

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Working Meeting - February 22, 2021 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. Superintendent
 - A. School Board Recognition Week

2



MINNESOTA SCHOOL BOARD RECOGNITION WEEK

FEBRUARY 22 TO FEBRUARY 26, 2021

CERTIFICATE of APPRECIATION

FOR YOUR DEDICATION TO OUR STUDENTS AND PUBLIC EDUCATION IN MINNESOTA

Clare B. Anderson

SUPERINTENDENT

SCHOOL DISTRICT

Michael Domi

MSBA PRESIDENT



Kirk Schneider

MSBA EXECUTIVE DIRECTOR

Annual Compliance Overview

Minnesota Statutes, section 124D.78 requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- ✓ The annual compliance/vote of concurrence or nonconcurrence document
- ✓ The AIPAC resolution document
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage)

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an AIPAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark next to “Does Not Have an AIPAC”.
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all three required items **by March 1** to: mde.indian-education@state.mn.us

The American Indian Parent Advisory Committee Resolution

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,


WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

We, the American Indian Parent Advisory Committee, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

We, the American Indian Parent Advisory Committee, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

Kira Vanderlan 
AIPAC Chairperson Printed Name and Signature

2/16/2021
Date



Executive Summary Report

Wayzata Public Schools Overall Results

The overall S2SCORE (or risk rating) is **687.99**.

687.99 Good

The S2SCORE represents a comprehensive, authoritative, and objective information security risk value. S2 School® enables District leaders (superintendent / school board) to quickly identify and relate to the amount of information security risk that is present in their District, and a S2SCORE also allows the district to succinctly communicate the level of risk to interested third-parties.

A S2SCORE of **687.99** translates to "**Good**". A detailed explanation of the S2SCORE and further definition of its meaning can be found in the S2SCORE Full Report. The S2SCORE is calculated in a range from 300 to 850. The lower the score, the higher the risk and vice versa. A S2SCORE of **660.00** or "**Good**" is acceptable to most districts, and should be the goal for Wayzata Public Schools.

S2SCORE Scale



S2SCORE Average Across Industries

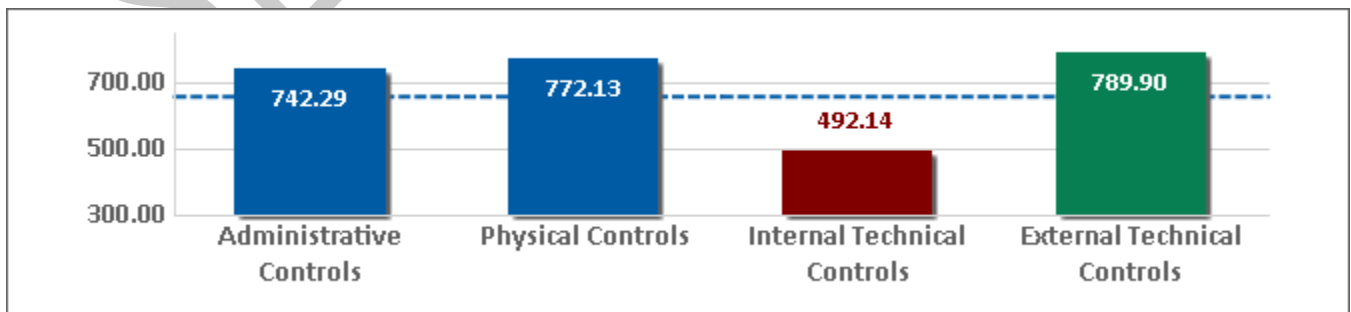
Industry: All Industries



The average S2SCORE is **764.34** across all industries. According to our calculations, there is roughly 10.0% more risk in the Wayzata Public Schools information security program than other programs in similar districts.

S2SCORE phase-by-phase Comparison

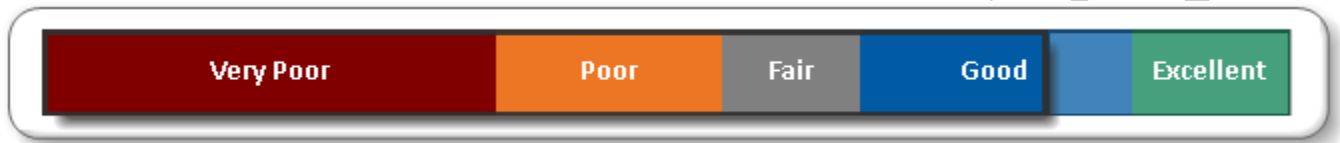
There are four phases in a Full S2SCORE : . An "acceptable" level of security is 660.



SELF-ASSESSMENT

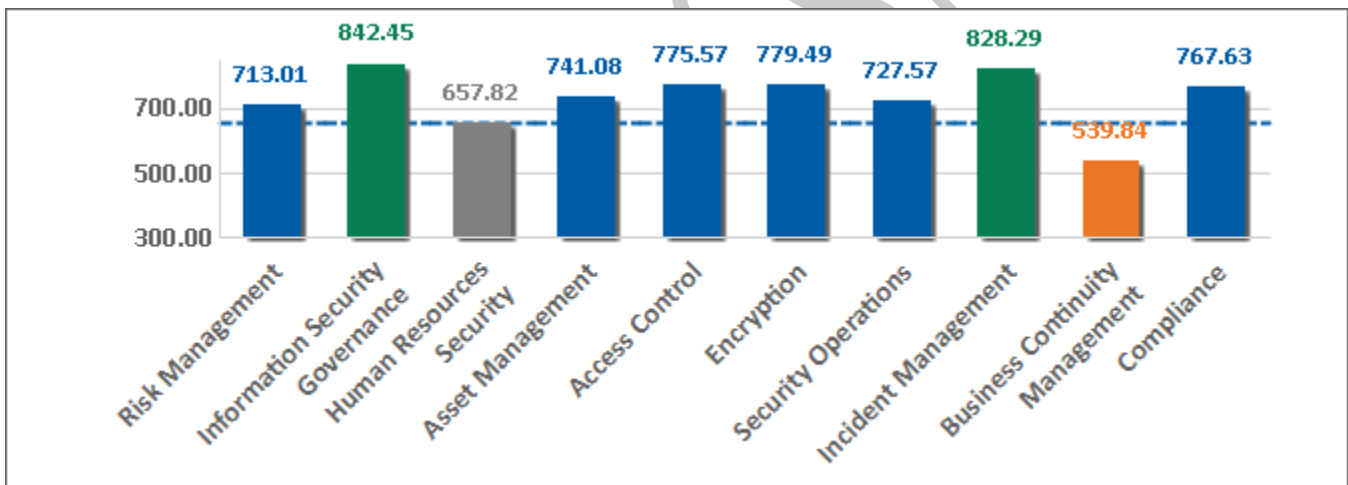
Administrative Controls Summary

Administrative Controls form the framework for managing an effective security program and they are sometimes referred to as the “human” part of information security. Administrative Controls inform people on how District leadership (superintendent / school board) expects day-to-day operations to be conducted and they provide guidance on what actions or activities workforce members are expected to perform. Common Administrative Controls include policies, awareness training, guidelines, standards, and procedures. For more information about the Wayzata Public Schools Administrative Controls S2SCORE, see the section titled "Administrative Controls" in the full report.



The overall Administrative Controls S2SCORE is **742.29** or "Good".

There are ten (10) sections within the administrative controls assessment and are summarized in the following chart.



Top Administrative Controls Recommendations

Adopt formal processes to ensure that policies are regularly reviewed and updated on a periodic basis. Refer to the S2SCORE Full Report for more information.

Improve your incident management capabilities through more thorough, formalized planning and execution. Refer to the S2SCORE Full Report for more information.

Improve your compliance with your own policies and procedures through formalized audits. Make adjustments to policy and practices as necessary. Refer to the S2SCORE Full Report for more information.

Formalize your district's approach for using encryption to protect data at rest and data in transit. Document and adopt a formal policy and support the policy with additional documentation and practices. Refer to the S2SCORE Full Report for more information.

Formalize all account management practices in policy and procedure. Account management practices must account for the creation, approval, registration, and deregistration of all accounts, and practices should be audited on a periodic basis. Refer to the S2SCORE Full Report for more information.

SELF-ASSESSMENT

Physical Controls Summary

Physical Controls for information assets cannot be overlooked in an effective information security strategy. Physical Controls are the security controls that protect our assets from physical theft, modification, and destruction. Physical Controls can often be touched and provide assurances that our information will be safe. Common physical controls include doors, locks, camera surveillance, and alarm systems. For more information about the Wayzata Public Schools Physical Controls S2SCORE, see the section titled "Physical Controls" in the full report.



The overall Physical Controls S2SCORE is **772.13** or "**Good**".

There is one (1) physical location that is in scope for this assessment. The in-scope physical location is:

- **Physical Location 1** - Headquarters

Top Physical Controls Recommendations

Formalize and/or improve the district's equipment and facilities maintenance processes. Refer to the S2SCORE Full Report for more information.

