Graduation

(Close Achievement Gaps Between Students)

ACT
 All Juniors
 HS Site Goal



Each winter, the district administers the ACT test to all Juniors. The high school site goal is to have all students earn a Composite score at or above 21, which is the criteria used by MN Colleges and Universities for automatic acceptance. In winter 2020, 77.5% of Juniors met this goal.

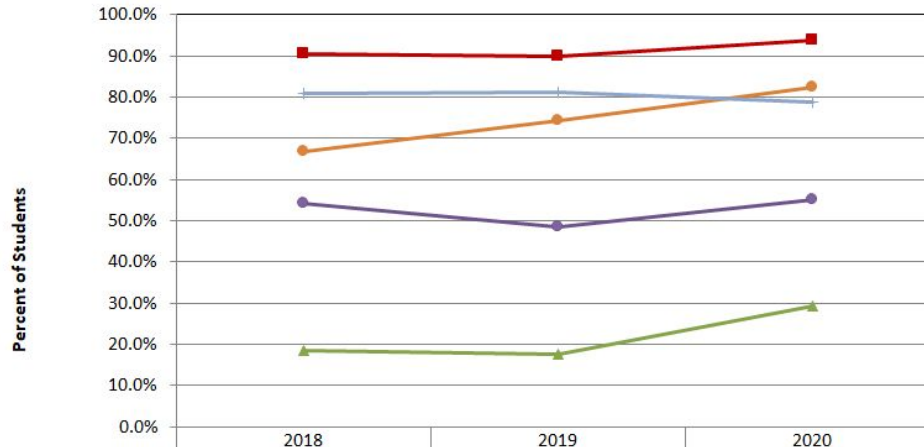
ACT
All Juniors
HS Site Goal

Comp

Percent of Students Meeting WHS Site Goal >=21
WPS All Juniors - By Race/Ethnicity
ACT - COMPOSITE

2019 Counts
AI/AN = 0
Asian = 129
B/AA = 51
H/L = 35
NH/PI = 1
TMR = 31
White = 548

2020 Counts
AI/AN = 1
Asian = 145
B/AA = 48
H/L = 40
NH/PI = 0
TMR = 40
White = 581



	2018	2019	2020
American Indian/Alaska Native *			
Asian	90.6%	89.9%	93.8%
Black/African American	18.5%	17.6%	29.2%
Hispanic/Latino	54.2%	48.6%	55.0%
Native Hawaiian/Pacific Islander*			
Two or More Races	66.7%	74.2%	82.5%
White	80.9%	81.2%	78.7%

Year

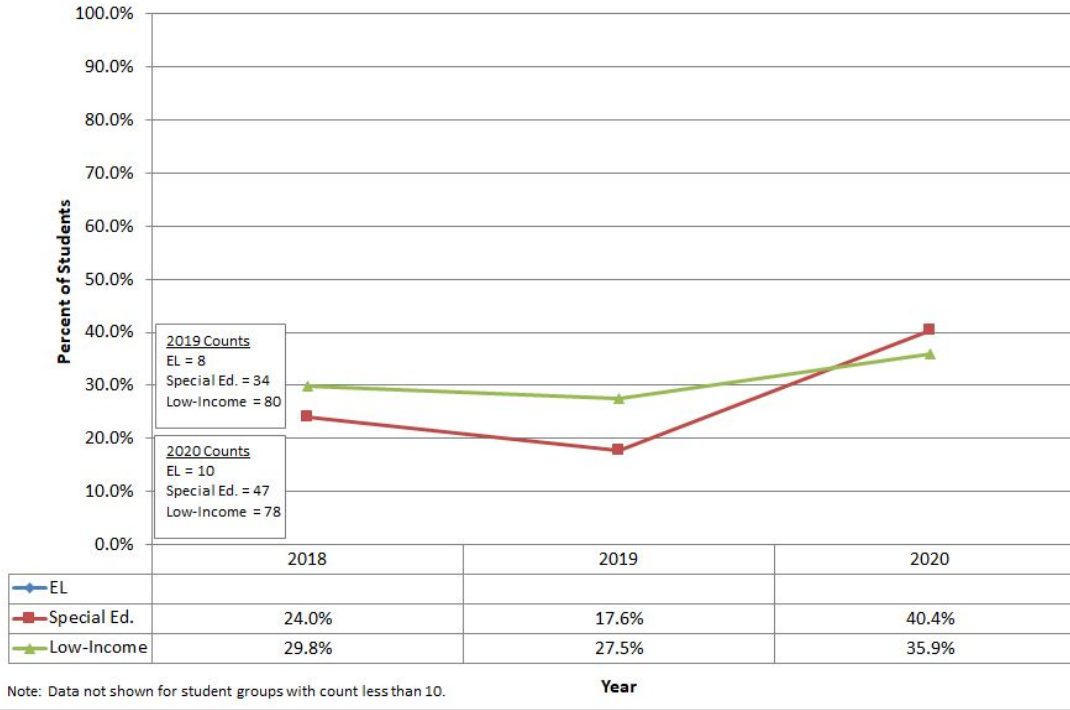
Note: Data not shown for student groups with count less than 10.

