



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - January 24, 2022 - 4:00 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

AGENDA

1. **ROLL CALL/CALL TO ORDER**
2. **Finance and Operations Reports**
 - A. COVID-19 Revenue and Expenditures (20 minutes) 2
3. **Board Reports**
 - A. Review of Board Meeting Public Comment Protocols (30 minutes) 13
4. **Teaching and Learning Reports**
 - A. West Middle School Updates (30 minutes) 25
5. **Human Resource Services Reports**
 - A. 2022-2023 Calendar Process Update 59
6. **Superintendent's Reports**
 - A. COVID-19 Update (15 minutes) 64
7. **ADJOURN**



Federal COVID Relief Funds

School Board Work Session 1-24-2022

COVID-19 Major Relief Packages

CARES

Coronavirus Aid,
Relief and
Economic Security
Act

CRRSA

Coronavirus
Response & Relief
Supplemental
Appropriation Act

ARP

American Rescue
Plan Act

COVID-19 Funding - Education

- ❖ One-time funding
- ❖ District develops plan
- ❖ Proposed budget & revisions to budget - approval by MDE
- ❖ No major funding for enrollment loss
- ❖ First funding was available in July 2020
- ❖ Must meet spending by end date
- ❖ WPS eligible for \$11.56M between 2020-2024

COVID-19 Major Relief Packages

CARES

Signed: 3-27-2020

Purpose:

- Public Health & Economic Impact
- GEER, ESSER & CRF

CRRSA

Signed: 12-27-20

Purpose

- Additional GEER & ESSER Funds

ARP

Signed: 3-11-21

Purpose:

- Safe in-person learning for all students

CARES Act

Grant	End Date	Award Amt	Future Draw	District Expenditures
ESSER I 90%	9/30/22	\$605,018	\$0	Mental Health, Sanitation, PPE, Smart Panels
ESSER I 9.5%	9/30/22	193,052	112,685	Transportation - Summer School
GEER	9/30/22	137,633	0	Wi-Fi Hotspots & Smart Panels
CRF	12/30/20	3,061,151	0	PPE, Sanitation Supplies & Equipment, Wi-Fi Hotspots, Transportation (Social Distancing), Other items and services as necessitated by the pandemic

GEER - Governor's Emergency Education Relief

ESSER - Elementary and Secondary School Emergency Relief

CRF - Coronavirus Relief Fund

CRRSA Act

Grant	End Date	Award Amt	Future Draw	District Expenditures
ESSER II 90%	9/30/23	\$1,187,236	\$0	School Counselors, Health Services Staff, Sanitation Services & Supplies, PPE, WiFi Hotspots
Summer School Age Care Fund	6/30/22	149,850	0	Maintain Staffing for School Age Childcare During Summer

ESSER - Elementary and Secondary School Emergency Relief

ARP Act

Grant	End Date	Award Amt	Future Draw	Planned District Expenditures
ESSER III	9/30/24	\$2,133,090	\$2,133,090	Mental Health Support Staff, Sanitation Services & Supplies, PPE, Smart Panels
ESSER III 90% - 20 % Set Aside	9/30/24	\$533,273	\$533,273	Social Wkrs, Counselors, Interventionists, Health Services Staff, PPE, WiFi Hotspots
ESSER III 5% Learning Recovery	9/30/24	1,678,719	1,678,719	Summer Programming, Extended day or After School Programming, and Learning Intervention
IDEA Part B, Sections 611,619,CEIS	9/30/23	634,727	634,727	Special Education Programs

ARP Act - Continued

Grant	End Date	Award Amt	Future Draw	Planned District Expenditures
Governor's Discretionary	6/30/23	\$366,194	\$366,194	Summer Academic & Mental Health Support
Homeless, Child & Youth	9/30/24	14,876	14,876	Homeless, Children & Youth Services
Summer Preschool	9/30/24	24,000	8,427	Support Children Ages 4 & 5
COVID Testing	6/30/22	648,469	620,166	Nursing, Clerical, Testing Kits, PPE, Cleaning Supplies, Technology Devices
Pandemic Enrollment Loss	6/30/23	195,440	195,440 9	Evidence-Based Practices Addressing Learning Loss, Social, Emotional & Mental Health

Total Federal COVID Relief Funds

Grant	Awarded	Expended	Future Draws
CARES	\$3,996,854.00	\$3,884,169.20	\$112,684.80
CRRSA	1,337,086.00	1,337,086.00	0.00
ARP	6,228,788.01	43,875.74	6,184,912.27
Total	\$11,562,728.01	\$5,265,130.94	\$6,297,597.07

COVID-19 Funding - Summary

- ❖ One-time funding
- ❖ District develops plan
- ❖ Proposed budget & revisions to budget - approval by the MDE
- ❖ No funding for enrollment loss
- ❖ First funding was available in July 2020
- ❖ Must meet spending by end date
- ❖ WPS eligible for \$11.56M between 2020-2024



DeeDee Kahring

Executive Director of Finance & Operations

deedee.kahring@wayzataschools.org

763-745-5023

212 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS

I. PURPOSE

The purpose of this policy is to ensure open and orderly public discussion as well as to protect the due processes and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The School Board recognizes the value of participation by the public in deliberations and decisions on School District matters. At the same time, the School Board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. All citizens, including students, of the school district have a right to an opportunity to be heard by the School Board. The School Board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate input by all interested parties. The School Board shall, as a matter of policy, protect the rights to privacy and due process of employees and students, as provided by Minnesota State law.
- C. The School Board may decide to hold certain types of public meetings where the public will not be invited to address the School Board. Possible examples are work sessions and Board retreats. The public is entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the Board.

ADOPTED: March 18, 1996

AMENDED: November 8, 2004

AMENDED: February 11, 2008

AMENDED: September 14, 2015

LAST REVIEWED: November 13, 2017

212-R PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS REGULATIONS

I. REGULATIONS

The following procedures will be utilized to facilitate public participation in regular School Board meetings. The School Board will provide a specified period of time at the Board's regular monthly meeting where citizens may address the School Board on any topic, subject to right to privacy or private subject data concerns as provided by Minnesota State law.

- A. The School Board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.
- B. Citizens who wish to speak at a public School Board meeting may do so in one of the following ways: 1) notify the Superintendent's office in advance of the School Board meeting; 2) notify a member of the board or staff prior to the start of the meeting; or 3) stand and state their wish to address the board when the Board Chair extends the invitation to speak to the audience at the appropriate time on the agenda. All speakers will be asked to complete a form indicating the topic or agenda item to which their comments relate, their name, address, and affiliation with a group (if applicable).
- C. Citizens who address the School Board should open their comments by stating the subject or agenda item(s) to which their comments pertain, their name, address, and affiliation with a group (if applicable).
- D. The School Board Chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the Chair are allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings may be directed to leave.
- E. It is the practice of the School Board not to engage in discussion or debate with the speaker during the Board meeting. The School Board may follow up with the speaker at a later date, or may designate staff members to follow up with the speaker.
- F. Comments by individual speakers are normally limited to a maximum of three to five minutes. The School Board retains the discretion to limit comments on any agenda item or topic to a reasonable period of time. If a group or organization wishes to address the School Board on a topic, the School Board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

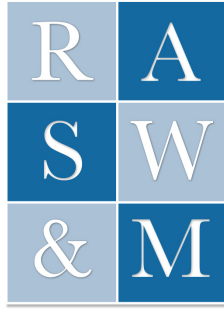
- G. Matters raised by a public speaker which may involve data privacy concerns and/or preliminary allegations, or which may be potentially libelous or slanderous in nature, shall not be considered in public but shall be processed as determined by the School Board in accordance with governing law.
- H. The School Board Chair shall promptly rule out of order any discussion by any person, including School Board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
- I. Personal attacks by anyone addressing the School Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board.
- J. Depending upon the number of persons in attendance seeking to be heard, the School Board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.
- K. Public speakers at the Regular Board Meeting may be identified in the formal minutes and the remarks will be televised as part of the proceedings.

ADOPTED: February 11, 2008

AMENDED: August 12, 2013

AMENDED: September 14, 2015

LAST REVIEWED: November 13, 2017



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MANAGING BOARD MEETINGS IN POLARIZED TIMES

By Trevor S. Helmers
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I. INTRODUCTION

School board meetings are more and more often becoming spaces where members of the public wish to make their voices heard regarding controversial issues that they believe affect a school district. Whether it be Black lives matter posters, mask requirements, or “CRT” curriculum in schools, there are countless issues which school boards may confront that cause a political storm in the community. We will discuss how school districts can manage their school board meetings to give members of the public an opportunity to be heard while also allowing school boards to effectively manage their school districts.

II. TIP FOR MANAGING BOARD MEETINGS: HAVE PUBLIC PARTICIPATION RULES

A. Purpose – To Create Order and Structure.

1. Efficiency: It is easier to work in a group that has rules.

NOTE: These materials and the corresponding presentation are meant to inform you of interesting and important legal developments. While current as of the date of presentation, the information that is provided may be superseded by court decisions, legislative amendments, rule changes, and opinions issued by bodies interpreting the area of law. We cannot render legal advice without an awareness and analysis of the facts of a particular situation. If you have questions about the application of concepts addressed in this outline or discussed in the presentation, you should consult with your legal counsel. ©2022 Rupp, Anderson, Squires, Waldspurger & Mace, P.A.

2. Focus: A group should only deal with one substantive matter at a time.
3. Equality: Rules assure all members have a right to participate.
4. Consensus: Rules allow discussion to lead to a decision reflective of the will of the majority.
5. Fairness: Rules protect the rights of the minority.
6. Information: Every voting member must understand what he/she is voting on, and the effect a decision will have.

B. Rights of the Public.

1. The school board controls its own meetings, agendas, parliamentary procedure, and all other aspects of its own business and function. *See* Minn. Stat. § 123B.09. Subd. 7.
2. The public has the right to receive notice of, and to attend, all regular, special, and emergency meetings of the full school board and its committees, unless the meeting is closed in accordance with the Open Meeting Law.
3. The Open Meeting Law permits but does not mandate an opportunity for public comment during school board meetings, committee meetings, or work sessions. When a school board chooses to allow public comments, the purpose is to give community members an opportunity to provide input directly to the School Board about issues that fall within the School Board's authority. To fulfill this purpose, comments must be directed to the School Board. Public comment is not a time for citizens to speak to the community or to the audience.
4. Speech on public issues and political matters lies at the heart of protected speech. *Hurley v. Irish-American Gay Lesbian and Bisexual Group of Boston*, 515 U.S. 557 (1995). Freedom of speech, however, is not absolute.
5. The government may restrict speech when it has a legally sufficient justification. *Frisby v. Schultz*, 487 U.S. 474. 479 (1988).
6. The extent to which a school district may restrict speech or expressive activity on public property depends, in part, upon the character of the

public property in question. *Perry Education Association v. Perry Local Educators' Association*, 460 U.S. 37, 44 (1983).