Improve the physical security of office spaces within the district's facilities. Refer to the S2SCORE Full Report for more information.

Formally define the district's physical security perimeter and follow best practices (better) to ensure information, and more importantly, people remain safe. Refer to the S2SCORE Full Report for more information.

Improve the physical security of restricted areas within the district's facilities through more effective deterrent, preventative, and detective controls. Refer to the S2SCORE Full Report for more information.

Improve network and power cabling security to better protect information. Refer to the S2SCORE Full Report for more information.

Internal Technical Controls Summary

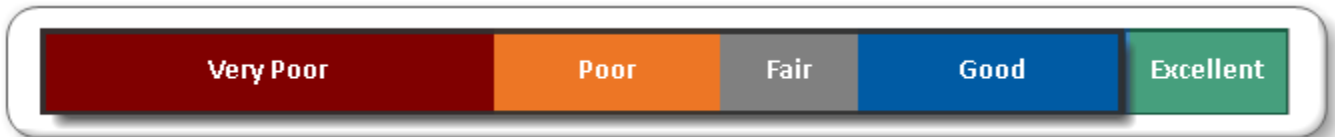
Internal Technical Controls are the controls that are technical in nature and used within your district's technical domain (inside the gateways or firewalls). Internal technical controls include things such as firewalls, intrusion prevention systems, anti-virus software, and mobile device management (MDM). For more information about the Wayzata Public Schools Internal Technical Controls S2SCORE, see the section titled "Internal Technical Controls" in the full report.



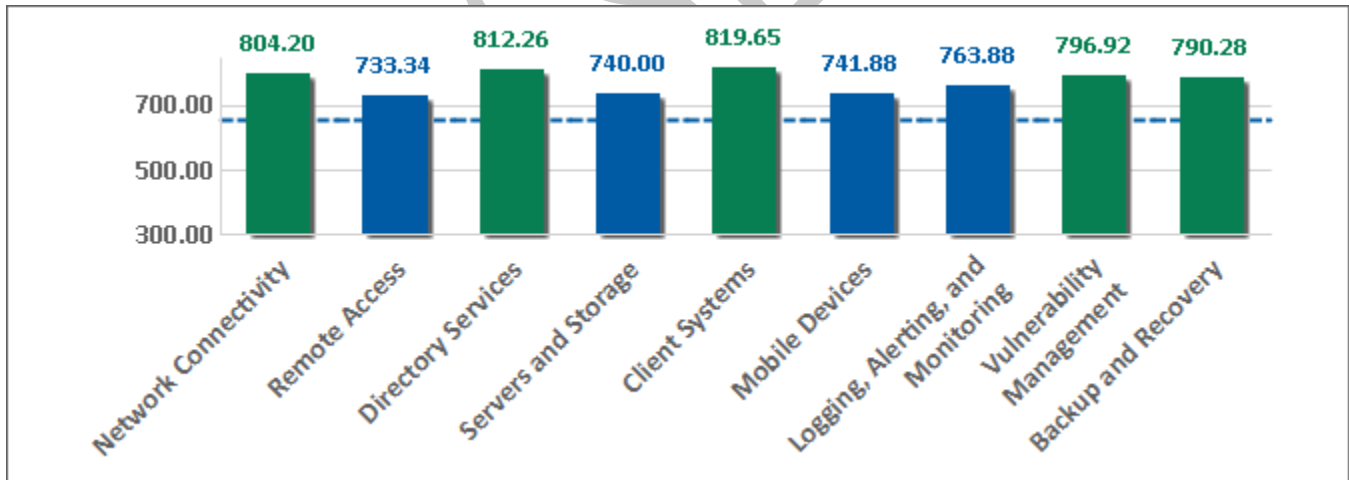
The overall Internal Technical Controls S2SCORE is **492.14** or "**Very Poor**".

Network Architecture Overview

The overall Network Architecture Overview S2SCORE is **776.35** or "**Good**".



There are nine (9) sections within the internal technical controls assessment and are summarized in the following chart.



Vulnerability Scanning

The Vulnerability Scanning S2SCORE is **302.67** or "**Very Poor**".



Top Internal Technical Controls Recommendations

The directory (usually Active Directory) holds significant objects (accounts, configurations, district's units, etc.). Improve the securing of the directory by following best practices more closely. Refer to the S2SCORE Full Report for more information.

Formalize vulnerability management for all operating systems and define specific SLAs for remediation throughout the enterprise. Refer to the S2SCORE Full Report for more information.

Improve the security of the software used on all district's server systems. Refer to the S2SCORE Full Report for more information.

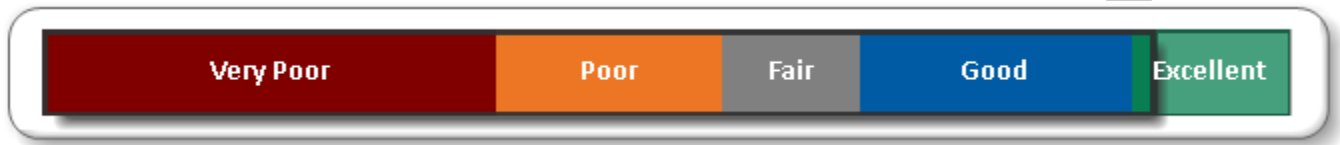
Improve the use and management of client-side software to ensure that it is adequately supported and secured. Refer to the S2SCORE Full Report for more information.

Improve backup data protection through the use of encryption and other important protections. Refer to the S2SCORE Full Report for more information.

SELF-ASSESSMENT

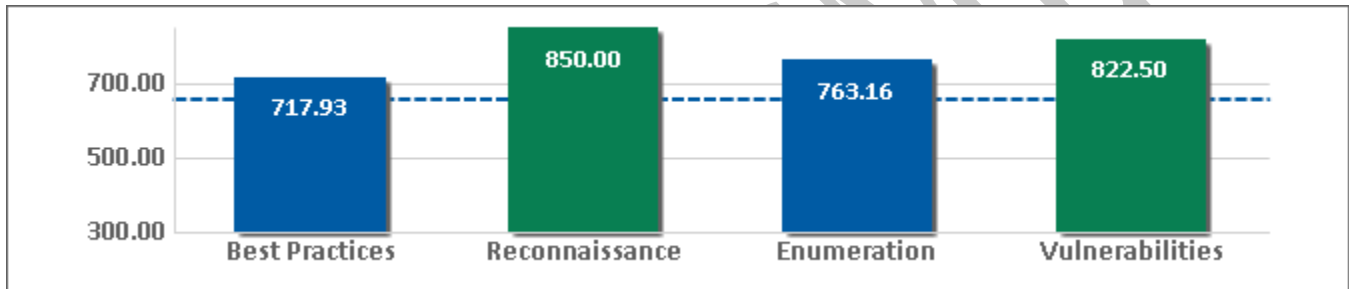
External Technical Controls Summary

External technical controls are technical in nature and are used to protect outside access to your district's technical domain (outside the gateways or firewalls). External technical controls consist of search engine indexes, social media, DNS, port scanning, and vulnerability scanning. For more information about the Wayzata Public Schools External Technical Controls S2SCORE, see the section titled "External Technical Controls" in the full report.



The overall External Technical Controls S2SCORE is **789.90** or "**Excellent**".

There are four (4) sections within the external technical controls assessment and are summarized in the following chart.



Top External Technical Controls Recommendations

Perform periodic and regular testing of the effectiveness of your district's perimeter network controls. Ensure that testing is formalized and repeatable for all seven layers. Refer to the S2SCORE Full Report for more information.

Follow perimeter security best practices more closely. Refer to the S2SCORE Full Report for more information.

Perform periodic vulnerability testing on all externally exposed information resources (or assets). Remediate all critical and high-severity vulnerabilities as soon as possible, focusing especially on those that have a publicly-available exploit. Refer to the S2SCORE Full Report for more information.

Regularly and formally enumerate all externally exposed information assets to ensure your district is only exposing that which is absolutely necessary for business operations. Refer to the S2SCORE Full Report for more information.

You have reached the end of the report.

Please contact FRSecure LLC with any questions or concerns about the content of this report.



Excellence. For each and every student.

Wayzata Technology



Students - Service - Solutions - Security

Technology Strategic Roadmap - 2020 - 2021

Mission
We ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing, global society by providing innovative, operationally excellent and aligned technology service, support and solutions.