The percent of Juniors who scored at or above 21 on the ACT Composite increased for all racial/ethnic groups between 2018-19 and 2019-20, except the White student group. The Black/African American student group increased the most, from 17.6% in 2018-19 to 29.2% in 2019-20.

ACT
All Juniors
HS Site Goal

Comp

Percent of Students Meeting WHS Site Goal >=21
WPS All Juniors: By Special Population
ACT - COMPOSITE

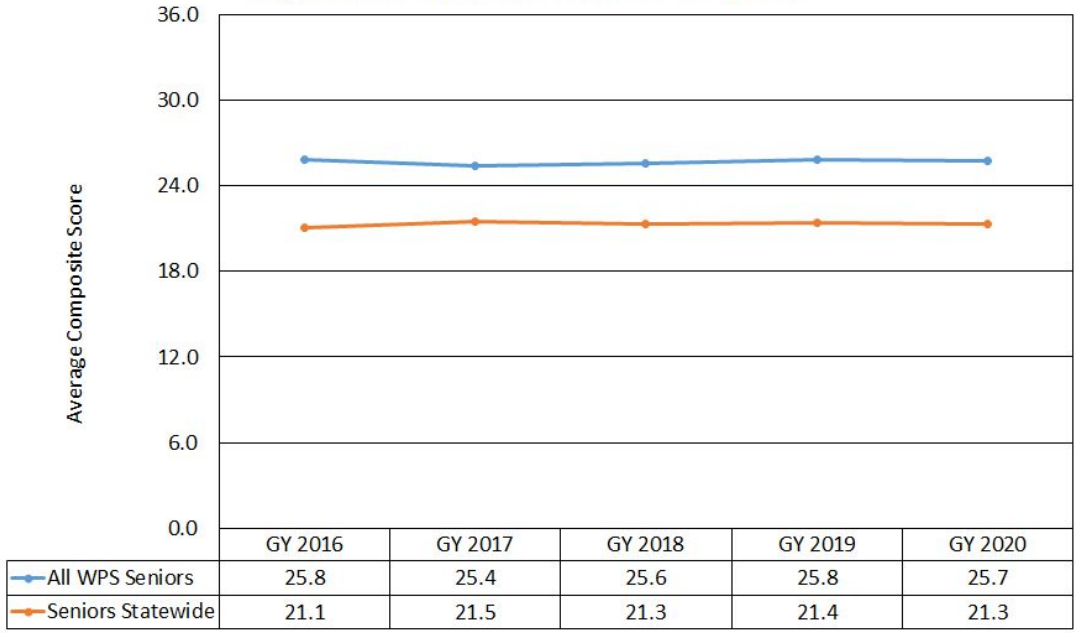


2019-2020
Overall
77.5%

The percent of Low Income and Special Education Juniors scoring at or above 21 on the ACT Composite increased substantially from 2018-19 to 2019-20. The Low Income group increased by 8.4 percentage points. The Special Education group increased by 22.8 percentage points.