7. The *Perry Case* categorized public property in three ways for purposes of defining First Amendment free speech rights:
 - a. “Traditional public forum” such as public parks and streets;
 - b. “Non-public forum” such as public building that has never opened for public communication either by tradition or designation;
 - c. “Designated public forum” or the “limited public forum.”
8. When a school board affords the public an opportunity to address the board at its meeting, at a minimum the board creates a “limited public forum.” However, a court is more likely to conclude that a designated public comment period constitutes a “designated public forum.” *City of Madison, Joint School District No 8 v. WERC*, 429 U.S. 167 (1976); *Brown v. Smythe*, 780 F. Supp. 274 (E.D. Pa. 1991); *Zapach v. Distnake*, 134 F. Supp. 2d 682 (E.D. Pa. 2001).
9. A designated public forum is created by a school board through an intentional decision to open a meeting to public comment. *Cornelius v. NAACP*, 473 U.S. 788 (1985); *see also Christ's Bride Ministries, Inc. v. Southeastern Pa. Transportation Authority*, 148 F.3d 242 at 248 (3d Cir. 1998).
10. Once a designated public forum is created by a school board, it still may restrict speech, as to time, place, and manner provided:
 - a. The restrictions are justified without reference to the content of the regulated speech (content neutral);
 - b. The restrictions are narrowly tailored to serve a significant governmental interest; and
 - c. The restrictions leave open ample alternative channels for communication of the information from the public.

C. Permissible Time, Place, & Manner Restrictions.

1. Sign in requirements
2. Time limits

3. Relevancy and germaneness requirements
4. Disruptive, inappropriate, and redundant comments
5. Sanctions
6. Alternative avenues of communication

D. Example Rules Restricting Time, Place, & Manner.

Below are sample time, place, and manner restrictions that school boards may consider. This sample can be tailored to meet the specific needs of your school district. These restrictions can be posted on a school district's website and available at school board meetings so members of the public are aware of the requirements.

Welcome. The School Board welcomes input from community members, including letters, emails, and phone calls. For those who prefer to address the School Board directly, the School Board typically sets aside up to thirty minutes for public comment at regular School Board meetings, but not at study sessions or special meetings. Time for public comment at regular School Board meetings is not a requirement of the law; it is something the School Board chooses to provide. The School Board would like to provide the community with some general information about public comment sessions, including the purpose of a public comment session, the procedures that apply, and prohibited conduct.

Purpose. The purpose of a public comment period is to give community members an opportunity to provide input directly to the School Board about issues that fall within the School Board's authority. To fulfill this purpose, comments must be directed to the School Board. Public comment is not a time for citizens to speak to the community or to the audience. For this reason, public comment sessions will not be recorded or livestreamed.

Written Request to Speak. Individuals who want to speak during a public comment session must submit a written request to speak before 3:00 p.m. on the day of the School Board meeting.

- The written request must state: (1) the individual's name, (2) the individual's home address, (3) whether the individual has a child

attending school in the District, (4) whether the individual is employed by the District, and (5) the agenda item, if any, that the individual wishes to discuss during the public comment period.

- In the event that more than ten individuals submit a written request to speak during the public comment session, the School Board will give first priority to individuals who reside in the District, have a child attending school in the District, or are employed by the District. The School Board will give second priority to individuals who wish to address a specific item on the agenda for that meeting. After these priorities have been applied, any remaining openings to speak – up to a total of ten individuals – will be determined by lot.

Speakers Must Be Recognized. The School Board Chair will call speakers to the microphone and will recognize one speaker at a time. Only those individuals who have been recognized by the School Board Chair will be allowed to speak during the public comment period. The School Board Chair will rule out of order individuals who have not been recognized.

Time Limits. The public comment period will be held open for up to thirty (30) minutes in total. This time limit is necessary in order to ensure that the School Board is able to conduct its business during the meeting in an orderly, efficient, and timely fashion. Each speaker is permitted to speak for up to three (3) minutes in total. One speaker may not give time to another speaker. Any person who does not get a chance to speak is encouraged to submit written comments to the School Board. Email addresses for School Board members are listed on the District’s website.

Cumulative Presentations. Speakers should avoid repeating comments that other speakers have made. Cumulative presentations are not helpful and can deprive other individuals of the opportunity to speak during the public comment session. The School Board will allow up to ten (10) minutes per topic. As a general rule, this means that no more than three (3) speakers may speak on the same topic.

Prohibited Conduct. The following conduct is prohibited during a public school board meeting, including during the public comment period:

- Speakers may not discuss or disclose any private educational data on any current or former student. As a result, speakers may not identify any current or former student during public comment. The only exception is that a parent who is speaking may choose to discuss private educational data on his or her own child.
- Speakers may not make allegations, charges, or complaints against any student or employee. If a person wishes to make an allegation or to file a charge or complaint against a student or employee, the person should make the allegation, charge, or complaint to the Superintendent in writing or in a private meeting, or to the individual designated in District policy to receive the allegation, charge, or complaint.
- Speakers may not make comments or gestures that are threatening, profane, lewd, vulgar, obscene, harassing, or abusive.
- Speakers may not make personal attacks against others, including, but not limited to, any student, parent, community member, employee, or School Board member.
- Speakers may not make comments that are defamatory or that would violate federal or state law, including laws protecting the privacy rights of an individual.
- Speakers may not make comments related to pending contract negotiations or to pending litigation to which the District is a party, including grievance proceedings.
- Speakers may not campaign for or against a political candidate during any part of a public school board meeting.
- Speakers may not promote or advertise products that are for sale or purchase, unless the Board has invited the speaker to present on the product as an agenda item.
- Members of the public may not engage in conduct that disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion. The following are examples of conduct

that is disruptive or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion:

- Physical violence or threats thereof, or making comments that incite violence;
- Making comments that instill fear or cause a material and substantial disruption to school operations;
- Making comments that include insults, obscenity, profanity, or attacks against any person in his or her personal capacity;
- Interrupting a speaker who has been recognized;
- Making comments from the audience when the person making comments has not been recognized by the School Board Chair;
- Interrupting the School Board Chair or any other School Board member or school official who is speaking;
- Attempting to engage individual Board members in conversation;
- Holding up a sign or displaying a banner, regardless of the content of the sign or banner;
- Cheering, booing, vocalizing approval, or vocalizing disapproval for a speaker during the speaker's presentation;
- Clapping during a speaker's presentation, unless a School Board member or school official is presenting an award to a person or is describing an honor or award that a person received;
- Addressing the audience rather than the School Board;
- Bringing a weapon into the meeting room or onto school property, except as allowed under Minnesota law;

- Violating room capacity requirements; and
- Violating any law or District policy.

Violations. If a speaker violates any established procedure or engages in any prohibited conduct, the Board Chair will rule the speaker out of order.

- If the speaker is presenting to the School Board, the Board Chair may require the speaker to immediately end his or her presentation.
- If the speaker persists in violating any procedure or rule, the speaker will be directed to leave the premises and not to return, a no trespass order may be issued, and a referral may be made to law enforcement.
- If repeated disruptions occur during the public comment period, the School Board Chair may call a recess and order that the room be cleared until the meeting resumes.
- If repeated disruptions occur, any School Board member may make a motion to immediately end the public comment period. If the motion passes, citizens may use alternative avenues of communication to share their views with the School Board, including written communications.
- If repeated disruptions occur during multiple meetings, the School Board may vote to suspend public comments at meetings and to require that all public comments be in writing.

Disorderly Conduct. The District will refer potential incidents of disorderly conduct to law enforcement. Minnesota Statutes § 609.72 states:

Whoever does any of the following in a public or private place . . . knowing, or having reasonable grounds to know that it will, or will tend to, alarm, anger or disturb others or provoke an assault or breach of the peace, is guilty of disorderly conduct, which is a misdemeanor:

* * * * *

(3) engages in offensive, obscene, abusive, boisterous, or noisy conduct or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others.

Superintendent Response After Public Comment. Following public comments, the School Board Chair may ask the Superintendent or a designee to respond or provide clarifying information to the School Board. As a general matter, the School Board will not act on any comments that were made during a meeting and do not relate directly to an agenda item for the meeting.

Use of School Property. All property of the District, including District parking lots and other grounds, are considered to be school property. Individuals or groups may not use school property to hold rallies or protests or for any other purpose that has not been authorized by the District. Any use of school property must comply with District Policy and all administrative procedures related to that policy.

E. Tips For Dealing With Large Crowds.

1. Large crowds should be advised of the procedure to be followed before the meeting or hearing begins, including, but not limited to, as any time limits or signature requirements.
2. Advise the crowd that individuals may submit written comments.
3. Inform the crowd that the Board will receive and consider written materials, and that individuals are discouraged from reading letters at the podium.
4. Do not permit members of the public to cross-examine others; inform participants that all comments should be addressed to the Board.
5. Encourage individuals to not only express their opinion, but the reasons for their opinion.
6. If the Board has COVID protocols in place, those rules should be enforced.

*Growing Learner Agency and
Empowering Students to Own
Their Learning*

West Middle School



Excellence. For each and every student.

Welcome

Ryan Carlson - Principal

Jim Bollum - Associate Principal

Mike Brindise - P.E./Health Teacher

Alycia Knabenshue - Art Teacher



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What is Learner Centered Practice?

Learner-Centered Practice: West's Definition

Learner-centered practice provides each and every student the opportunity to own their learning by amplifying their voice and customizing their learning pathways to develop lifelong skills and foster learner agency.

- Learning is demonstrated by meeting learning targets, standards, or competencies.
- Learners have ownership in the learning process (e.g. pacing, pathways, product, topic).
- Learners set goals, self-regulate, and reflect on learning with their teachers.