Values
Achievement | Collaboration | Community | Equity | Respect | Integrity

Customize Display

Exceptional Student Learning, Experiences and Relationships - Technology Department Alignment

- 1.1 Enhance Student Learning, Achievement, Personalization and Well-Being by 30th Jun 2022 Wade Phillips
- 1.2 Professional Learning, Growth, Innovation and Integration by 30th Jun 2022 Wade Phillips

People - Create a Culture of Highly Engaged, Effective and Talented Team Members

- 2.1 Attract, Develop and Retain Exemplary Technology Team Members - HR by 30th Jun 2022 Wade Phillips
- 2.2 Cultivate High Team Engagement - Technology by 30th Jun 2022 Wade Phillips
- 2.3 Elevate Communication Excellence - Technology by 30th Jun 2022 Wade Phillips
- 2.4 Innovation, Growth and Performance Excellence - Cultivate Culture by 30th Jun 2022 Wade Phillips

Service - Excellence in Services, Solutions and Operations in Support of our Mission

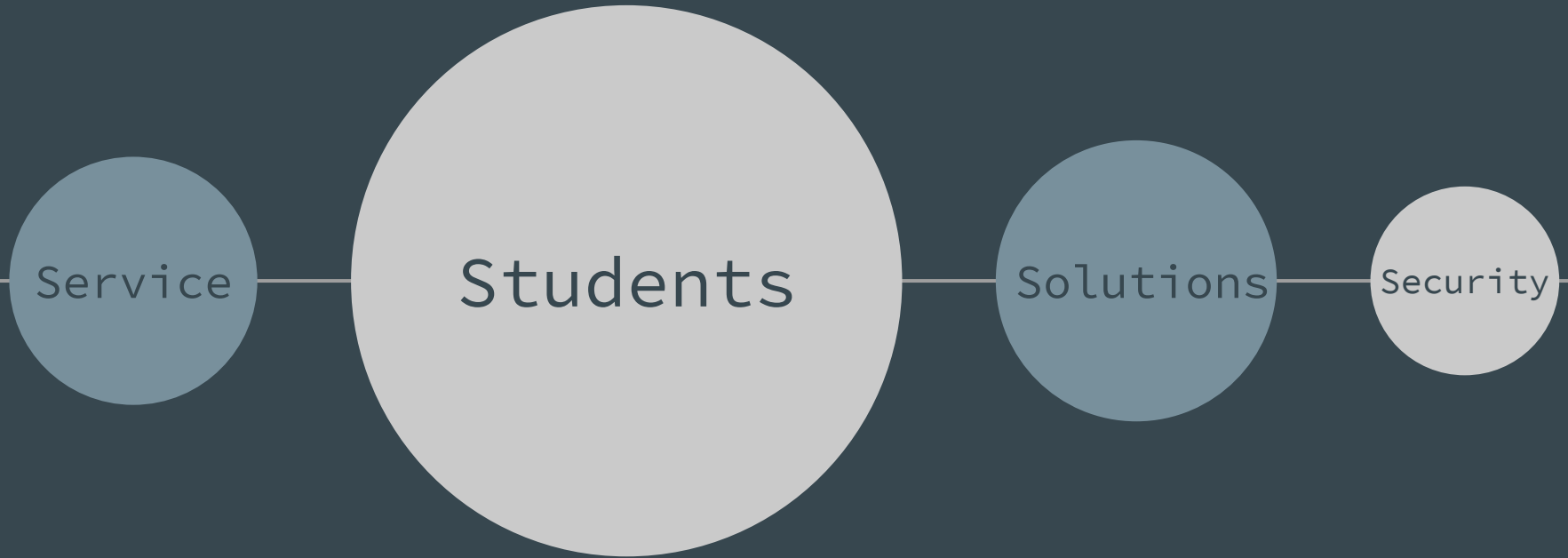
- 3.1 Exceptional Stakeholder Service - Always - by 30th Jun 2022 Wade Phillips
- 3.2 Service and Support - Technology by 30th Jun 2022 Brian Ackerman
- 3.3 Information Systems Excellence - Technology by 30th Jun 2022 Wade Phillips
- 3.4 Operations and Infrastructure - Technology by 30th Jun 2022 Wade Phillips
- 3.5 Community Trust, Partnership and Engagement by 30th Jun 2022 Wade Phillips
- 3.6 Construction and Campus Improvements - Technology by 30th Jun 2022 Wade Phillips

Security - Ensure Cyber Security, Privacy and Accessibility

- 4.1 Information Security Program - Posture, Readiness and Results by 30th Jun 2022 Wade Phillips

COVID-19 Response

Priorities



Technology Goals - 2021

- We will ensure all students have access to a technology device to support Wayzata Learns.
- We will work to ensure all students have reliable internet access to support Wayzata Learns.
- We will elevate the consistency of learning and support systems in our portfolio.
- We will modify systems to meet the evolving needs of all learning environments and strive for a seamless transition between home and school.
- We will optimize our existing tools to provide stability, security and privacy across our system for all users.
- We will support the Wayzata community in the use of core digital learning tools, devices and applications.
- We will provide real-time, on-demand, innovative professional development / learning opportunities for the Wayzata community in emerging teaching & learning scenarios.



Students

Exceptional Student
Learning, Experiences
and Relationships

Learning Experience

- **Canvas - LMS(4-12+)**
- **Seesaw - LMS (PK-3)**
- **Zoom - Synchronous**
- **Digital Curriculum**
- **Collaboration - Google**
- **Device Access - iPads**
- **Internet Access - Hotspots**

Facilitate Learning In a Digital / Hybrid World

- *Stable*
- *Secure*
- *Scalable*
- *Productive*
- *Consistent*



Canvas - Learning Management

- Canvas Page Views - 75 Million
- Students Learning Activity (Discussions, assignments etc.)
 - 850,000 - 1 Million
- Canvas Studio - Video Assessments

Seesaw - Learning Management

- Elementary Pre-K / 3rd Grade
- Pre-Distance - Supplemental
- Growth - 2 Million Posts
 - Assignments
 - Lessons
 - Messages
- Views - 800,000 +

Zoom - Distance Learning

- 400,000 Live Meetings
- 8,000 - 10,000 Daily
 - Synchronous Learning
 - Conferences
 - Intervention
 - Health / Wellbeing
 - Meetings
 - 1:1

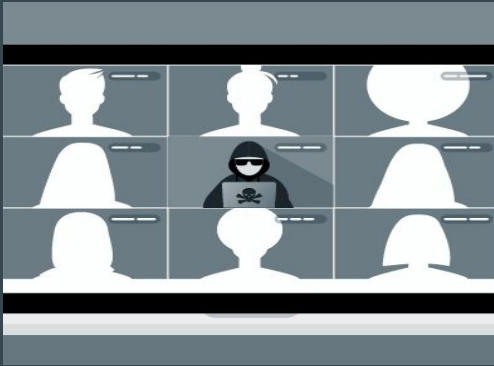
iPads / Hotspots

- 1:1 iPad Deployment K-12
- Staff iPad Update
- 175/200 Hotspots Deployed
- Planning for 2021 - 22

Zoom

Security Best Practices

Incident Response



Synchronous Learning / Meetings

- Zoom Raiding / Bombing is not unique to Zoom
- Zoom prioritized securing platform - On Going -
- Evolving levels of security implemented - Weekly
- As new options emerge we provide updates, integration & support.
- Balance of easy access, classroom and open conferences.
- Alignment session with Canvas, Seesaw and schedules.

Incident Response

- Formalized Incident Reporting Response / Process
- Full investigation and reporting (WPS, Zoom, Authorities)
- 1-2 Major Per Month
- Inside Actor - Posting Zoom Information -
- Active Scanning against public posting
- Incidents are becoming more sophisticated - knowledge of class time, names, etc.

Facilitate Learning In a Digital / Hybrid World

- *Professional*
- *Innovative*
- *Passionate*
- *Empathetic*



Technology Integration / Learning

- Curriculum Design and Digital Transformation
 - Curriculum Adoption
- Learning Management (Canvas / Seesaw)
 - Course Setup
 - Enrollment
 - Engagement
 - Cross-Listing - Common Course
- Collaboration with Teams
 - Week at a Glance
 - Curriculum Alignment
- Professional Development
 - How to teach / learn online
 - Hybrid Models
 - Humanize Experience
- 1:1 with Teachers

Learning Experience Student

My teachers provide clear communication about assignments.	95
My teachers provide enough information and resources for me to complete my schoolwork.	95
My teachers post assignments early enough that I have time to complete them.	88
I have the materials I need to complete my school work.	97
The organization/layout of information in Canvas is consistent across my teachers.	86
I can find the information I need to complete and turn in my assignments.	95
The activities and assignments I am asked to complete are of high quality.	95
I receive feedback on completed assignments in a timely manner.	85
I feel a sense of belonging in my classes.	89
I feel my teachers care about me.	92
I am able to reach my teachers when needed.	94
I get the support I need from my teachers.	94

Learning Experience Parent

My child's teachers provided clear communication about assignments.	76
My child's teachers provided enough information and resources for my child to complete their school work.	79
My child's teachers posted assignments early enough that my child had time to complete them.	80
My child had the materials they needed to complete their school work.	89
The organization/layout of information in Seesaw/Canvas was consistent across teachers	51
My child was able to find the information they needed to complete and turn in their assignments.	83
The activities and assignments my child was asked to complete were of high quality.	68
My child received feedback on completed assignments in a timely manner.	72
I had the information I need to keep track of my child's assignment completion.	76
My child felt a sense of belonging in their classes.	38
My child felt their teachers cared about them.	62
My child was able to reach their teachers when needed.	82
My child got the support they needed from their teachers.	74



Deliver Excellence in
Technology Service,
Solutions and
Operations.