ACT
Senior Profile
Average Score

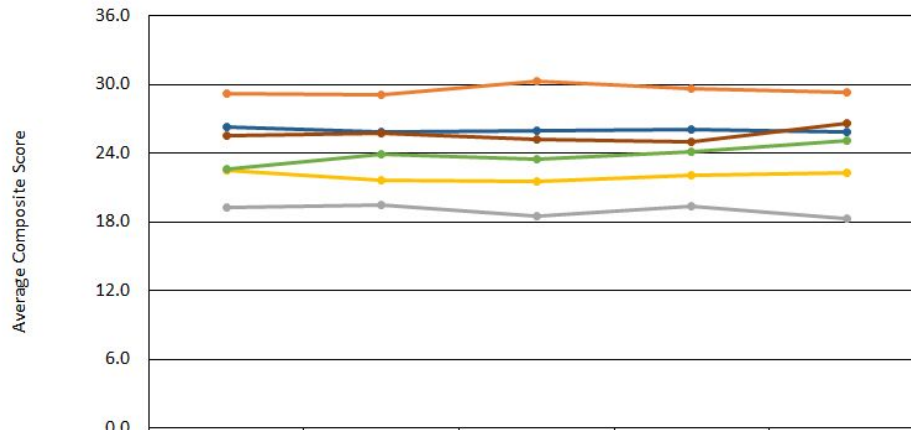
Graduating Seniors Average ACT Composite Score
Wayzata Public Schools and Statewide - All Students



ACT provides a report of our graduating seniors each year. This report summarizes the most recent ACT performance for each student. The results are reported as average Composite scores. WPS seniors and seniors statewide have shown consistent performance on the ACT Composite over the past five years.

ACT Senior Profile Average Score

Average ACT Composite Score WPS Graduating Seniors - By Race/Ethnicity



2020 Count

AI/AN = 1
A = 109
B/AA = 47
H/L = 42
NH/PI = 0
TMR = 39
W = 514
PNR/NR = 64

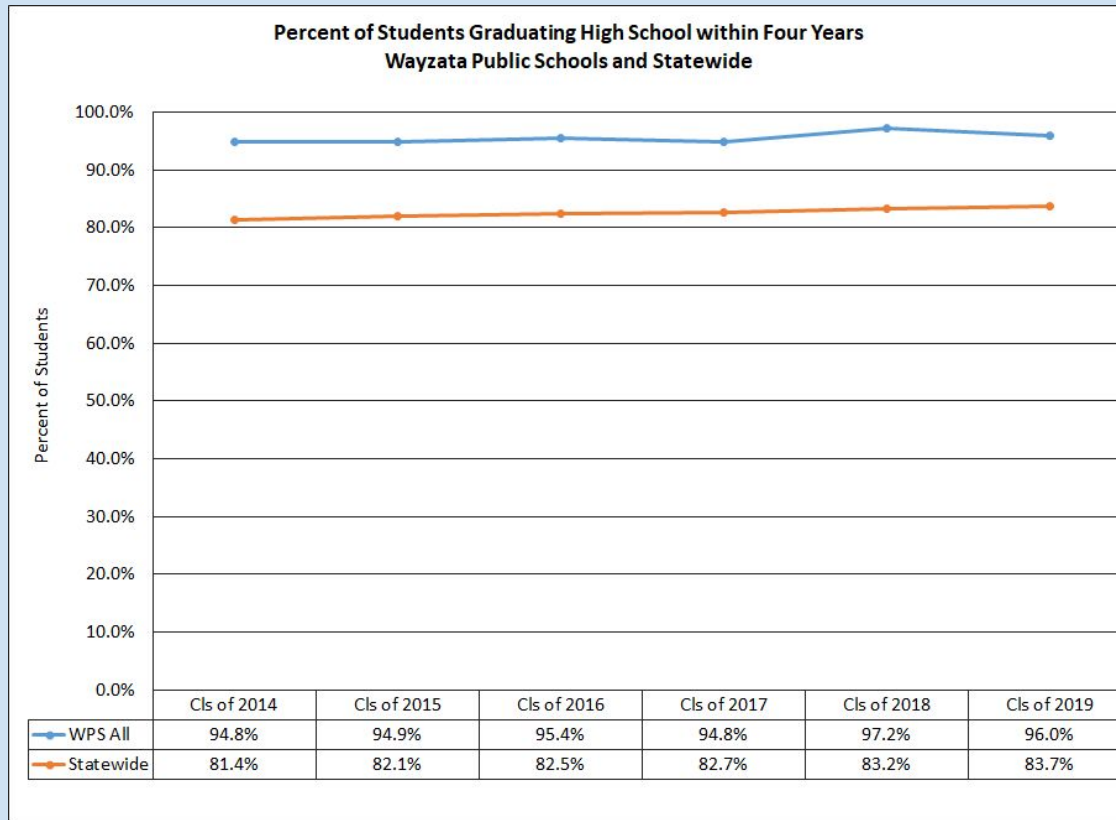
	GY 2016	GY 2017	GY 2018	GY 2019	GY 2020
American Indian/Alaska Native *					
Asian	29.2	29.1	30.3	29.6	29.3
Black/African American	19.3	19.5	18.5	19.4	18.3
Hispanic/Latino	22.5	21.6	21.5	22.1	22.3
Native Hawaiian/Pacific Islander*					
Two or More Races	22.6	23.9	23.5	24.1	25.1
White	26.3	25.8	26.0	26.1	25.9
Prefer not to respond/no response	25.5	25.7	25.2	25.0	26.6