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Our Why

- West's leadership team gathered in August of 2020 and one of the things we committed to was learning from our circumstances
- Each and Every - our traditional practices were not getting the results we wanted for Each and Every Learner
- During the pandemic we saw our students that were independent learners were far more successful



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August 2020

- Leadership Team updated the West Vision card to include:
 - *Teachers will use culturally responsive and learner centered practices to create an equitable learning environment that empowers all students in becoming powerful, independent learners.*
 - *Teachers will continue to develop and implement instructional strategies to meet the needs of each and every student in a school where learning is the constant and time and format are flexible.*



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Role of Teacher Leadership

- Guiding Coalition (Building Leadership Team)
- West Trailblazer Team



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2020-21 School Year

Virtual Flex:

- Started when we shifted to distance learning
- Students signed up using the WMS Hub for virtual sessions with teachers from home



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2020-21 School Year

Hybrid Flex:

- Shifted to Hybrid Flex in February of 2021
- Used the time we had built in for Flex from previous years but now students made guided choices



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Growing Teacher Capacity: Toolbox Friday

- Before School for 20-30 min
- Optional PD, CEU's provided
- Led by a teacher or group of teachers to share strategies and resources



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West Trailblazer Team

- Started in the spring of 2021 and made up of a group of teachers who wanted to dive deeper into culturally responsive and learner centered instructional practices
- Completed a 1/2 day of Boot Camp PD in March



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Feedback from Students/Staff

- Students valued having more agency during Flex
- Both students and staff felt a positive impact on learning
- Feedback led us to move the flexible period to one common time for all students right after advisory



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West Daily Schedule 2021-22

Changed the name to MyTime to be closer in alignment with WHS

Grade 6	Course	Start Time	End Time	Min
Period 1	Advisory	9:10 AM	9:25 AM	15
Period 2	MyTime	9:29 AM	10:02 AM	33
Period 3	Encore 1	10:06 AM	10:50 AM	44
Period 4	Encore 2	10:54 AM	11:38 AM	44
Period 5	Core 1	11:42 AM	12:35 PM	53
	Lunch	12:39 PM	1:09 PM	30
Period 6	Core 2	1:13 PM	2:06 PM	53
Period 7	Core 3	2:10 PM	3:03 PM	53
Period 8	Core 4 ₃₆	3:07 PM	4:00 PM	53



Summer Planning 2021

- Guiding Coalition (Leadership Team) completed 1/2 day Boot Camp PD experience
- Trailblazer Team came together to create common academic language, plan for next steps as a building and create staff PD opportunities
 - Goal was to align our work and use common language from Strategic Roadmap and Equity Commitment



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Learner Story

- Place for students to reflect on their learning, set goals, consider which learning pathways work best for them, and collect evidence of their learning. The goal is to help students learn about themselves and help them take a step in owning their learning.
- Learner Story is one way West is collecting “Street Level” data



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MyTime

- MyTime is a 33 minute period that students have every day right after advisory where they make a guided choice on what they need for their learning
- Helps our students be reflecting on their learning and be planning their next learning move



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MyTime Opportunities

- Support/Re-Teaching/Additional Processing Time
- Extension and Enrichment
- Targeted Interventions
- Small Groups with Counselors
- Learner Led MyTime Sessions
- Interdisciplinary collaboration
- Student leadership: BOLD Ambassadors, West News Show, Unified programming
- Guest Speakers



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MyTime: Student View



Dashboard

Teacher Availability

My Info

MS CHAVEZ

8 Gold

Silent Reading or Story Writing

Time/Support

Room 206

Support

Spots remaining: 27

Mr. Bollum

Physical Activity

Big Gym

Extension / Enrichment

Stretch - warmup, basketball, volleyball

Session FULL

MS GERHARDT

Independent Study

Cafeteria

Spots remaining: 1

Ms. Henry

7th Language Arts - Work Make

Up Time

218

Support

Come to this session if you need any support and/or time to make up LA work before the end of the quarter!

Spots remaining: 25

Mrs. Jorenby

International Academic Bee

Competitions

Media Center Large Classroom

Extension / Enrichment

History, Science or International Geography Bee (this geo bee online only and is different than the one with the teachers in the classroom). You would only be able to do one of these during this time...

Spots remaining: 30

Mrs. Jorgenson

8 Math - Review Concepts Q2

Summative

Room 207

Support

If you want to retake any of the Quarter 2 summative, you need to come to the review session. For CC3 this will continue from what Ms. Junko did last week. For CCA, this is your chance to fix mistak...

Spots remaining: 22

My Time: Staff View

wpshub.studentsupporttime.com/#!/app/dashboard

WMS Hub

Search students and teachers

NOTIFICATIONS RYAN CARLSON

All Not Started In Progress Finalized Completed No Session

Show 25 - Select Type - Export Email + Teacher Search ...

Teacher	Location	Name		Students	
✓ LISA SCOTT	News Studio	News Show: Group B	Extension / Enrichment	16	View
✓ Student Services	Cafeteria	↔ MyTime Intervention		20	View
✓ MARY SHOLL	Sholl Classroom...	Science Review	Support	22	View
✓ TRACY SMITH	room 100	Profe Smith - 8th grade S...	Support	1	View
! LYDIA SOUR				0	View
✓ STEPHANIE SPEERS	room 217	7SS: History Goes to the ...	Extension / Enrichment	20	View
✓ MEGAN STINE	Room 221	7th Grade LA Outsiders Vo...	Support	9	View
! CHRISTINE STONER				0	View
✓ ANGELA SWANSON	WMS room 99	6th, 7th, 8th Spanish Hom...	Support	3	View
! STEFFANI WEEKLY				0	View
✓ DAVID WIEGERT	Room 22	6th Independent Learning ...	Independent Learning	29	View

42

Impact on PLC's

- Focus on Culturally Responsive and Learner Centered Instructional Practices have strengthened our PLC work
- MyTime in particular helped PLC's go beyond just looking at the data to include an instructional response to the data
- More opportunities for students to enrich and go deeper

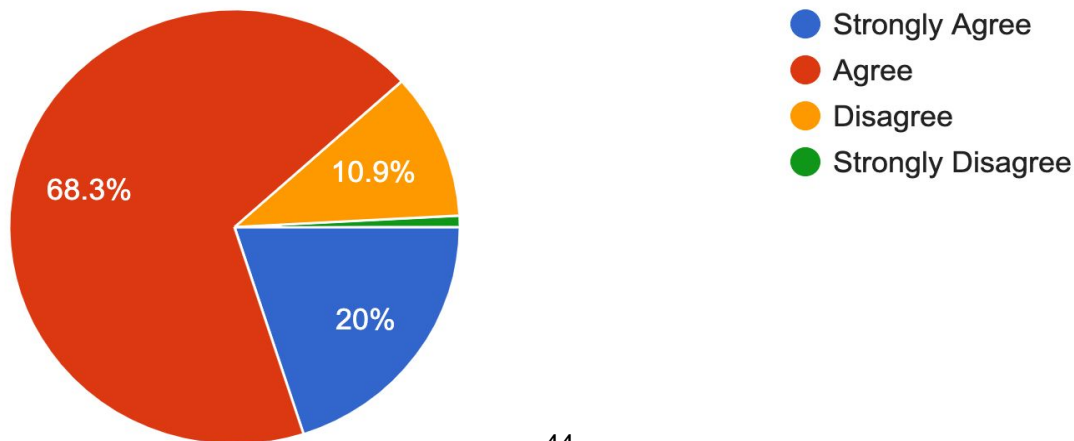


Excellence. For each and every student.