Service / Solution Experience

- Stakeholder Care
- Project Management - 50
 - Health Tracking
 - Video Streaming
 - SIS Transition - Schedules
 - Student Service Case Mgt.
- Helpdesk & Tickets
- Knowledge Base
- Zoom Rooms

Stakeholders

(Value Those We Serve)

Achievement

Collaboration

Community

Equity

Respect

Integrity

Goals / Actions

- **Student First**
 - **Solution Focused**
 - **Superior Experience**
 - **Friendly**
 - **Fast**
 - **Proactive**
 - **Helpful**
 - **Deliver on Promises**
-

Support By the Numbers

- *2020 -2021*
- *Helpdesk Analytics*



Helpdesk Tickets Received

21,000

Helpdesk Tickets Resolved

20,750

Average Response Time

4 Hr

Resolution Rate Approx.

1 Day

Support By the Numbers

- *2020 -2021*
- *Helpdesk Satisfaction*
- *21,000 Tickets*
- *N = 2437*



Awesome

94%

Just Okay

4%

Not Good

2%

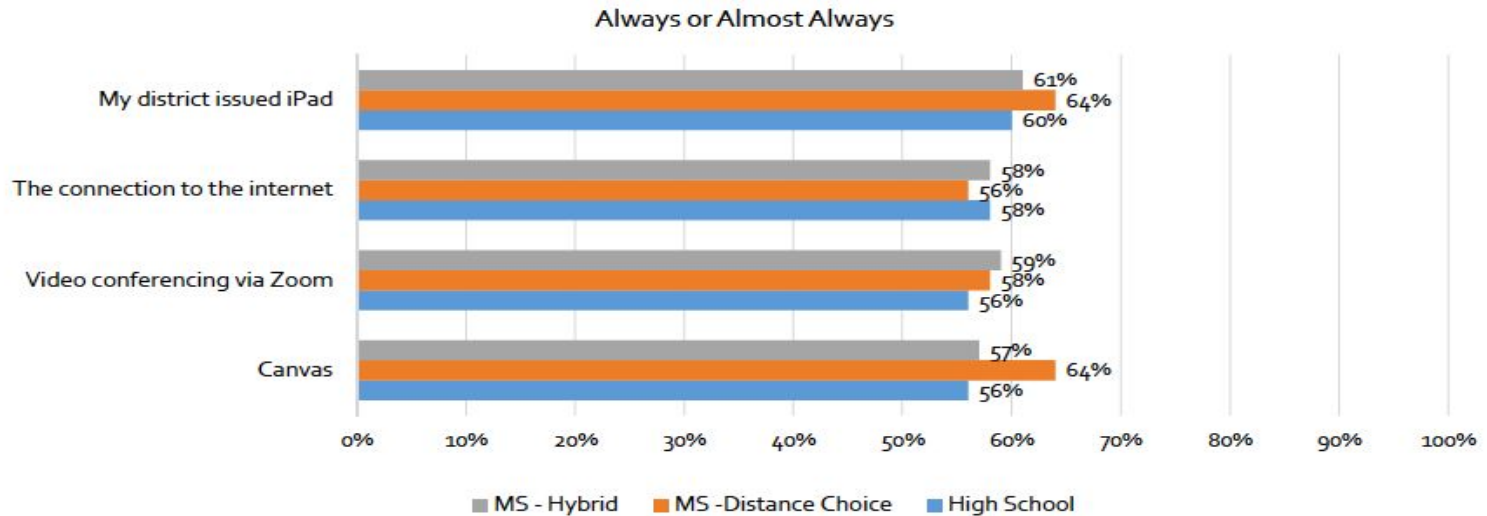
SLA's

94%

Learning Experience Student

Technology - Students

How frequently does the following work well enough for you to complete your schoolwork?

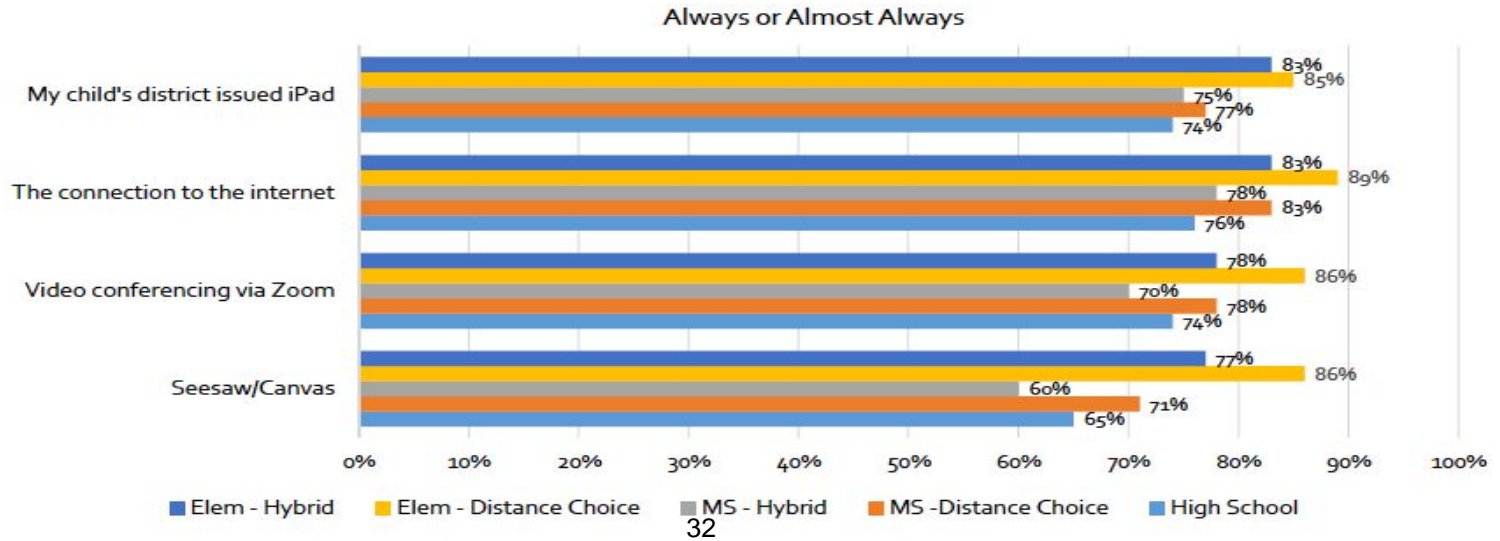


31

Learning Experience Parents

Technology - Parents

How frequently does the following work well enough for your child to complete their schoolwork?



Classroom Audio / Video

Priorities / Plan

- **2020 Media Centers**
 - Kimberly Lane
 - Sunset
 - Greenwood
 - West Middle School
- **LTFM Project Alignment**
- **New Welcome Center Site**
- **2021 Media Centers**
 - Plymouth Creek
 - Birchview
 - Gleason Lake
- **Live Virtual Performances - WHS**

People

Engagement / Innovation / Execution

HelpDesk

(4)

Technology
Para
Professionals
(11)

Network / AV
Operations

(5)

Information
Systems

(3.5)

Technology
Integration

(3)



Information
Security

Deliver Excellence in
Technology Service,
Solutions and
Operations.

Strategies / Focus

- **Set as Top Priority - 2012**
- **Annual Security Assessment**
- **Monthly VCISO Consult**
- **24/7 CyberSOC - Arctic Wolf**
- **Monthly and Quarterly Scans**
- **Weekly / Daily - Action**
- **Incident Response Preparation**
- **Industry Analysis / Benchmark**
- **2020 - 2023 Security Roadmap**