The average ACT Composite scores of WPS graduating seniors went up for the Class of 2020 compared to the Class of 2019, for Hispanic/Latino students, students with Two or More Races, and for the group of students who chose not to provide their race/ethnicity.

All Students Graduate

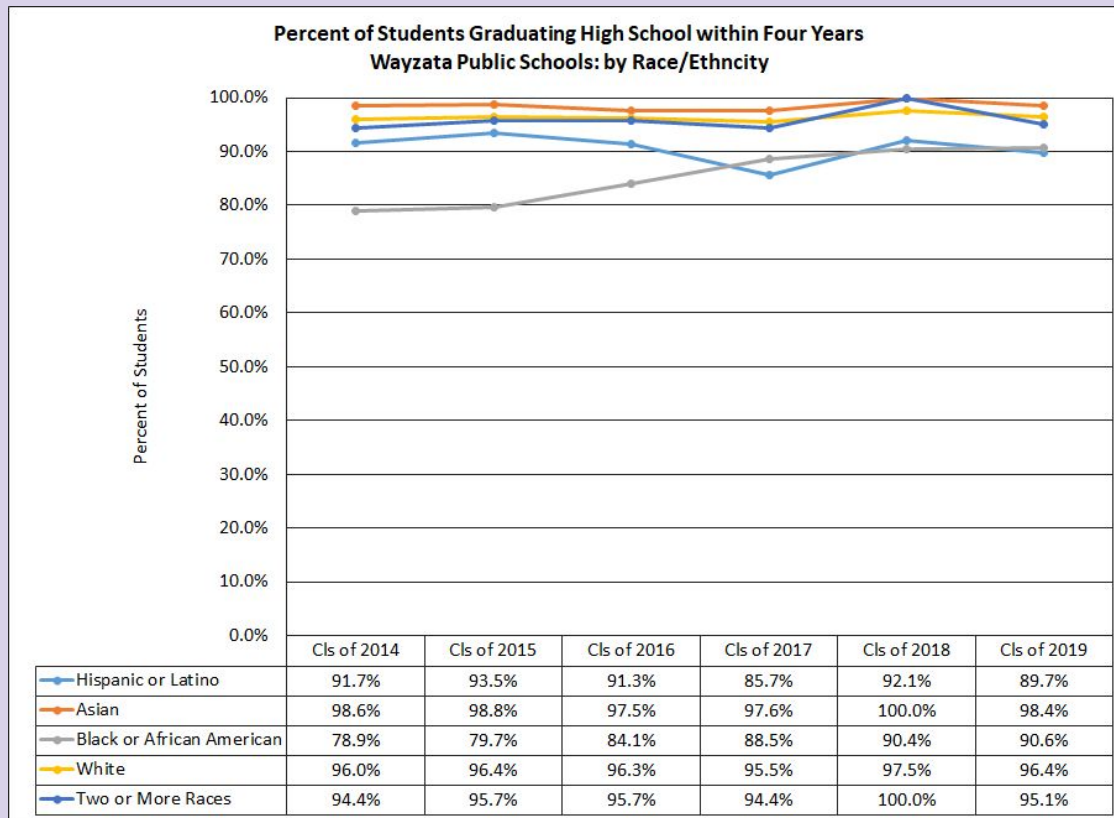
(Close Achievement Gaps Between Students)