Student Survey Results: Fall 2021

2. My teachers give me frequent feedback that guides my next steps as a learner and my choices during MyTime.

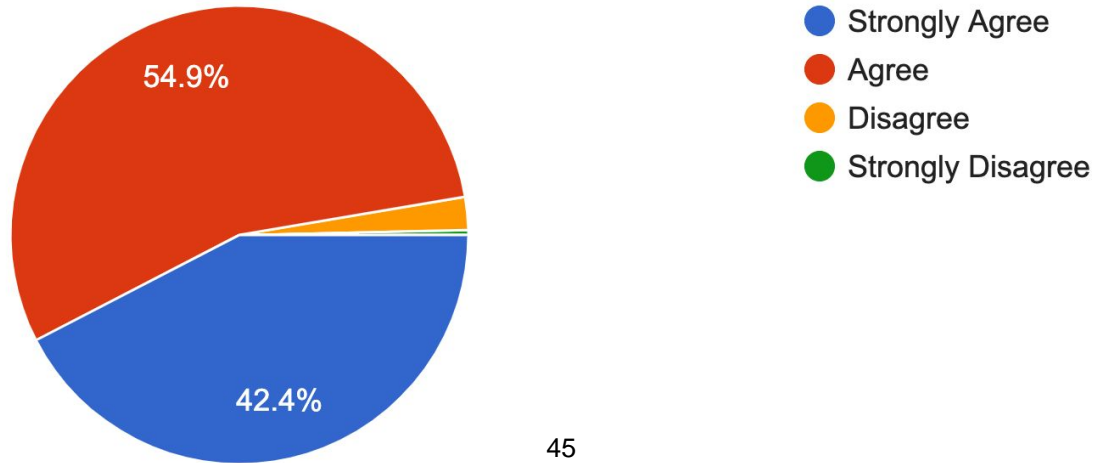
599 responses



Student Survey Results

3. MyTime has had a positive impact on my learning.

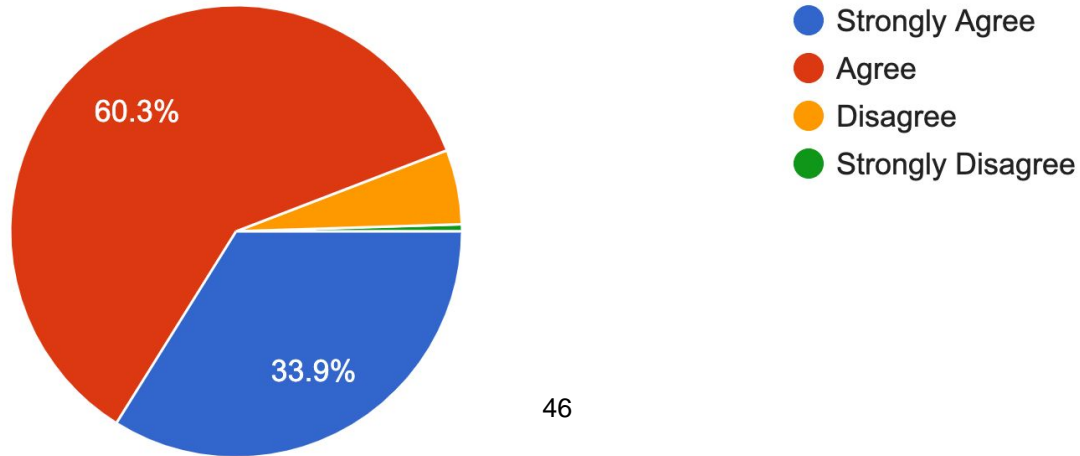
599 responses



Student Survey Results

4. MyTime has helped me “own” my learning and grow into a more independent learner.

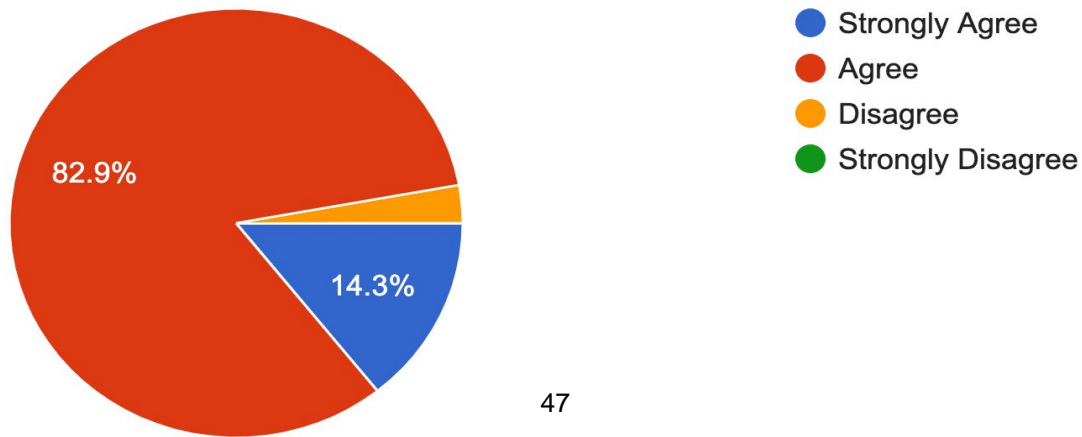
599 responses



Staff Survey Results: Fall 2021

1. I have grown this year in my use of culturally responsive and learner centered instructional practices.

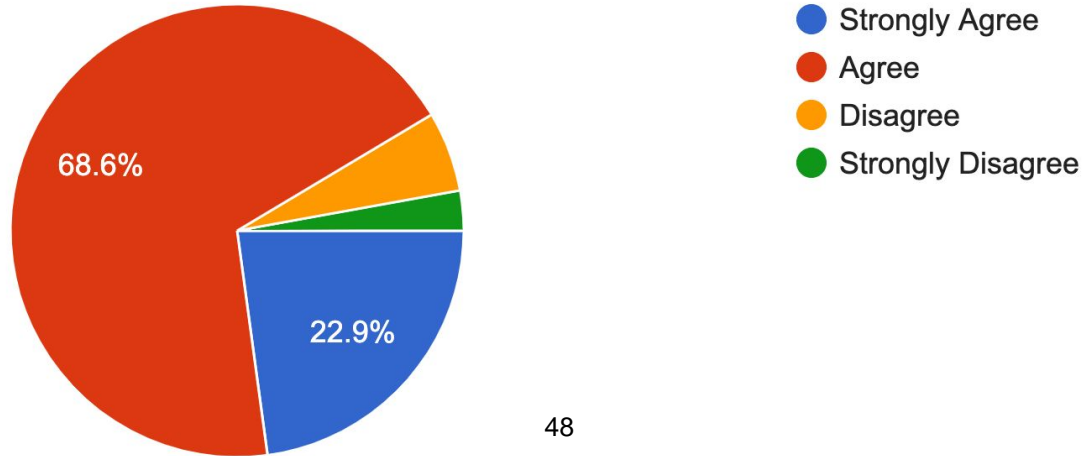
35 responses



Staff Survey Results: Fall 2021

3. MyTime has had a positive impact on student learning. If you don't have MyTime please answer based on your interactions with students and staff.

35 responses



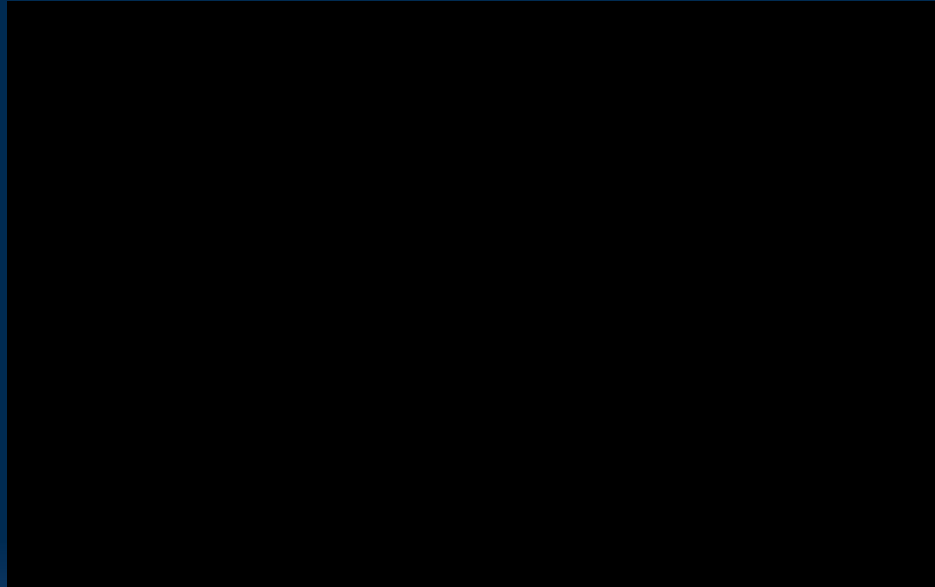
Our Teacher's Journey

- Joined the West Trailblazer Team
- Attended the Institute for Personalized Learning Boot Camp
- Robert Boeckman Middle School Site Visit
- Strategy implementation in our classrooms



Excellence. For each and every student.

West Student Voice



Excellence. For each and every student.

Resources

Resources that have guided our work:

- *Culturally Responsive Teaching and the Brain* - Zaretta Hammond
- *Personalized Learning in a PLC* - Mike Mattos
- *Tapping the Power of Personalized Learning* - Jim Rickabaugh
- *Street Data* - Shane Safir



Excellence. For each and every student.



Excellence. For each and every student

Learner Centered Practice at West

Learner-Centered Practice:

Learner-centered practice provides each and every student the opportunity to own their learning by amplifying their voice and customizing their learning pathways to develop lifelong skills and foster learner agency.

- Learning is demonstrated by meeting learning targets, standards, or competencies.
- Learners have ownership in the learning process (e.g. pacing, pathways, product, topic).
- Learners set goals, self-regulate, and reflect on learning with their teachers.

Learning Pathways:

Teachers provide a variety of learning pathways that allow students to make a choice on how best to explore and engage in their learning.

Ex:

- Direction instruction
- Small group instruction
- Collaborative learning
- Independent learning

Learner Story:

The Learner Story serves as a tool to help students understand themselves as learners so that they may determine which learning pathways will best help them succeed.

- [Learner Profile-Example](#)

Advisory:

This is a place for learners to build community and receive social, emotional, and academic support.

- Set goals
- Track academic progress
- Reflect on their learning in a “Learner Story”

MyTime:

With the guidance of their Advisor and classroom teachers, learners select a session to attend that will most benefit their learning that day:

- Supports (re-teach, review material of current unit)
- Extensions (additional application of content, further practice of coursework)
- Enrichments (expanding upon learning on a deeper level through analysis, evaluation, creation)

Practical Ways to Build Learner Agency:

- 1. Voice and Choice** - Provide the freedom for the learner to choose their own pathway to engage in the course content or let them explore interests within the current content
- 2. Depth and Complexity** - Provide the opportunity to explore more complex concepts to extend/enrich learning
- 3. Interdisciplinary Connections** - Explore a concept or idea across multiple content areas to extend/enrich learning
- 4. Real-World Connections** - Provide a real-world context for the learning of existing content



Learner Centered Practice: Common Language

Proficiency Based Progress - Represents what learners are asked to master based on the standards in a given subject area and grade level.

Learner Story - The Learner Story serves as a tool to help students understand themselves as learners so that they may determine which pathways will best meet their learning needs. The Learner Story also can be a way to collect Level 3 data (sometimes referred to as Street Data).

Learning Pathways - Teachers provide a variety of learning pathways that allow students to make a choice on how best to explore and engage in their learning.

Learner Agency - Learners have ownership and are a key driver of their learning. This includes making decisions about their learning with the guidance of their teachers and participating in activities that are personally meaningful and relevant.

Direct Instruction - Direct instruction by the teacher typically 10-25 minutes in length with a larger group.

Small Group Instruction - Small group instruction usually based on specific learner needs. Typically 5-15 minutes in length with 2-10 learners. Often used for re-teaching, processing information with teacher guidance, questions and answers, etc.

Collaborative Learning - Learners collaborate to work toward meeting common learner goals with a group or partner. Typically 2-6 learners with times that vary based on the needs of the group. Frequent check-ins from the teacher are appropriate.

Independent Learning - Individualized work time to work toward meeting learning goals. The time varies based on need and the ideal set-up is away from distractions (individual desk, study carrel, countertop spaces, etc.)

Conference - Individual meeting or instruction often used to provide assistance, assess, or check-in. Typically 1-10 minutes in length and based on learner needs (learner requested or teacher determined).

Group Discussions - Group discussion with an intentional focus. Example include Fishbowl, socratic seminars, high level discussions

Lab - Learners work individually or collaborate with other learners to experiment, test or investigate.

Learner Led Workshops - Learner led direct instruction or small group instruction on a topic that is chosen by the learner.

BE BOLD

BE WEST!

6 Questions to Own Your Learning

1. **What do I need to be able to know, understand and be able to do?**
 - What are the learning targets for the day?
 - What do I need to accomplish today?

2. **How will I show that I learned it?**
 - What is my evidence of learning? Ex. Quiz, test, project, paper, debate, etc.

3. **What will I do if I'm struggling with the learning process?**
 - What steps will I take to get back on track?
 - Should I attend a MyTime session to help get the support I need?

4. **What will I do when I've already learned it?**
 - How can I challenge myself to go deeper?
 - Should I look for a MyTime session to extend/enrich my learning?

5. **What do I need to know about myself as a learner and how can I own my learning?**
 - When am I most successful as a learner? What learning pathways work best for me?
 - How effectively am I using MyTime? What are the steps I can take to use that time most effectively?