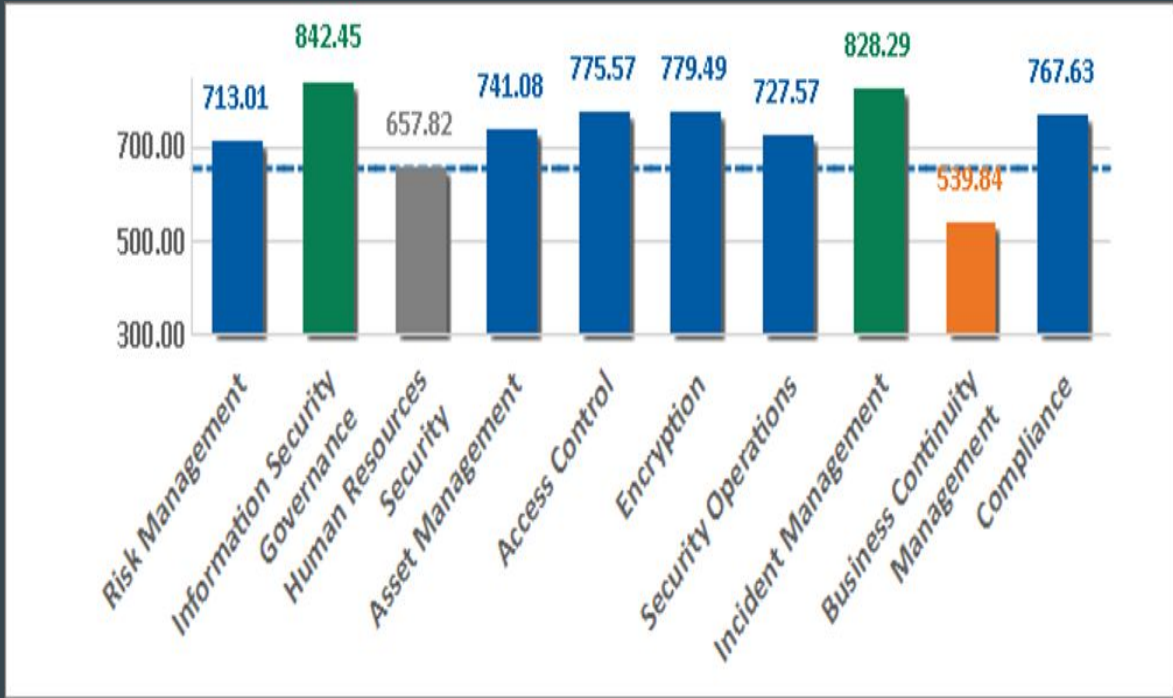
Administrative

Controls

S2/SCORE 742.29

"Good"

```
$.fn.scrollTo = function (target, options) {
    return this.each(function () {
        var $target = $(target);
        if (!$target.is(":visible")) {
            $target.css("display", "block");
        }
        var top = $target.offset().top;
        if (options) {
            $.extend({
                duration: 0,
                easing: "swing",
                complete: function () {
                    $target.trigger("scroll");
                }
            }, options);
        }
        $(this).animate({
            scrollTop: top
        }, options);
    });
};
```



The "human" part of information security.

Network Architecture

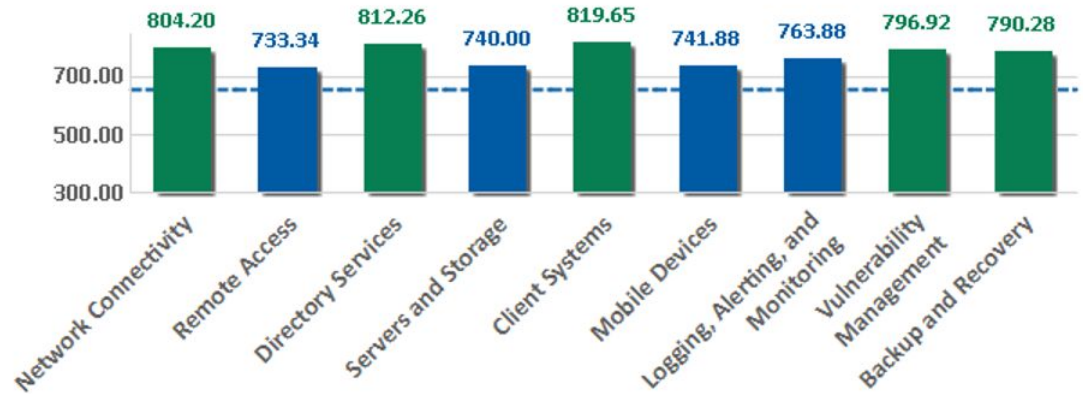
S2/SCORE is 776.35

"Good"

Vulnerability Scanning

S2SCORE is 302.67

"Poor"



*Scan against <10% of fleet due to distance learning (labs)

Wade Phillips
Director of Technology



Excellence. For each and every student.

Mission:

To ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

- 3. Teaching and Learning
 - A. Learning Model Update
 - 1. Policy 103: Face Coverings

47

103 FACE COVERINGS

I. PURPOSE

~~The purpose of this policy is to provide direction and guidance for the use of face coverings during the COVID-19 pandemic. The purpose of this policy is to comply with Executive Order 21-01, Executive Order 20-103, Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE).~~

II. GENERAL STATEMENT OF POLICY

- A. On July 25, 2020 Minnesota Governor Tim Walz issued a new executive order requiring Minnesotans to wear a face covering in all public indoor spaces and indoor businesses. This order includes school buildings, grounds, and transportation. This policy will be effective until such time as the executive order expires and the District repeals this policy.
- B. The District is committed to following the most current and medically informed guidance regarding face coverings. This policy and corresponding regulations are subject to change based on public health guidance.
- ~~B.C. Wayzata Public Schools requires that all staff, students (in grades K-12), and visitors above the age of 5 wear face coverings upon entry to the building(s) and to wear them when inside a building. Face coverings must also be worn when outside but unable to socially distance with at least 6-feet of personal space.~~
- ~~C. Wayzata Public Schools requires that all staff, students (in grades K-12), and visitors above the age of 5 wear face coverings upon entry to the building(s) and to wear them when inside a building. Face coverings must also be worn when outside but unable to socially distance with at least 6-feet of personal space.~~
- ~~D. Students enrolled in preschool programs are not required to wear face coverings.~~
- ~~E. A face shield is an alternative to wearing a cloth face covering for those who cannot wear one for a documented medical, behavioral, or developmental reason.~~
- ~~F. For applicable students and staff, face coverings must also be worn on school buses.~~

~~Face coverings are meant to protect other people in case the wearer does not know they are infected.~~

- D. Unless an exception described in the regulations (see section: EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING) applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
- E. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

ADOPTED: August 10, 2020

AMENDED: February 8, 2021

LAST REVIEWED: February 8, 2021 ~~August 10, 2020~~

103-R FACE COVERINGS REGULATIONS

I. DEFINITION OF FACE COVERING

A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:

1. Paper or disposable mask;
2. Cloth face mask;
3. Scarf;
4. Neck gaiter;
5. Bandana;
6. Religious face covering; and
7. Medical-grade masks and respirators

B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.

C. Following the Minnesota Safe Learning Plan, to provide additional protection it is strongly recommended that staff wear a face covering and face shield together whenever possible during the school day.

C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air. The Minnesota Department of Health and the Centers for Disease Control provides guidance regarding acceptable face coverings and the proper way to wear face coverings.

II. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.

B. A face shield may be used as an alternative to a face covering in the following situations:

1. A student or staff member in grades kindergarten through eighth grade may

- wear a face shield in place of a ~~when wearing a~~ face covering ~~is problematic~~ if there is a medically waiver in place.
 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.
 3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
 4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.
- C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
1. When engaging in classes or activities conducted outdoors if six feet of distancing cannot be maintained- or as recommended by the MDH. ~~if~~ though people participating in these activities should maintain six feet of distance to the extent possible;
 2. During specific activities that the Minnesota State High School League has identified as exceptions to mask/face covering requirements;
 3. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
 4. Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office;
 5. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
 6. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument or participating in the activity, though people participating in these activities should maintain at least six feet of distance to the extent possible and following MDH current recommendations;
 7. When required by school staff for the purposes of identification;
 8. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;

9. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or
10. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct.
- F. The school district will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. The school district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the school for educational purposes).

ADOPTED: August 10, 2020

AMENDED: February 8, 2021

LAST REVIEWED: February 8, 2021

ACHIEVEMENT AND INTEGRATION PROGRAM

School Board Work Session

February 22, 2021

DATE: February 22, 2021
TO: Board of Education
FROM: Dr. Jill Johnson, Executive Director of Teaching and Learning
RE: Achievement and Integration Aid - Proposed Budget for 2021 - 2022

Program Purpose

The purpose of the Achievement and Integration (A&I) program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

Program Eligibility

There are four ways that a district can be eligible for the program:

1. **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
2. **Adjoining:** District physically adjoins a racially isolated district.
3. **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
4. **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

Program Funding

Total A&I Revenue is comprised of Initial Revenue and Incentive Revenue. A&I Revenue is 70 percent state aid and 30 percent local levy.