Graduation



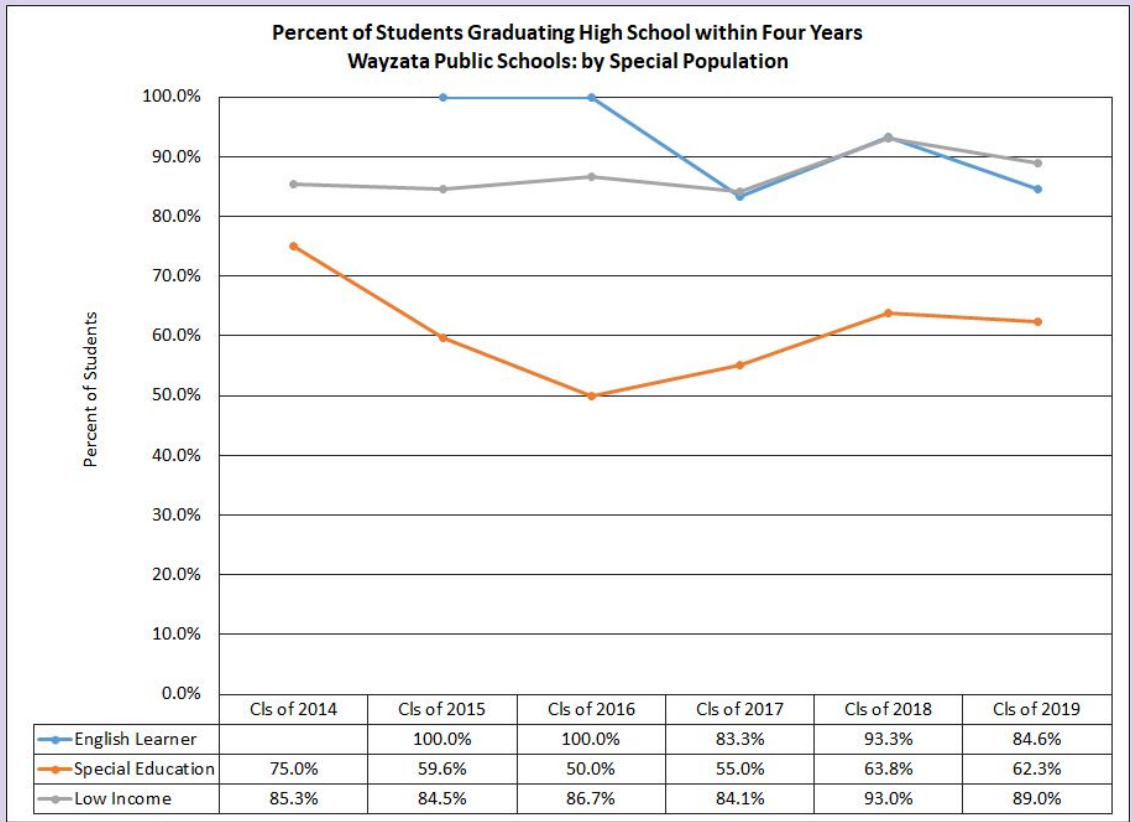
The percent of WPS students graduating in four years has been above 95% for the past two years of data (Class of 2018 and Class of 2019).

Graduation



The percent of students graduating in four years for all racial/ethnic groups has been close to or above 90% for the last two years of data (Class of 2018 and Class of 2019). The MN statewide goal is 85% or above for all student groups.

Graduation



GY 2019
Overall
96.0%

The percent of students graduating in four years decreased for all three special population groups from the Class of 2018 to the Class of 2019. The MN statewide goal is 85% or above for all student groups.

Thank you!

5. **Superintendent**
A. Equity Planning Update

Equity Update

Dec. 21, 2020

School Board Work Session



Excellence. For each and every student.