6. **What Pathways are available for me to learn the content and demonstrate my learning?**
 - How will I best learn the content and material for the lesson/unit?
 - What are ways I can successfully demonstrate my learning?

BE BOLD
BE WEST!

Learner-Centered Practice: Common Language for Wayzata West Middle School

Learner-centered practice provides each and every student the opportunity to own their learning by amplifying their voice and customizing their learning pathways to develop lifelong skills and foster learner agency.

Term	DEFINITION	KEYWORDS/EXAMPLES
Proficiency-based Progress	Represents what learners are asked to master based on the standards in a given subject and grade level.	<ul style="list-style-type: none"> • Standards • Strands • Benchmarks • Power Standard • Learning Target • Formative, Summative
Learner Story	The Learner Story serves as a tool to help students understand themselves as learners so that they may determine which pathways will best meet their learning needs.	<ul style="list-style-type: none"> • Learner Story Template • The Learner Story can be an area where the learner compiles artifacts and evidence of learning (sometimes referred to as Level 3 or Street Data).
Learning Pathways	Teachers provide a variety of learning pathways that allow students to make a choice on how best to explore and engage in their learning.	
Learner Agency	Learners have ownership and are a key driver of their learning. This includes making decisions about their learning with the guidance of their teachers and participating in activities that are personally meaningful and relevant.	

Learning Pathway Examples

Pathway	DEFINITION	IMPLEMENTATION
Direct Instruction	Direct instruction by the teacher Examples: Introduction to a unit, topic, learning target, simulations, etc.	<ul style="list-style-type: none"> • Size: Large group instruction • Time: Typically 10-25 minutes • Set-up: Learners have unobstructed view of instruction

Small Group Instruction	<p>Small group instruction based on learner needs</p> <p>Examples: Q&A, Re-teaching, processing information with teacher guidance, etc.</p>	<ul style="list-style-type: none"> ● Size: 2-10 learners ● Time: Typically 5-15 minutes ● Set-up: U-shaped or small table area ● Offered based on learner needs (learner requested or teacher determined)
Collaborative Groups	<p>Learners collaborate on working toward meeting common learning goals with a group or a partner</p>	<ul style="list-style-type: none"> ● Size: 2 to 6 learners ● Time: Varies based on group needs (frequent check-ins) ● Set-up: Spaces that allow for collaboration
Independent Learning	<p>Individualized work time to work toward meeting learning goals.</p>	<ul style="list-style-type: none"> ● Size: 1 learner ● Time: Varies based on learner needs (frequent check-ins) ● Set-up: Away from distraction (i.e. individual desk, study carrel, countertop spaces, etc.) ● Offered based on learner needs
ADDITIONAL Pathways	DEFINITION	IMPLEMENTATION
Conference	<p>Individual meeting (Learner or teacher determined –assistance, assessment, check-in, etc.)</p>	<ul style="list-style-type: none"> ● Size: Individual or group as needed ● Time: Check-in: 1-2 minutes ● Set-up: Any location ● Offered based on learner needs (learner requested or teacher determined)
Group Discussions	<p>Group discussion with an intentional focus</p> <p>Examples: Fishbowl, socratic seminars, higher level discussions</p>	<ul style="list-style-type: none"> ● Size: 10-20 learners ● Time: Varies based on group needs (frequent check-ins) ● Set-up: Circular spaces that allow for discussion
Lab	<p>Learners collaborate or work alone to experiment, test, or investigate something in an effort to answer a question, solve a problem, and/or create additional learning.</p>	<ul style="list-style-type: none"> ● Size: 1-6 learners ● Time: Varies based on needs (frequent check-ins) ● Set-up: Spaces that allow for experiments, tests, or investigation
Learner Led Workshops	<p>Learner-led (or teacher encouraged) seminar or coaching workshop on their topic of choice.</p>	<ul style="list-style-type: none"> ● Size: 1-20 learners based on the comfort of the learner leading ● Time: Varies based on needs ● Set-up: Depending on size. Learners have unobstructed view of instruction or a small table area

Term Definitions

Standards	<p>According to MN State Board of Education standards define expectations for the educational achievement of public school students across the state in grades K-12. Determined by the state and adopted by the district. Standards define the knowledge and skills students should possess at critical points in their educational career. They are organized in the following structure:</p> <ul style="list-style-type: none"> ● Subject <ul style="list-style-type: none"> ○ Grade Level ○ Strand-The categories of standards in a given subject ○ Standard ○ Benchmark-The specific skills that make up a standard. (Note: in some cases, departments have defined “Power Standards” at this level)
Learning Target	Short term goals or statements that help learners easily understand what they are being asked to practice, learn, or develop.
Formative	Used as feedback during a unit or learning period to inform both learner and teacher as to progress being made.
Summative	Used to evaluate student learning at the end of an instructional period by comparing it against a standard or benchmark using a common summative rubric.



TAMMY HENDRICKSON <tammy.hendrickson@wayzataschools.org>

2022-2023 Calendar Feedback - 3 Options

1 message

stacie.vos@wayzataschools.org <stacie.vos@wayzataschools.org>

Mon, Jan 24, 2022 at 12:47 PM

Reply-To: stacie.vos@wayzataschools.org

To: tammy.hendrickson@wayzataschools.org

I've invited you to fill out a form:

2022-2023 Calendar Feedback - 3 Options

The Strategic Leadership Team in collaboration with the Calendar Committee have reviewed the feedback we have received and worked to create the following three calendar options for 2022-23. The purpose of this survey is to gather your feedback and to determine what aspects of the calendar you support.

Calendar Option One -

https://drive.google.com/file/d/1cC-rUTjamtnLpjOnInre5xeWXHt5Lx_/view?usp=sharing

- 1) 7 days of professional development prior to the start of school. August 25 & 26, August 29 through September 2nd
- 2) No end of quarter one professional development
- 3) A two week winter break - 8 non-contract days
- 4) No end of quarter three professional development
- 5) Flex Days February 21 and March 10
- 6) Last day of school for students - June 9
- 6) Last day of work - June 12
- 7) 167 Elementary/171 Secondary/166 Seniors- student contact days and 184 teacher contract days

Calendar Option Two -

https://drive.google.com/file/d/11BoS08uWbW1an8KP05Drxm7B6_g92VJR/view?usp=sharing

- 1) 5 days of professional development prior to the start of school. August 25, August 29-September 1.
- 2) End of quarter one professional development day - November 7
- 3) Reduction of winter break by two days - 6 non-contract days
- 4) Flex Days - January 13 and March 10
- 5) Last day of school for students - June 9
- 6) Last day of work - June 12
- 7) 168 Elementary /172 Secondary/167 Seniors -student contact days and 184 teacher contract days

Calendar Option Three-

<https://drive.google.com/file/d/1Us2ZGOUlJtpea7lPfXbtM63dFySRAs-L/view?usp=sharing>

- 1) 5 days of professional development prior to the start of school. August 25, August 29-September 1.
- 2) End of quarter one professional development day - November 7
- 3) Reduction of winter break by two days - 6 non-contract days
- 4) Flex Days - January 13 and March 10
- 5) Removal of K-12 comp day on March 31.
- 6) Last day of school for students - June 8
- 6) Last day of work- June 9
- 7) K-12 comp day - June 12
- 8) 168 Elementary/172 Secondary/168 Seniors- student contact days and 184 teacher contract days

FILL OUT FORM

Create your own Google Form

July 2022					August 2022					September 2022					
				1	1	2	3	4	5	19 Student Days	20 Contract Days		K-12 Non Student	1	2 NonContract
4	5	6	7	8	8	9	10	11	12	Holiday	5	6	7	8	9
11	12	13	14	15	15	16	17	18	19		Start Q1 K-12				
18	19	20	21	22	22	23	24	25	26						
25	26	27	28	29	New Teachers	New Teachers	New Teachers	K-12 Non Student	NonContract						
					K-12 Non Student	K-12 Non Student	K-12 Non Student	0 Student Days	5 Contract Days						
					*New Staff Orientation 8/22-24 *WPS Workshops, PD and Planning Days 8/25, 8/29-9/1					*WPS Workshops, PD and Planning Days 8/25-9/1 *WHS S1 Evening Open House 9/14					
October 2022					November 2022					December 2022					
3	4	5	6	7		1	2	3	4	14 Student Days	14 Contract Days			1	2
10	11	12	13	14				End Q1 K-5	K-5 Non Student	5	6	7	8	9	
17	18	HS Comp 19	20	21	K-12 Non Student	Start Q2 K-12				12	13	14	15	16	
24	25	K-12 Non Student	NonContract MEA	NonContract MEA	14	15	16	17	18	19	20	21	22	23	
31			18 Student Days	19 Contract Days	21	22	23	24	25			NonContract Winter Break	NonContract Winter Break	Holiday	
					28	29	30	17/18 Student Days	20 Contract Days	26	27	28	29	30	
*HS Evening Conferences 10/6 & 10/12 *K-8 Evening Conferences 10/18 *K-8 Day Conferences 10/19 *HS Conference Comp Day 10/19					*K-5 Planning Day 11/4 *K-12 PD/Grading Day 11/7 *K-12 Conferencing Comp Day 11/23					*HS Evening Conferences 12/7					
January 2023					February 2023					March 2023					
2	3	4	5	6			1	2	3	22 Student Days	23 Contract Days	1	2	3	
Holiday					6	7	8	9	10	6	7	8	9	10	
				K-12 Flex Learning	13	14	15	16	HS Comp 17					K-12 Flex Learning	
16	17	18	19	20				K-5 Non Student	K-12 Non Student	13	14	15	16	17	
Holiday	K-5 Non Student				20	21	22			20	21	22	23	24	
23	24	25	26	27	Holiday					27	28	29	30	31	
30	31		18/19 Student Days	20 Contract Days	27	28		17/18 Student Days	19 Contract Days				End Q3 K-12	K-12 Comp	
*K-5 Planning Day 1/17 *K-12 PD/Grading Day 1/27					*HS Registration Night 2/6 *HS S2 Evening Open House 2/8 *K-5 Planning 2/16 *K-8 Evening Conferences 2/16 *K-8 Day Conferences 2/17 *HS Conference Comp Day 2/17					*HS Evening Conferences 3/2 *K-12 Conferencing Comp Day 3/31					
April 2023					May 2023					June 2023					
14/15 Student Days	15 Contract Days				1	2	3	4	5	7 Student Days	8 Contract Days		1	2	
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9	
NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	15	16	17	18	19					Last Day for Seniors	
Start Q4 6-12 10	11	12	13	14						12	13	14	15	16	
K-5 Non Student	Start Q4 K-5				22	23	24	25	26	K-12 Non Student				End Q4 K-12	
17	18	19	20	21	29	30	31	22 Student Days	22 Contract Days	19	20	21	22	23	
24	25	26	27	28	Holiday					26	27	28	29	30	
*K-5 Planning Day 4/10										*Last Day for Seniors 6/2 *Last Day for Teachers 6/12					
STUDENT DAYS					CONTRACT DAYS					*District closed on dates marked Holiday					
	K-5	6-8	9-11	12	WKSH	582									
Q1	40.0	41.0	41.0	41.0	Q1	42.0									
Q2	44.0	45.0	45.0	45.0	Q2	48.0									
Q3	41.0	42.0	42.0	42.0	Q3	44.0									
Q4	43.0	44.0	44.0	39.0	Q4	45.0									
	168.0	172.0	172.0	167.0		184.0									