ACHIEVEMENT AND INTEGRATION BUDGET

Total Estimated Initial Revenue:	\$2,242,048
Total Estimated Incentive Revenue:	\$143,306
Total A&I Revenue:	\$2,385,354
Direct Services to Students:	Must equal at least 80% of total revenue: \$2,240,181 (93.91%)
Professional Development:	May equal no more than 20% of total revenue: \$82,840 (3.7%)
Administrative/Indirect:	May equal no more than 10% of total revenue: \$62,333 (2.61%)

Item - Direct Services to Students	Allocation	Description
Scholarships to Fund Educational Experiences and Opportunities	\$1000	Resources to provide opportunities and experiences for students in the areas of cultural awareness, school success, and college and career readiness. Resource will be used for scholarships for students to attend events, activities(e.g. guest speakers, field trips, mentors.)
Materials and Supplies	\$5,800	Resources for the purchase of general supplies and materials such as folders, paper, envelopes and stamps, printing, books, timers, and student and teacher support materials.
Family Engagement: Professional Services (Interpreters)	\$8,000	Support services (e.g. interpreters, child care) for family events designed to promote family engagement in school activities during and beyond typical school day.
Family Engagement: Outreach	\$12,000	Support services (e.g. interpreters, child care) for family events designed to promote family engagement in school activities during and beyond typical school day, as well as assisting parents in navigating new systems and information.
Family Engagement: Food, Materials and Supplies	\$3,000	Supplies for family events designed to promote family engagement in school activities during and beyond typical school day. Expenses include envelopes and stamps, printing, books, pamphlets, DVDs used in parent meetings.
Transportation	\$156,301	Transportation for K - 12 Summer Learning Program; Extended Day Program and when other transportation is not available.
Field Trips/Entry Fees	\$7,000	Resources for field trips and entry fees to provide experiences and opportunities that extend student learning in the areas of cultural awareness, school success, and college and career readiness.
Early Intervention Programs (e.g. Primary Project)	\$114,660	K -2 intervention program to help students adjust to school, gain confidence, social skills, and focus on learning.
Elementary Reading Recovery Teacher	\$142,053	1.0 FTE - Program is a school-based, short-term intervention designed for children aged five or six, who are the lowest achieving in literacy after their first year of school.
Elementary Intervention Teachers - Reading	\$238,775	Reading Intervention Teachers - To work with targeted students in grades K - 5 to improve literacy skills. =
Elementary Intervention Paras - Reading	\$59,100	Reading Intervention Para - To work with students in grades K - 5 to improve literacy skills.
Middle School Intervention Teachers	\$323,061	Teachers work with targeted students in grades 6 - 8 to improve academic skills. Intervention
High School Intervention Teachers	\$110,713	Teachers work with targeted students in grades 9 - 12 to improve academic skills. Intervention
Elementary Achievement Interventionists	\$499,495	4.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.
Middle School Achievement Interventionists	\$220,567	2.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services

		and information. In addition to facilitating family involvement, they promote academic success and interracial contact.
High School Achievement Interventionists	\$198,966	2.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.
High School Personalized Learning Specialist	\$65,186	1.0 FTE - Personalized Learning Specialists coordinate direct services to students by creating personalized learning plans.
High School Liaison / Outreach Worker	\$71,003	0.5 FTE - Outreach Staff - Work with students of economically and racially diverse backgrounds and their families to provide a direct link to school services and information.
Item - Incentive Aid Program (Orono)	Allocation	Description
College Ready Program -- Field Trips, Applications Fee, Participation Fees	\$22,301	Resources to fund field trip expenses associated with our Cooperative (with Orono) summer college prep program.
Program Coordinator	\$99,036	Coordinate program and to provide intervention, coaching, mentoring directly to students who are first generation post-secondary
College Readiness Program - Teachers	\$7,849	Teacher Salaries/Stipend - Cooperative (with Orono) summer college prep program. Teachers provide instruction to students to support college and career readiness.
College Readiness Program - Materials and Supplies	\$2,477	Supplies and curriculum materials, literature books, math games and enrichment materials.
Item - Professional Development	Allocation	Description
Workshops, Conferences	\$41,640	Cultural Awareness, Cultural Competency, Responsive Instruction
Academy Classes	\$41,200	Cultural Awareness, Cultural Competency, Responsive Instruction
Item - Administrative	Allocation	Description
Program Director and Clerical Support	\$62,333	Provide leadership and support for program implementation



Achievement and Integration Program FY 2022 Budget Coversheet

Use this workbook to list proposed expenditures of FY 2022 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. **Please use the instructions in the prior tab of this workbook.** For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Wayzata Public Schools
District ISD Number: 284
Superintendent: Dr. Chace Anderson
Partnering Districts: Orono Public Schools

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for budget approval or changes.

Program Staff: <u>Dr. Jill Johnson</u> Phone: <u>763-745-5022</u> Email: <u>jill.johnson@wayzataschools.org</u>	Fiscal Staff: <u>Mert Woodard</u> Phone: <u>763-745-5038</u> Email: <u>mert.woodard@wayzataschools.org</u>
--	---

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2022 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY22 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Estimated Initial Revenue (FIN 313)	\$ 2,242,048
Total Estimated Incentive Revenue (FIN 318)	\$ 143,306
TOTAL A&I REVENUE	\$ 2,385,354

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 2022 Achievement & Integration budget as approved by the school board.

Board Approval Date _____	
School Board Chair _____	Date _____
Superintendent _____	Date _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____

Wayzata Public Schools

February 22, 2021

School Board Work Session Update

Goal Update

Chace B. Anderson, Superintendent

Other District Leadership Members



Excellence. For each and every student.

Four Goal Areas for 2020-2021

1. **Improve Racial Equity across Wayzata Public Schools**
(Update given at the 2-22-21 Work Session---Curriculum, Professional Development and Hiring Protocols)
2. **Reduce the Opportunity / Achievement Gap**
(Update to be given at the 4-26-21 Work Session)
3. **Enhance the Focus on Health and Well-Being of Wayzata Students**
(Update to be given at the 4-26-21 Work Session)
4. **Create a Management Structure Commensurate with the Needs of the Growing District**
(Update given at the 2-22-21 Work Session---Overview of Current Activities)



Excellence. For each and every student.

Goal Area Check-In Dates for 2020-2021

Quarterly Check-In Dates:

- | | | |
|-----------------------------|---------------------------|---------|
| • Monday, December 21, 2020 | School Board Work Session | 4:00 pm |
| • Monday, February 22, 2021 | School Board Work Session | 4:00 pm |
| • Monday, April 26, 2021 | School Board Work Session | 4:00 pm |
| • Monday, June 28, 2021 | School Board Work Session | 4:00 pm |



Excellence. For each and every student.

Goal Update Participants

Those who will be assisting with this presentation.....

- Dr. Jill Johnson, Executive Director of Teaching and Learning
- Ms. Stacie Vos, Executive Director of Human Resources
- Mr. Dave Lutz, Director of Curriculum and Instruction
- Ms. Solveig Harriday, Director of Equity and Inclusion
- Mr. Peter McKown, Social Studies Curriculum Resource Teacher



Excellence. For each and every student.

Goal Area #1

Improve Racial Equity across Wayzata Public Schools

Jill Johnson, Dave Lutz, Solveig Harriday and Peter McKown

Short Term/Mid Term Goals for Social Studies Curriculum Areas

- Review current curriculum and materials and make any immediate changes necessary, keeping the upcoming review process and work in-mind;
- Stay engaged in the upcoming State of Minnesota Standards Review process and opportunities for feedback/input;
- Work to assemble a review team for Social Studies, and identify foundational professional development opportunities (including collaboration with Secondary Language Arts).

Long Term Goals for Social Studies Curriculum Areas

- Engage in a full Social Studies curriculum review process (and other curriculum areas, including Secondary English Language Arts), in alignment with the requirements of MDE, that delivers on our equity goals and commitments.



Excellence. For each and every student.

Goal Area #1

Improve Racial Equity across Wayzata Public Schools

Jill Johnson, Dave Lutz, Solveig Harriday and Peter McKown

Short Term/Mid Term Goals for All Curriculum Areas

- The process for text selection requests and other curriculum resource adoptions will be reviewed and updated to be reflective of our equity goals and commitments;
- Review, revise where necessary and articulate specific district-wide beliefs and values about learning, which will inform and ensure culturally responsive practices;
- Utilize processes for reporting progress on site-identified priorities, rooted in these common beliefs and values;
- Engage with the Curriculum and Instruction team to ensure our curriculum review process is aligned to our equity goals and commitments. This will help shape future reviews in all curricular areas.



Excellence. For each and every student.

Goal Area #1

Improve Racial Equity across Wayzata Public Schools

Jill Johnson, Dave Lutz, Solveig Harriday and Peter McKown

Professional Development in Diversity, Equity and Inclusion—Current Work in the District

- Research & development of the best possible resources and methods for professional development;
- Creating a framework or structure with effective resources and materials;
- Training lead staff to better prepare them to work with colleagues in their school, within their program or across the district to deliver the professional development;
- Conducting pre and post meetings with lead staff regarding their work with staff they supervisor or with colleagues;
- Teaching and Learning and Curriculum and Instruction team members are co-facilitating professional development activities when and where it makes sense to do so.



Excellence. For each and every student.

Goal Area #1

Improve Racial Equity across Wayzata Public Schools

Jill Johnson, Dave Lutz, Solveig Harriday and Peter McKown

Professional Development in Diversity, Equity and Inclusion—Current Work in the District

- Providing advice daily and/or as needed for individual staff, building-wide efforts, or throughout departments;
- Leading AWE (part of our Q Comp program) classes outside of work day;
- There are also many macro and micro projects right underway right now and will be refined as we move forward.



Excellence. For each and every student.