Topics

1. Framework & Branding
2. 2020-2021 Staff Actions
3. Equity Leaders
4. Daily projects



1. Framework & Branding

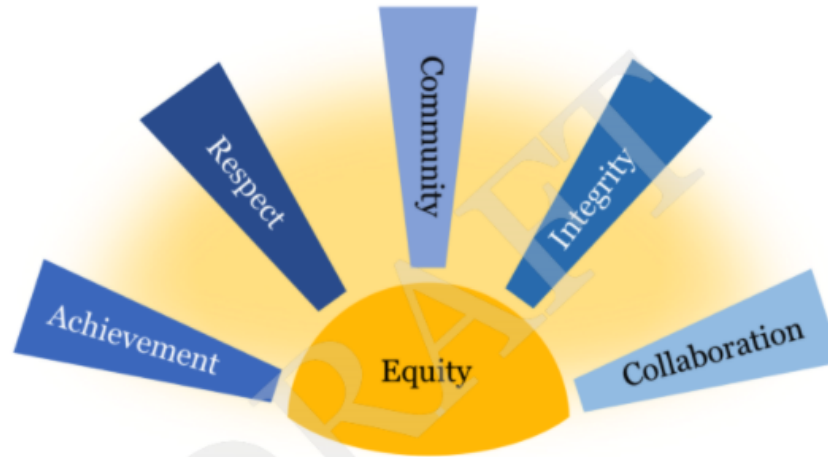
Completed:

- ✓ Roadmap + Reimagine MN → Initial Draft
- ✓ Core Values
- ✓ Discovery process

Next Steps:

- ☐ Core Values Equity Commitments
- ☐ Project Team
- ☐ Framework & Committee Structure





Core Values

Drivers of Our Words and Actions

Achievement:	Challenging oneself and others for excellence in all we do
Collaboration:	Working together to maximize opportunities and eliminate barriers to learning for all
Community:	Maintaining a sense of belonging to and responsibility for the broader community
Equity:	Meeting the specific needs of all students
Integrity:	Doing the right thing in the right way at the right time, even when no one is aware
Respect:	Valuing others for their diverse talents, backgrounds, cultures and viewpoints



Equity Framework Layout

WPS Core Value

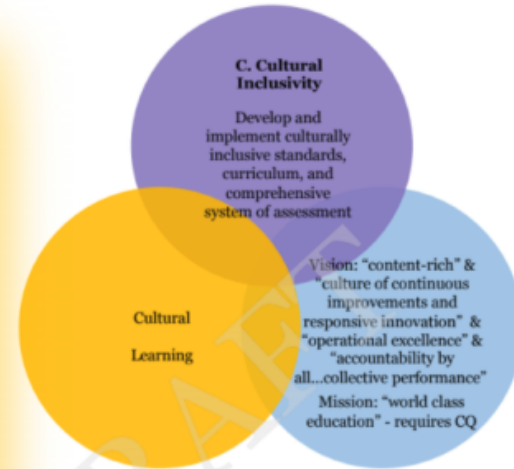


Further details:

October 14, 2020

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Collaboration



C. Cultural Inclusivity
Develop and implement culturally inclusive standards, curriculum, and comprehensive system of assessment

Vision: "content-rich" & "culture of continuous improvements and responsive innovation" & "operational excellence" & "accountability by all...collective performance"
Mission: "world class education" - requires CQ

Actions from WPS Reimagine MN Actions:

- Provide new teachers the opportunity to view lessons and curriculum through a culturally responsive lens
- Provide support for every teacher to implement activities or lessons that reflect the race and ethnicity of all of their students and greater society
- Culturally infused curriculum that directly reflects our student body; incorporate absent narratives into new and existing courses
- Provide training and support for teachers in the use of assessments beyond paper/standardized tests
- Create more ways for all students to participate more easily in sports, clubs, etc. (fees, transportation, scheduling, etc.)

CLEAR Definitions:

Cultural - emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning - encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

District Equity Committee:

October 14, 2020

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2. 2020-2021 Staff Actions

Completed:

- ✓ [Overview document](#)
- ✓ Embedded PD in fall
- ✓ Guiding Equity Questions
- ✓ Personalized options

Next Steps:

- ❑ Spring PD Meetings
- ❑ “Between the meetings” structure
- ❑ Personalized options



2018-2019

- 2 Offerings
- 35 Participants

2019-2020

- 11 Offerings
- 126 Participants

2020-2021

- 20 Offerings
- 229 Participants

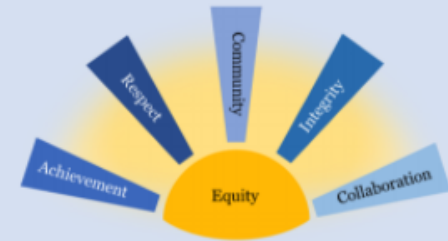
Including 29 & 324
embedded:



2020-2021 Equity Action Steps

This document is intended to provide an overview of the actions available to staff and how they are linked to the larger systems equity work this school year.