July 2022					August 2022					September 2022					
				1	1	2	3	4	5	19 Student Days	20 Contract Days		K-12 Non Student	1	2 NonContract
4	5	6	7	8	8	9	10	11	12	Holiday	Start Q1 K-12				
11	12	13	14	15	15	16	17	18	19						
18	19	20	21	22	New Teachers	New Teachers	New Teachers	K-12 Non Student	26 NonContract						
25	26	27	28	29	K-12 Non Student	K-12 Non Student	K-12 Non Student	0 Student Days	5 Contract Days						
					*New Staff Orientation 8/22-24 *WPS Workshops, PD and Planning Days 8/25, 8/29-9/1					*WPS Workshops, PD and Planning Days 8/25-9/1 *WHS S1 Evening Open House 9/14					
October 2022					November 2022					December 2022					
3	4	5	6	7		1	2	3	4	14 Student Days	14 Contract Days			1	2
10	11	12	13	14				End Q1 K-5	K-5 Non Student						
17	18	HS Comp 19 K-12 Non Student	20 NonContract MEA	21 NonContract MEA	7 K-12 Non Student	8 Start Q2 K-12									
24	25	26	27	28	14	15	16	17	18						
31			18 Student Days	19 Contract Days	21	22	23 K-12 Comp	24 Holiday	25 Holiday			21 NonContract Winter Break	22 NonContract Winter Break	23 Holiday	
					28	29	30	17/18 Student Days	20 Contract Days	26 Holiday	27 NonContract Winter Break	28 NonContract Winter Break	29 NonContract Winter Break	30 NonContract Winter Break	
*HS Evening Conferences 10/6 & 10/12 *K-8 Evening Conferences 10/18 *K-8 Day Conferences 10/19 *HS Conference Comp Day 10/19					*K-5 Planning Day 11/4 *K-12 PD/Grading Day 11/7 *K-12 Conferencing Comp Day 11/23					*HS Evening Conferences 12/7					
January 2023					February 2023					March 2023					
2	3	4	5	6			1	2	3	23 Student Days	23 Contract Days	1	2	3	
Holiday					6	7	8	9	10					10 K-12 Flex Learning	
16	17	18	19	20	13	14	15	16	HS Comp 17						
Holiday	K-5 Non Student				20	21	22	23	24						
23	24	25	26	27	Holiday					20	21	22	23	24	
30	31		18/19 Student Days	20 Contract Days	27	28		17/18 Student Days	19 Contract Days	27	28	29	30	31 End Q3 K-12	
*K-5 Planning Day 1/17 *K-12 PD/Grading Day 1/27					*HS Registration Night 2/6 *HS S2 Evening Open House 2/8 *K-5 Planning 2/16 *K-8 Evening Conferences 2/16 *K-8 Day Conferences 2/17 *HS Conference Comp Day 2/17					*HS Evening Conferences 3/2					
April 2023					May 2023					June 2023					
14/15 Student Days	15 Contract Days				1	2	3	4	5	6 Student Days	8 Contract Days		1	2 Last Day for Seniors	
3	4	5	6	7	8	9	10	11	12				8	9 K-12 Non Student	
NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	15	16	17	18	19						
Start Q4 6-12 10	Start Q4 K-5 11				22	23	24	25	26	12 K-12 Comp					
17	18	19	20	21	29	30	31	22 Student Days	22 Contract Days	19	20	21	22	23	
24	25	26	27	28	Holiday					26	27	28	29	30	
*K-5 Planning Day 4/10										*Last Day for Seniors 6/2 *Last Day for Teachers 6/9 *K-12 Conferencing Comp Day 6/12					

STUDENT DAYS					CONTRACT DAYS		*District closed on dates marked Holiday				
	K-5	6-8	9-11	12	WKSHPT	5-8					
Q1	40.0	41.0	41.0	41.0	Q1	42.0					
Q2	44.0	45.0	45.0	45.0	Q2	48.0					
Q3	42.0	43.0	43.0	43.0	Q3	44.0					
Q4	42.0	43.0	43.0	39.0	Q4	45.0					
	168.0	172.0	172.0	168.0		184.0					



School Board Presentation
2021-2022 School Year
COVID-19 Update
January 24, 2022

Two Primary Goals for this Year 2021-2022

Our two main goals:

1. Ensuring the health and well-being of students and staff.
2. Keeping students in school every day throughout the school year.

Excellence. For each and every student.

65



Last Year Compared to this Year

Last School Year.....

2020-2021

“The Year of the Learning Models”

The Current School Year.....

2021-2022

“The Year of Mitigation Strategies”

Excellence. For each and every student.

66



MN Department of Health/8-4-21

Slow or Stop Transmission

Mitigation strategies that are helpful in slowing/stopping spread when asymptomatic students or staff are in school.



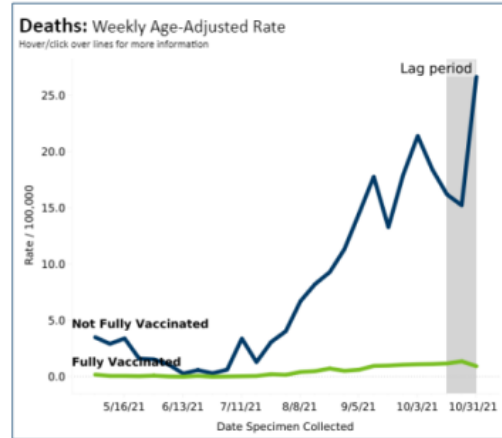
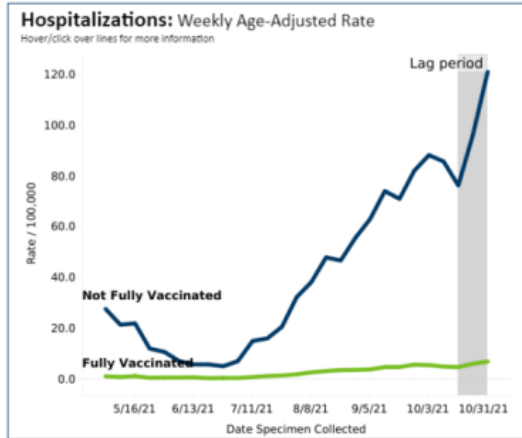
21

MN Department of Health Situation Update 12-15-21 Impact of Vaccination upon Hospitalizations and Deaths







Vaccine Breakthrough Data

COVID-19 Vaccine Breakthrough Weekly Update:







<https://www.health.state.mn.us/diseases/coronavirus/stats/vbt.html>



Hennepin County Selected Cities Within and/or Near Wayzata Public Schools 14 Day Running Total---Historical Data

Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	7/6/2021	7/13/2021	7/27/2021	8/3/2021	8/10/2021	8/17/2021	8/24/2021	8/31/2021	9/7/2021	9/14/2021	
Date Range:	7/19/2021	7/26/2021	8/9/2021	8/16/2021	8/23/2021	8/30/2021	9/6/2021	9/13/2021	9/20/2021	9/27/2021	Trend Line
Maple Grove	16.80	16.80	22.00	26.60	30.30	31.20	33.80	36.90	41.80	40.50	
Minnetonka	20.90	20.70	32.40	31.80	32.90	36.30	31.60	30.80	33.70	32.90	
Plymouth	16.20	16.30	22.10	30.70	37.30	32.90	32.90	36.80	34.80	32.20	
*Other NW Suburban in Hennepin County	13.00	13.00	19.40	21.10	25.90	28.80	24.60	28.80	35.60	35.00	
**Other W/S Suburban in Hennepin County	15.30	15.30	24.90	33.80	36.80	33.50	30.70	34.50	43.10	51.60	
Average #284 Cities and Local Vicinities	16.4	16.4	24.2	28.8	32.6	32.5	30.7	33.6	37.8	38.4	
Points	3.31	3.31	2.54	2.07	1.85	1.85	1.94	1.80	1.59	1.56	
*Other NW Suburban in Hennepin County	Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony										
**Other W/S Suburban in Hennepin County	Chanhasen, Deephaven, Excelsior, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, Minnetonka Beach, Minnetrista, Mound, Orono, St. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland										

Hennepin County Selected Cities Within and/or Near Wayzata Public Schools 14 Day Running Total---Historical Data

Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	8/17/2021	8/24/2021	8/31/2021	9/7/2021	9/14/2021	9/21/2021	9/28/2021	10/5/2021	10/12/2021	10/19/2021	
Date Range:	8/30/2021	9/6/2021	9/13/2021	9/20/2021	9/27/2021	10/4/2021	10/11/2021	10/18/2021	10/25/2021	11/1/2021	Trend Line
Maple Grove	36.90	33.80	36.90	42.70	44.80	55.20	64.50	54.30	46.30	70.70	
Minnetonka	30.80	31.60	30.80	34.80	35.80	41.30	47.80	43.40	38.80	71.40	
Plymouth	36.80	32.90	36.80	35.50	34.20	42.60	48.20	40.80	39.10	70.20	
*Other NW Suburban in Hennepin County	28.80	24.60	28.80	36.90	36.90	45.70	51.80	41.50	44.70	69.70	
**Other W/S Suburban in Hennepin County	34.50	30.70	34.50	44.00	55.30	63.20	64.20	59.60	49.40	73.80	
Average #284 Cities and Local Vicinities	33.6	30.7	33.6	38.8	41.4	49.6	55.3	47.9	43.7	71.2	
Points	1.80	1.94	1.80	1.59	1.56	1.01	0.00	1.08	1.29	0.00	
*Other NW Suburban in Hennepin County	Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony										
**Other W/S Suburban in Hennepin County	Chanhassen, Deephaven, Excelsior, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, Minnetonka Beach, Minnetrista, Mound, Orono, St. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland										