Goal Area #1

Improve Racial Equity across Wayzata Public Schools

Stacie Vos and Solveig Harriday

Attracting, Hiring and Retaining Teachers and Staff of Color

- Stacie Vos, Executive Director of Human Resources
- Solveig Harriday, Director of Equity and Inclusion

Stacie and Solveig will provide an update and overview of the work being done in this area.



Excellence. For each and every student.

Goal Area #2

Reduce the Opportunity/Achievement Gap

Update will be provided on this goal at the April 26, 2021 School Board Work Session



Excellence. For each and every student.

Goal Area #3

Enhance the Focus on Health and Well-Being of Wayzata Students

Update will be provided on this goal at the April 26, 2021 School Board Work Session



Excellence. For each and every student.

Goal Area #4

Create a Management Structure Commensurate with the Needs of the Growing District

- Review of Leadership Council and Strategy Leadership Team Organizational Alignment is Underway;
- Posting currently active for an Associate Superintendent Position;
- Other changes to our Strategy Leadership Team include postings that are current or will soon be:
 1. Executive Director of Teaching and Learning
 2. Executive Director of Finance and Business
- When resignations or retirements occur, we review the current organizational design and give consideration to any modifications that further assist us in achieve operational excellence; efficiency and effectiveness.



Excellence. For each and every student.

Thank you.....

Questions/Inputs



Excellence. For each and every student.

M E M O
February 22, 2021
School Board Work Session
Goal Update
Working Draft In-Progress

To: WPS School Board

From: Chace B. Anderson, Superintendent

Re: 2020-2021 Goal Update-Guidance from 2019-2020 Performance Review

The school board provided me with guidance for goal areas for the 2020-2021 school year. It can go without saying that this school year has been unlike any other. A good deal of focus this school year has been directed toward managing the logistical and academic challenges associated with the pandemic and considering current and future learning models amidst ever-changing conditions. This document is not intended to be “all-inclusive” but to serve as a general overview with some brief updates on the status of the action areas the school board provided as guidance for the current school year. A number of staff have assisted with the development of this document and will also help deliver the update at the 2-22-21 work session and will respond to questions. Specifically, the following will be available to assist and response to questions:

1. Dr. Jill Johnson, Executive Director of Teaching and Learning
2. Mr. Dave Lutz, Director of Curriculum and Instruction
3. Ms. Stacie Vos, Executive Director of Human Resources
4. Ms. Solveig Harriday, Director of Equity and Inclusion

Potential Goals:

In my final performance review from 2019-2020, the school board stated the following: “After considering your many successes, handful of opportunities, and the mutable landscape of our district and state, we have identified four goal areas for you to work on during the 2020-2021 school year.”

They goal areas are:

1. Improve Racial Equity across Wayzata Schools (Focus for the 2-22-21 Work Session)
2. Reduce the Opportunity / Achievement Gap (Update will be given at the 4-26-21 Work Session)
3. Enhance the Focus on Health and Well-Being of Wayzata Students (Update will be given at the 4-26-21 Work Session)
4. Create a Management Structure Commensurate with the Needs of the Growing District (Quick update at the 2-22-21 Work Session)

The performance review document continued to state: “We anticipate that you will adjust these goals to some extent as you are the expert in educational theory and delivery, but we challenge you to keep them measurable, reportable, and achievable. We would like you to strive to provide quarterly updates on each of the goals.

The following dates were identified for quarterly review dates:

Quarterly Check-In Dates:

• Monday, December 21, 2020	School Board Work Session	4:00 pm
• Monday, February 22, 2021	School Board Work Session	4:00 pm
• Monday, April 26, 2021	School Board Work Session	4:00 pm
• Monday, June 28, 2021	School Board Work Session	4:00 pm

The final inputs from the performance review document were: “The board recognizes that these goals may represent a ‘heavy lift’ for you and your team during the pandemic. That said, we must maintain our focus on the items that are most important to us as a district so we can continue to move ahead. As we have all said several times, for the 2020-2021 school year to be a success, we all need to be flexible. If, at any time during the school year, you wish to further discuss these goals or your progress toward them, please reach out to the committee or to Andrea.”

1. Improve Racial Equity across Wayzata Schools

1. The board requests a review of applicable curriculum areas (e.g., history, social studies, etc.), across all grade levels to find opportunities to address anti-racism and racial justice. We ask you to work with your SLT, Teaching and Learning team, building principals, the Director of Equity and Inclusion and other administrators to recommend changes in those areas that can have the most impact, even if this means we need to review, change and / or augment our curriculum out of the usual cycle, to bring in more lessons and conversations on anti-racism....
2. ...And the board requests a report on changes or augmentations to materials that occur, at each grade level, by the end of the 2020-2021 school year.

2-22-21 Update: Jill Johnson, Dave Lutz and Solveig Harriday

Recently, the district appointed Peter McKown, WHS Social Studies Teacher, as the new social studies curriculum resource teacher effective February 1, 2021. He will be the point person for working with members of the Teaching and Learning department in regard to social studies curriculum work. He will lead the team that will be working to review our current social studies curriculum and resources for K-12 with added focus on also identifying immediate concerns/needs. He will be reviewing updates from the state of Minnesota social studies curriculum standards review process and engaging with members of the Teaching and Learning Leadership Team about the State’s work. He will also provide guidance and leadership to the Social Studies department and support the district’s on-going curriculum review process for the next three years.

Executive Director of Teaching and Learning, Dr. Jill Johnson, Director of Curriculum and Instruction, Dave Lutz and Solveig Harriday, Director of Equity and Inclusion, along with other members of the Teaching and Learning Team, have identified the following short term/midterm curriculum review goals specific to social studies:

- Review current curriculum and materials and make any immediate changes necessary, keeping the upcoming review process and work in-mind;
- Stay engaged in the upcoming State of Minnesota Standards Review process and opportunities for feedback/input;

- Work to assemble a review team for Social Studies, and identify foundational professional development opportunities (including collaboration with Secondary Language Arts).

Dr. Johnson, Mr. Lutz and Ms. Harriday have also identified the following long term curriculum review goals for Social Studies:

- Engage in a full Social Studies curriculum review process (and other curriculum areas, including Secondary English Language Arts), in alignment with the requirements of MDE, that delivers on our equity goals and commitments.

Dr. Johnson, Mr. Lutz and Ms. Harriday have also identified the following short term/midterm curriculum review goals for the other curriculum areas:

- The process for text selection requests and other curriculum resource adoptions will be reviewed and updated to be reflective of our equity goals and commitments;
- Review, revise where necessary and articulate specific district-wide beliefs and values about learning, which will inform and ensure culturally responsive practices;
- Articulate a consistent and regular process for reporting progress on site-identified priorities, rooted in these common beliefs and values;
- Engage with the Curriculum and Instruction team to ensure our curriculum review process is aligned to our equity goals and commitments. This will help shape future reviews in all curricular areas.

12-21-20 Update: In progress and future work will continue. The State is currently in the process of reviewing social studies standards and the result of this statewide work is likely to have impact upon our district's curriculum review process and outcomes.

3. The board would like you to continue working with Human Resources to identify specific ways to attract, hire, and retain more employees of color for teaching and staff positions. Specifically, we would like you to consider identifying a certain percentage of candidates of color to be interviewed for employment opportunities in our district during the 2020-2021 school year.

2-22-21 Update (Stacie Vos and Solveig Harriday):

A formal plan is in progress and will be completed in the coming months. Stacie Vos, Executive Director of Human Resources, and Solveig Harriday, Director of Equity and Inclusion, are the two point people working on this initiative with assistance from the larger Human Resources team, members of the Affinity Group, school principals and other staff. The plan that is being written will be anchored to the district's core values. The plan will articulate details of our hiring process, i.e., our why, how, and how we measure success (data). To help craft the plan, staff of color currently working in the district will be offered the opportunity to complete a survey that will become an annual activity. Further, a more formal exit interview process will be implemented to help the district understand the reasons for our staff members of color choosing to leave the district. Through gaining a better understanding about their experience and reasons for leaving the district, we are hopeful this will help us achieve the highest possible rate of retention for staff of color in the district. Additional budget considerations are underway for how we might be able to include more staff of color to attend Affinity Group meetings and related activities.

12-21-20 Update: This is an initiative that has been in the works for many years. I will be working closely with the Human Resources department leadership to further develop this initiative. As the Board is likely

aware, we have an active Affinity Group composed of teachers and other staff of color that meets regularly. Their insights and inputs have been, and will continue to be, insightful on our quest to diversify our staff.

4. We would also like you to consider elevating the Equity Coordinator role to a place within your administration that maximizes collaboration and engagement with Teaching and Learning, Human Resources and Communications and Community Engagement. This elevated role and the commensurate work may necessitate hiring additional staff to carry out the work.

Update: This has been completed. Solveig Harriday was hired to serve as our Equity Coordinator initially in a part time position. The Equity Coordinator position then was elevated to a full time position before being expanded into a full time Director position. The school board received an update from Solveig at the January 25, 2021 school board work session and will receive further updates at the 2-22-21 work session.