All of this work is anchored in the WPS Core Values from [our district road map](#), as shown by the graphic to the right.



Personalized for Staff:

- AWE Courses
- Book Studies
- [Multi-day challenges](#) using [Summer emails](#) or Bi-weekly Emails
- [Restorative Circle Experiences](#)
- Online access to Cultural Competence PD Series

Common for All Staff:

- [Self-Paced Back to School Supports](#) (now called "Teaching & Learning Supports")
- [4 Equity Questions](#)
- Bi-weekly Emails
- PD Sessions: Cultural Humility/Asset Framing

Connected Autonomy:

Connected Autonomy is the idea that there is a strong link between group values and individual innovation. For more info, read this [ASCD article with Michael Fullan](#).

Site/Dept. Leaders are key in providing additional opportunities to support staff through our Core Values (using the evolving systemic components). This may include building on and/or expanding the Personalized and District-Wide resources.

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3. Equity Leaders

Completed:

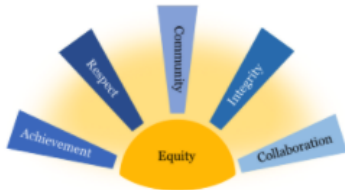
- ✓ [Equity Leader Guide](#)
- ✓ Initial site/dept. team outreach
- ✓ Doc. for [sharing across the district](#)

Next Steps:

- Equity Team Structure
- Across District Structure
- Embedded in PD and Communications



Equity Leaders Guide



Key Considerations:

Challenge with Support

- Achievement
- Collaboration

Humanizing

- Respect
- Community

Growth Mindset

- Integrity
- Achievement

Purpose of this document:

To provide guidance to equity leaders across the district in serving staff and students.

Resources to reference

From 2019-2020 PD Series:

- [16 Common Cultural Behaviors](#)
- [Cultural Behavior Awareness Tracker](#)
- [Culturally Responsive Framing](#)
- [Cultural Competence Self-Assessment](#)
- [CLR Strategies Packet](#)

From 2020 summer/fall:

- [Race & Racism Resources from Summer 2020](#)
- [Self-Paced Back to School Supports](#) (now called "Teaching & Learning Supports")

Last updated: Nov. 13, 2020

Equity Leaders Guide: Guiding Questions

For each core value, the first question is through the lens of serving staff; the second question is through the lens of serving students.



Achievement

How might I provide staff with both productive discomfort for learning and support to grow regarding equity?

Challenging oneself and others for excellence in all we do

What might high expectations with high support look like in practice?



Respect

What are the strengths staff bring that can empower them to build and expand their equity lens?

Valuing others for their diverse talents, backgrounds, cultures and viewpoints

What are the privileges I have that might mean the needs students are bringing into our learning spaces?



Community

How am I modeling the concept of "doing with" rather than doing against, to, or for teachers?

Maintaining a sense of belonging to and responsibility for the broader community

How might I build in activities/times when each of us has our cultural behaviors affirmed and times where we bring to others' cultural behaviors?

General Equity Questions for All Educators:

1. How am I creating and building on meaningful relationships with my students?
2. What assumptions do I have about my students that could be misperceptions?
3. How can my students use their strengths and insights as a foundation for this learning?
4. How will you encourage, empower and ensure that every student incorporates their voice in the learning process?



Integrity

How do I create the conditions for staff to embrace a growth mindset as they engage with new learning and challenges related to equity?

Doing the right thing in the right way at the right time, even when no one is aware

How might we nurture students' intrinsic motivation?



Collaboration

What might it look like for staff to feel empowered to take risks and share in their learning?

Working together to maximize opportunities and eliminate barriers to learning for all

How might we support students in bridging their individual needs and the needs of the community for the benefit of all?

Through our Connected Autonomy, questions may evolve. Last updated: Nov. 13, 2020



4. Daily Projects

- IOCP/GE Partnership
- Connecting with individuals & groups of staff
- Committees (Curric. Review, SEL, MTSS, etc.)
- Projects & Collaborations
- Affinity Group



- B. Superintendent's Goal Update
- 6. **School Board**
 - A. Book Study
- 7. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

MISSION

Our Core Purpose:

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

VISION

What We Intend to Create and Experience:

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

Exceptional Student Learning, Experiences and Relationships:

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