Hennepin County Selected Cities Within and/or Near Wayzata Public Schools 14 Day Running Total

Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	10/26/2021	11/2/2021	11/9/2021	11/16/2021	11/23/2021	11/30/2021	12/7/2021	12/14/2021	12/21/2021	12/28/2021	Trend Line
Date Range:	1/8/2021	11/15/2021	11/22/2021	11/29/2021	12/6/2021	12/13/2021	12/20/2021	12/27/2021	1/3/2022	1/10/2022	
Maple Grove	72.20	96.20	113.00	109.80	98.30	78.60	64.00	92.10	198.40	220.10	
Minnnetonka	72.90	96.50	97.20	84.70	84.10	81.60	81.10	104.90	186.70	201.50	
Plymouth	71.70	85.00	86.60	87.90	83.40	75.60	76.20	100.20	191.20	209.60	
*Other NW Suburban in Hennepin County	71.90	88.40	90.10	89.70	82.60	63.20	67.40	86.80	133.80	163.60	
**Other W/S Suburban in Hennepin County	77.40	102.80	99.10	86.40	92.50	83.50	76.10	91.00	147.20	162.50	
Average #284 Cities and Local Vicinities	73.2	93.8	97.2	91.7	88.2	76.5	73.0	95.0	171.5	191.5	
Points	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
*Other NW Suburban in Hennepin County	Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony										
**Other W/S Suburban in Hennepin County	Chanhausen, Deephaven, Excelsior, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, Minnnetonka Beach, Minnetrista, Mound, Orono, St. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland										

Last Year (2020-2021)

MDH Model Parameters

Number of Cases/10,000 over 14 Days, By County of Residence

Cases

Learning Model based on MDH Parameters

0-9

In-person learning for all students

10-19

In-person learning for elementary students
Hybrid learning for secondary students

20-29

Hybrid learning for all students

30-49

Hybrid learning for elementary students
Distance learning for secondary students

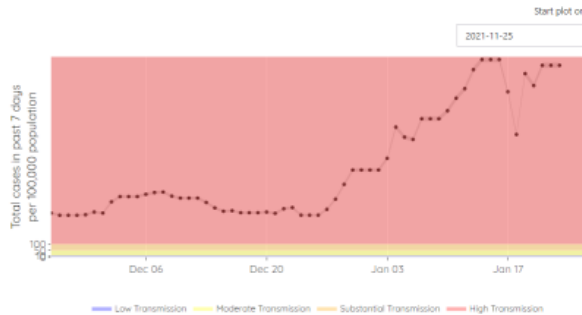
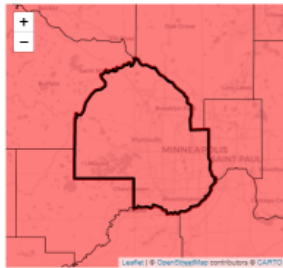
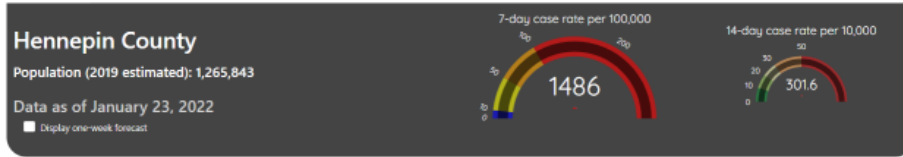
50+ (301.6) Distance learning for all students

Hennepin County and WPS---U of MN Wolfson Model

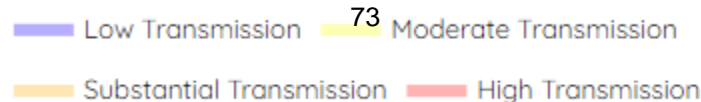
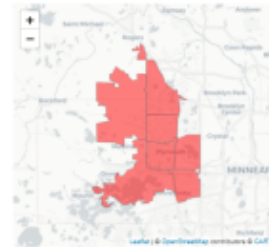
7 Day Running Total of Cases per 100,000 Residents

https://jwolfson.shinyapps.io/school_openings/

Hennepin County 1-23-22 (1486)





WPS School District 1-20-22 (1560)



Hennepin County and WPS

7 Day Running Totals---Wolfson Model—University of MN

https://jwolfson.shinyapps.io/school_openings/

7 Day Running Total of Cases per 100,000 Residents---Wolfson Model U of MN											
Date:	11/11/2021	11/18/2021	11/25/2021	12/2/2021	12/9/2021	12/16/2021	12/23/2021	12/30/2021	1/9/2022	1/16/2022	Trend Line
Hennepin County	335	415	341	428	473	359	384	675	1072	1531	
Wayzata Public Schools	468	504	922	376	509	376	400	649	843	1496	

MN Department of Health

Core Indicators—New Cases and Positivity Rate

MMWR TABLE. CDC core indicators of and thresholds for community transmission levels of SARS-CoV-2

Indicator	Transmission level			
	Low	Moderate	Substantial	High
New cases per 100,000 persons in the past 7 days*	0-9.99	10.00-49.99	50.00-99.99	≥100.00
Percentage of positive nucleic acid amplification tests in the past 7 days†	<5.00	5.00-7.99	8.00-9.99	≥10.00

WPS = 1560
HenCty = 1486

12-26-21

0-9 YRS 15.79

10-19 YRS 20.92

* Number of new cases in the county (or other administrative level) in the past 7 days divided by the population in the county (or other administrative level) multiplied by 100,000.

† Number of positive tests in the county (or other administrative level) during the past 7 days divided by the total number of tests performed in the county (or other administrative level) during the past 7 days.

Calculating SARS-CoV-2 Laboratory Test Percent Positivity: CDC Methods and Considerations for Comparisons and Interpretation: <https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/calculating-percent-positivity.html>

MN Department of Health Positivity Rate Comparison: 8-13-21 and 9-24-21

September 12, 2021

October 24, 2021

MN Weekly Testing and Positivity by Age Band
9/24/2021

Age	Positivity Rates		Tests/10,000	
	9/5/2021	9/12/2021	9/5/2021	9/12/2021
Week of:	9/5/2021	9/12/2021	9/5/2021	9/12/2021
0-9	7.77%	6.78%	251.7	412.5
10-19	8.50%	8.67%	287.3	468.2
20-29	7.10%	6.76%	448.7	500.3
30-39	6.87%	6.89%	438.7	513.8
40-49	7.22%	6.77%	366.0	439.7
50-59	5.95%	6.02%	327.2	360.0
60-69	5.12%	5.57%	364.6	386.7
70-79	4.49%	4.82%	426.7	449.1
80+	2.17%	2.40%	833.2	851.2

MN Weekly Testing and Positivity by Age Band 11/05/21

Age	Positivity Rates		Tests/10,000	
	10/17/2021	10/24/2021	10/17/2021	10/24/2021
Week of:	10/17/2021	10/24/2021	10/17/2021	10/24/2021
0-9	7.60%	7.96%	376	391.6
10-19	8.72%	10.10%	338.7	352.6
20-29	6.35%	7.51%	442.3	456.3
30-39	7.53%	8.24%	495.5	508.3
40-49	7.27%	8.85%	431	437.4
50-59	6.97%	8.15%	357.7	360.9
60-69	6.81%	8.25%	372.9	375.6
70-79	6.35%	7.91%	388.7	396.3
80+	3.17%	4.31%	688.8	657.9

MN Department of Health Positivity Rate: 11-28-21

November 28, 2021

December 26, 2021

MN Weekly Testing and Positivity by Age Band 12/3/21

Age	Week of:	Positivity Rates		Tests/10,000	
		11/21/2021	11/28/2021	11/21/2021	11/28/2021
0-9		10.92%	12.21%	457.5	470.1
10-19		11.35%	12.00%	388.3	476.0
20-29		9.86%	10.63%	494.1	669.8
30-39		10.75%	12.39%	586.2	694.4
40-49		10.96%	12.30%	513.1	598.0
50-59		10.19%	11.39%	402.0	484.7
60-69		9.68%	9.55%	403.3	489.1
70-79		7.62%	7.41%	420.2	497.5
80+		4.18%	4.17%	691.1	805.6

MN Weekly Testing and Positivity by Age Band

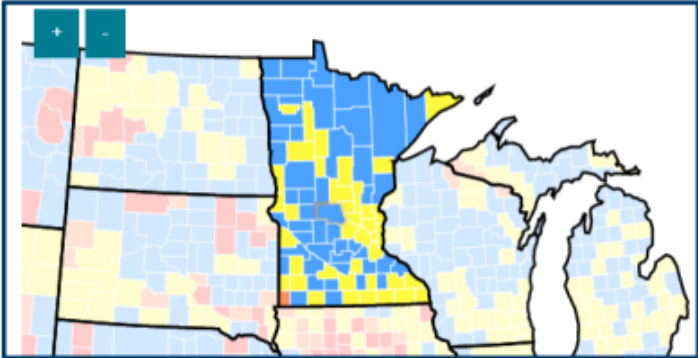
Age	Week of:	Positivity Rates		Tests/10,000	
		12/19/2021	12/26/2021	12/19/2021	12/26/2021
0-9		7.96%	15.79%	373.5	380.8
10-19		9.93%	20.92%	406.5	398.3
20-29		12.12%	21.78%	625.2	745.3
30-39		9.64%	18.91%	642.4	720
40-49		8.96%	18.33%	540.9	581.6
50-59		7.93%	15.85%	451.7	480.3
60-69		6.20%	11.58%	457.4	484.3
70-79		4.55%	8.58%	446.8	486.3
80+		2.53%	3.93%	630.3	781

MN Department of Health Situation Update 8-4-21

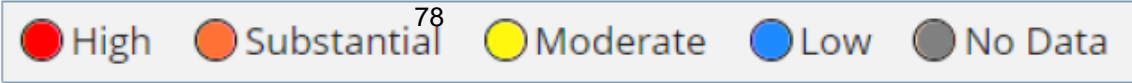
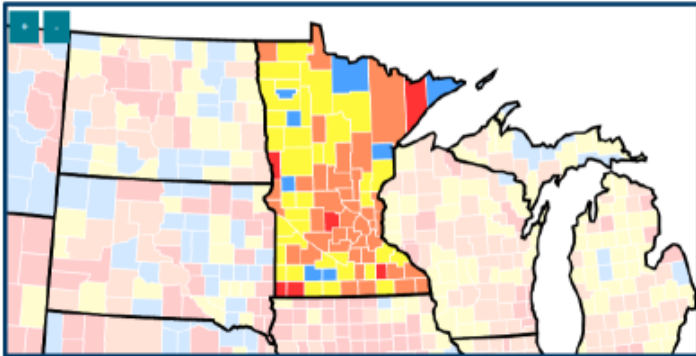
CDC COVID-19 Integrated County View Comparison