5. The board would like you to consider how to expand on the (Director of Equity) Equity Coordinator's capacity for training and dispensing advice, and for offering district-wide professional development in Diversity, Equity and Inclusion for staff and administration.

2-22-21 Update (Jill Johnson, Dave Lutz and Solveig Harriday):

Solveig Harriday and Dave Lutz are collaborating to develop a plan for summer (2021) professional development options for staff to lead equity efforts throughout the district. They will also be working on a plan for equity professional development for the 2021-2022 school year. Another key focus area is determining how equity is authentically embedded in all professional development offered through the curriculum and instruction department.

Currently, the Teaching and Learning and Curriculum and Instruction team members are partnering with the district's professional development TOSA, Carrie Lunetta, on a variety of topics. As noted earlier, professional development has not been developed according to our regular schedule due to the efforts directed toward creating and implementing multiple learning models this school year. There has not been the capacity to lead professional development work in the same way we have been accustomed to. However, the work that is being done includes:

- Research & development of the best possible resources and methods for professional development;
- Creating a framework or structure with effective resources and materials;
- Training lead staff to better prepare them to work with colleagues in their school, within their program or across the district to deliver the professional development;
- Conducting pre and post meetings with lead staff regarding their work with staff they supervisor or with colleagues;
- Teaching and Learning and Curriculum and Instruction team members are co-facilitating professional development activities when and where it makes sense to do so.

The Teaching and Learning and Curriculum and Instruction departments have focused their efforts on the following:

- Providing advice daily and/or as needed for individual staff, building-wide efforts, or throughout departments;
- Leading AWE (part of our Q Comp program) classes outside of work day;
- There are also many macro and micro projects right underway right now and will be refined as we move forward.

12-21-20 Update: As was noted in #4 above, the Equity Coordinator’s position has been elevated to a full time Director position. Solveig has become a member of the Leadership Council. Her office has been relocated to the District Administration Building. Solveig’s primary supervisor is Stacie Vos, Executive Director of Human Resources. Solveig and Stacie work closely with Dr. Jill Johnson, Executive Director of Teaching and Learning. A summary of Solveig’s work to date will be provided at the January 25, 2021 school board work session.

6. Finally, the board would like to see you clearly communicate your vision and expectations for district-wide professional development related to Diversity, Equity and Inclusion. We want to see further collaboration between Teaching and Learning and Human Resources to ensure appropriate resource allocation and accountability standards.

2-22-21: Update (Jill Johnson, Stacie Vos, Dave Lutz, Solveig Harriday):

Professional development planning includes our focus on the importance of “excellence for each and every.” To help us deliver on this foundational premise in our mission statement, staff will have opportunities to participate in cultural competence professional development. Due to the on-going focus on evolving learning models caused by the pandemic, new engagements in professional development have been somewhat limited. It has, however, created additional reflection and refinement time for staff that participated in last year’s formal professional development. Part of this self-reflection was accomplished through “guiding equity questions” provided to staff members. This fall, there will be renewed focus on expanded opportunities for equity professional development which will continue throughout the year. Examples of this work will include asset framing and book studies.

All staff will have a variety of opportunities for professional development. Specifically, paras and Wayzata Kids staff will have opportunities for professional development through Canvas and Zoom. There will also be a professional development series embedded into the onboarding offered to new teachers hired for the 2021-2022 school year. Plans and tentative dates are still being formulated for secretaries (summer/fall 2021), culinary staff (spring 2021), custodial, buildings/grounds, bus drivers, Leadership Council members and other administrators.

12-21-20 Update: As noted earlier, Solveig Harriday has been elevated to a Director level position. Her work this year has been focused on the development of a framework for professional development and instructional delivery. She is working closely with the Executive Director of Human Resources and the Executive Director of Teaching and Learning as she develops this work. Solveig has also been working on our equity plan branding with a professional consultant. This work will be presented at the January 25, 2021 school board work session. This work is in progress and future work will continue.

2. Reduce the Opportunity / Achievement Gap

7. The board would like to see a recommitment to last year’s goal of a 5% reduction in the opportunity / achievement gap across all student demographics.

2-22-21 Update: In progress and future work will continue. It is yet to be determined if the State of Minnesota will apply for a waiver from the Federal mandate to administer annual standardized tests. We are currently planning as though we will be conducting the MCA tests, but the final decision is pending yet.

12-21-20 Update: At the November 23, 2020 school board work session, Stacey Lackner, Director of Research and Evaluation, presented the updated scorecard and provided an overview of what is expected

for standardized testing this spring. At the current time, standardized testing is scheduled as planned but it is likely to be somewhat dependent upon the on-going evolution of the COVID-19 pandemic. While this remains a mission-critical goal, it is difficult to know until test results come back what impact upon learning the pandemic has had on our students.

8. To make this goal more achievable, we are requesting the creation of short-, medium- and long-term plans to reduce the gap as well as quarterly updates on these goals and the scorecard.

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: In progress and future work will continue.

9. Now that we are facing a time where MCA scores are not available, we are requesting the re-imagination and refresh of the district scorecard including the determination of metrics other than MCA scores to help measure the gap and target improvements, especially during in the current pandemic.

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: As noted above, the updated scorecard was presented at the November 23, 2020 school board work session by Dr. Stacey Lackner, Director of Research and Evaluation. In progress and future work will continue.

10. Additionally, we are requesting data points and measurements to assess if the gap is widening during the pandemic.

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: In progress and future work will continue.

11. We are requesting an updated scorecard by the end of the first semester of the 2020-2021 school year to include non-MCA score metrics as well as metrics which can be measured on a semi-annual basis, at least.

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: In progress and future work will continue.

12. We are then requesting the implementation of the scorecard beginning during the second semester of the 2020-2021 school year.

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: In progress and future work will continue.

13. We would like you and your district leadership team to think creatively about how to measure student achievement and the district's interventions to improve the opportunity / achievement gap during the 2020-2021 school year. One idea to consider is the implementation of pilot programs with specific student cohorts to compare grades and other measures in an attempt to ascertain if the teaching methodologies are appropriate and sustainable to decrease the gap, or are our interventions accomplishing the goals we identified?

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: In progress and future work will continue.

14. As a component of addressing the opportunity / achievement gap, we would like you to work closely with Teaching and Learning to make strides in personalization in education by compiling district-wide learnings about personalization from existing learning plans during the 2020-2021 school year. The board believes that there will be many opportunities during the 2020-2021 school year to observe and evaluate a myriad of personalized plans from which key observations can be gleaned and best practices derived.

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: In progress and future work will continue.

3. Enhance the Focus on Health and Well-Being of Wayzata Students

Progress towards improvements in our students' health and well-being has been made in the past year, but more can be done to achieve excellence in this area.

15. The board requests that you define and implement assessment measures for the health and well-being strategic direction, including mental health measures. Your work reviewing the framework suggested by the project with Dr. Ebrahim and the students of Tufts University showed great promise and applicability to the health and well-being objective, including the mental health initiatives.

2-22-21 Update: In progress and future work will continue. One developing initiative is the creation of the SEL Leadership Team. Two school board members are part of this team, Sarah Johansen and Bonita Lucky. Sam Fredrickson, principal on special assignment, is the primary point person with this work. Amy VanDunk and Solveig Harriday are part of this group also.

12-21-20 Update: In progress and future work will continue. I have included the document prepared by graduate students from the Fletcher School of Law at Tufts University. They worked with the school district to develop a draft strategy for student health and well-being.

16. We furthermore request that these metrics are added to the refreshed district scorecard and are reported on quarterly beginning during the second semester of the 2020-2021 school year.

2-22-21 Update: In progress and future work will continue.

12-21-20 Update: In progress and future work will continue.

4. Create a Management Structure Commensurate with the Needs of the Growing District

17. Due to the district's continued growth and following George Floyd's murder and the pandemic, the amount of extra work points to the necessity of adding additional support to the administration, perhaps in the form of an assistant / associate superintendent. The board appreciates your prudent financial management and ongoing sensitivity to the additional financial demands this would place on the district, but this year has demonstrated the need for an additional resource. The board believes that hiring such an additional resource during the 2020-2021 school year is both justified and warranted.

2-22-21 Update: The district currently has an associate superintendent position posted and the closing date for applications is Wednesday, February 24. Given other administrative changes, plans are being made for some realignment of our Strategy Leadership Team and our Departments of Teaching and Learning and Curriculum and Instruction.

12-21-20 Update: This position was not added for the 2020-2021 school year but planning and consideration is underway for adding such a position for the 2021-2022 school year. This is work in progress and future work will continue.

- A. Curriculum Planning Updates and Curriculum Materials Updates
 - B. Professional Development for Diversity, Equity and Inclusion Updates
 - C. Recruiting and Retaining Teachers of Color
 - D. District Leadership Planning for 2021-2022
5. Finance and Business Services
 - A. Bond Refunding
 6. Human Resource Services
 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.