Minnesota County
change summary
for the weeks of:
7-10-21 to
8-1-21

7/4/21 – 7/10/21



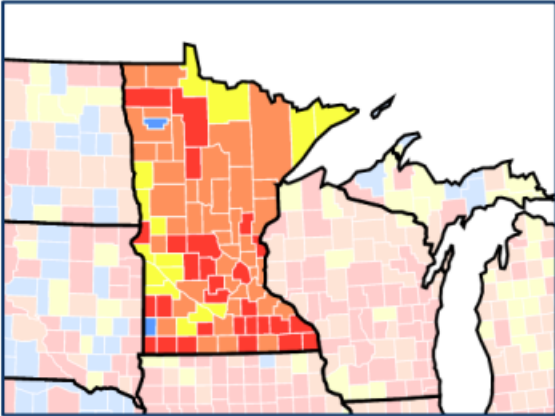
7/26/21 – 8/1/21



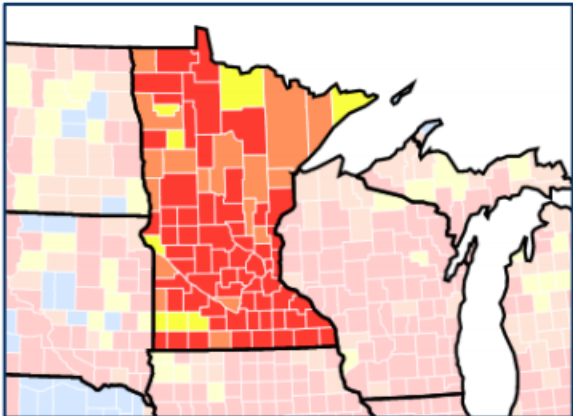
MN Department of Health Situation Update 8-12-21

CDC COVID-19 Integrated County View Comparison:
<https://covid.cdc.gov/covid-data-tracker/#county-view>

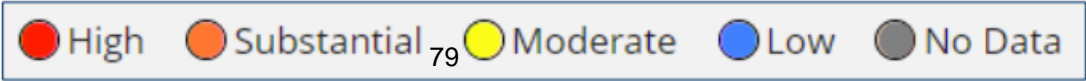
Minnesota County
change summary
for the weeks of:
8-7-21 to
8-14-21



8/1/21 – 8/7/21



8/8/21 – 8/14/21

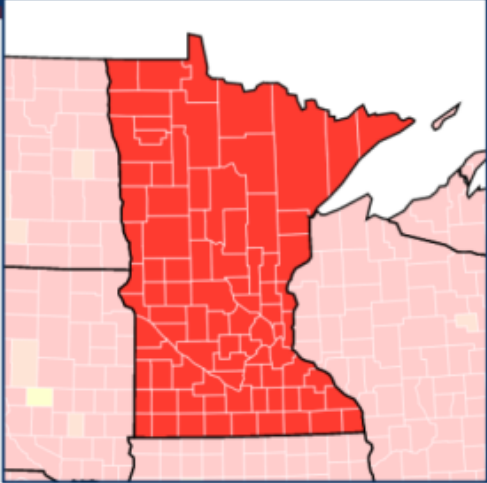


MN Department of Health Situation Update 11-10-21

CDC COVID-19 Integrated County View Comparison
10/31/2021 – 11/06/2021

Minnesota County
change summary
for the weeks of:
10-31-21 to
11-6-21

CDC COVID Data Tracker:
[https://covid.cdc.gov/covid-data-tracker/#county-view|Minnesota|Risk|community transmission level](https://covid.cdc.gov/covid-data-tracker/#county-view|Minnesota|Risk|community%20transmission%20level)



● High ● Substantial ● Moderate ● Low ● No Data

8

Wayzata Public Schools-District Dashboard

Cumulative Total Student/Staff Cases 9-1-21 thru 1-19-22

	19-Jan	12-Jan	5-Jan	29-Dec	22-Dec	15-Dec	8-Dec	1-Dec	24-Nov	17-Nov	10-Nov	3-Nov	27-Oct	20-Oct	13-Oct	6-Oct	29-Sep	22-Sep	15-Sep	8-Sep	1-Sep	Total	
Early Learning School	8	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18
Birchview Elementary	24	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45
Gleason Lake elementary	41	35	0	9	7	0	0	0	0	0	7	0	0	0	5	0	0	0	0	0	0	0	104
Greenwood Elementary	23	30	12	6	0	7	11	0	0	5	8	7	5	8	9	0	0	0	0	0	5	0	136
Kimberly Lane Elementary	22	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49
Meadow Ridge Elementary	26	18	0	0	0	7	5	6	9	6	0	0	0	0	0	0	5	0	0	0	0	0	82
North Woods Elementary	35	27	11	5	9	11	9	5	0	7	10	6	9	0	0	0	0	0	0	0	0	0	144
Oakwood Elementary	21	8	0	7	5	0	0	6	5	0	0	0	0	0	0	0	0	0	0	0	0	0	52
Plymouth Creek Elementary	14	22	0	0	0	0	8	0	9	0	0	0	0	0	5	0	0	0	0	0	0	0	58
Sunset Hill Elementary	25	38	0	5	0	0	6	0	5	10	42	0	0	0	0	0	0	0	0	0	0	0	131
Central Middle School	75	61	11	7	5	7	12	5	8	17	9	0	0	0	0	0	0	0	0	0	0	0	217
East Middle School	35	27	0	0	0	11	5	0	0	6	5	0	0	0	0	0	0	0	0	0	0	0	89
West Middle School	45	39	0	0	0	8	10	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	107
Wayzata High School	196	219	6	13	11	18	27	13	17	10	7	7	0	0	8	8	8	7	0	0	0	0	575
Wayzata Transition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District Offices	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Other Cases < 5/Building	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	11	11	14	3	1	54	
Wayzata Total	590	589	40	52	37	69	93	40	53	61	88	20	14	8	27	22	24	18	14	8	1	1868	

Wayzata Public Schools-District Dashboard

Cumulative Total Quarantines 9-1-21 thru 1-19-22

	19-Jan	12-Jan	5-Jan	29-Dec	22-Dec	15-Dec	8-Dec	1-Dec	24-Nov	17-Nov	10-Nov	3-Nov	27-Oct	20-Oct	13-Oct	6-Oct	29-Sep	22-Sep	15-Sep	8-Sep	1-Sep	Total
Early Learning School	1	7	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	13
Birchview Elementary	10	23	0	4	1	2	5	9	8	4	5	2	0	2	11	1	0	10	2	0	0	99
Gleason Lake elementary	14	18	0	5	2	2	7	2	3	13	22	2	4	1	4	8	15	12	7	0	0	141
Greenwood Elementary	11	19	0	3	1	4	10	4	7	11	14	14	15	15	14	7	9	20	3	2	0	183
Kimberly Lane Elementary	6	7	0	3	2	2	1	15	27	3	8	3	0	8	9	2	2	2	2	0	0	102
Meadow Ridge Elementary	13	11	0	1	2	8	8	8	21	24	13	3	2	1	0	9	16	6	3	0	0	149
North Woods Elementary	7	6	0	5	4	8	3	7	17	19	19	10	33	0	11	14	2	18	5	1	0	189
Oakwood Elementary	4	10	5	3	3	3	3	12	13	9	2	0	5	0	15	7	0	11	0	0	0	105
Plymouth Creek Elementary	17	9	0	1	1	2	7	14	79	30	10	7	5	19	10	3	0	3	4	0	0	221
Sunset Hill Elementary	15	14	1	5	1	5	6	9	8	20	41	5	1	8	6	6	0	5	8	0	0	164
Central Middle School	12	8	0	2	4	5	5	18	35	66	58	16	10	8	6	3	4	12	3	0	0	275
East Middle School	5	6	0	1	0	2	4	1	8	4	3	2	1	4	1	1	0	21	1	0	0	65
West Middle School	7	5	0	3	2	5	2	1	9	2	3	2	1	1	0	5	10	12	1	0	0	71
Wayzata High School	0	5	1	0	2	1	1	0	4	0	0	1	2	2	0	1	2	9	0	0	0	31
Wayzata Transition	0	0	0	0	0	0	0	0	1	0	5	0	0	0	0	0	0	0	0	0	0	6
District Offices	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	122	148	7	37	25	50	62	100	240	206	204	67	79	69	87	67	61	141	39	3	0	1814

Positive Signs Regarding Staffing

1. Staff and Student Positive Tests in past week:

- 1/18 = 215 Staff and Student Positive Tests
- 1/19 = 105 Staff and Student Positive Tests
- 1/20 = 53 Staff and Student Positive Tests
- 1/21 = 36 Staff and Student Positive Tests

2. Teacher absences during January:

- 1/3/22 = 120 teacher absences
- 1/10/22 = 128 teachers absences
- 1/24/22 = 35 teacher absences with all positions filled

Positive Signs and On-Going Challenges

3. Still on the Radar and Being Continuously Monitored:
- Shortage of substitute teachers and substitutes for other positions
 - Bus drivers (have been or currently fully staffed but we have very few extras)
 - Supply Chain for Wayzata Cafes paper products and food supplies
 - Staff workload and concerns for managing standard work and added COVID work

Closing Thoughts

1. We will continue focusing on our two primary goals and doing what we think will help us achieve them: A) Keep students and staff safe, and B) Keep students at school for in-person learning every day.
2. We appreciate the feedback from parents, students, staff and others as we navigate the COVID-19 challenges.
3. We are recommending continuing with the current mitigation strategies for now, other than those outlined earlier, given the current conditions and we will continue to consider any future modifications.
4. Although a draft timeline for implementation of less restrictive mitigation strategies had been considered, current local conditions are delaying our move toward less restrictive measures.
5. We have been generally fortunate with sports and activities that participants have mostly been able to participate with very few contests or events needing to be cancelled due to COVID 19.
7. Regardless of the circumstances, our teachers, principals and support staff have been and will continue to work tirelessly to design and deliver the best possible educational experience for students.

Thank you!