



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - May 23, 2022 - 4:00 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

AGENDA

1. **ROLL CALL/CALL TO ORDER**
 - A. **Teaching and Learning Reports**
 1. Literacy Curriculum and Programming Overview (30 minutes) 2
 2. Birchview Professional Learning Community (PLC) Presentation (30 minutes) 18
 - B. **Community Education Reports**
 1. Volunteer Rebranding and General Updates (30 minutes) 36
 - C. **Finance and Operations Reports**
 1. Transportation Services RFP Results (15 minutes) 58
 2. Legislative/Budget Updates (20 minutes)
 - D. **Superintendent's Reports**
2. **ADJOURN**



Excellence. For each and every student.

Elementary Literacy Updates

May, 2022



Updates

- Core Curriculum
- Literacy Intervention
 - Leadership
 - Training
 - Professional Development
- Ongoing Initiatives, Questions
- Camp Explore (Summer Learning)

Timeline: Family and Community Engagement

2016-18 - Task Force - developed documents on Dyslexia for teachers and families

2018 - Dyslexia training, elementary teachers - fall staff meetings

2018-2022 - Ongoing learning through articles and discussions in Literacy Specialist Meetings.

February 2020 - Presented to MTSS Advisory Board, Intervention

May 2021 - Presented to School Board: Intervention Updates, including dyslexia information

October 2021 - Presented to CITAC: Dyslexia, Literacy Intervention

July 2021 - Principal Literacy Workshop, summer, included dyslexia and intervention focus

August 2021- Paraprofessional Institute, Dyslexia: Recognizing Strengths, Supporting Challenges

January 2022 - Presented to Greenwood PTA on Literacy Program Overview

2021-22 - Six Session PD Series on Dyslexia, all Literacy Specialists

** Countless other meetings and conversations with individuals, buildings, and families.



**COLLABORATIVE
CLASSROOM™**



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Elementary Curriculum Selection Process 2017-2019



Wayzata Public Schools Strategic Roadmap for Literacy

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.
-International Literacy Association

MISSION	Our Core Purpose	CORE EDUCATIONAL VALUES: We Believe.....	Drivers of our Words and Actions
To inspire each and every student to develop the literacy skills needed to be a life-long learner. To ensure all students develop the literacy skills to gain knowledge of self, others and the world so that they may positively impact their future and the future of their communities.		<ul style="list-style-type: none"> Students need to read and write daily All students can learn and achieve at high levels A focus on creating meaning is central in literacy instruction All students should have opportunities to actively build new knowledge by engaging in challenging, authentic literacy experiences All learners should have access to high quality, diverse Success, motivation and engagement interact to impact students' literacy learning and achievement Students deserve a personalized learning environment characterized by choice and voice Teachers recognize that students learn to read through methods Literacy is about learning, thinking, and communicating in addition to developing skills Media Centers provide important literacy and inquiry Technology is a tool to research, organize, create, evaluate and communicate information Skilled teachers are key to student learning 	

"The ultimate goal of reading is to become more than we are at the moment; to become better than we are now; to become what we did not even know we wanted to become."
-Kylene Beers and Robert Probst, from *Discussing Thinking*

Fall 2017



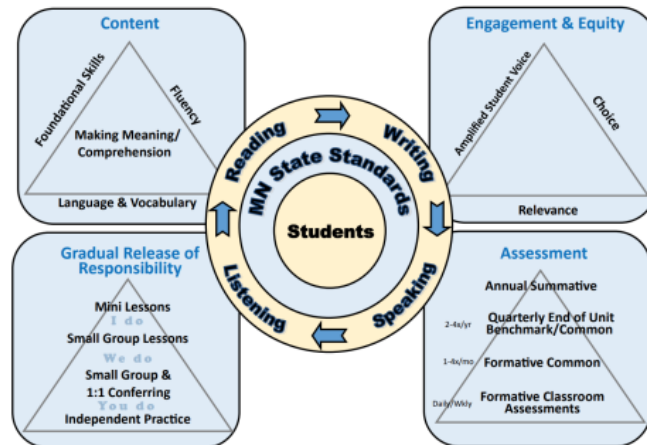
Wayzata Public Schools Strategic Roadmap for Literacy

VISION	ACTIONS	What we Intend
Students	<ul style="list-style-type: none"> Be a curious, active learner Participate in the literacy community Choose texts to read Talk and write about reading Use reading, writing, speaking and listening to learn about self, others and the world Build and share knowledge Set goals to progress in reading and writing Build reading stamina Use strategies to comprehend, interpret and appreciate texts Learn about words and language Use spoken, written, and visual language to communicate ideas Work with others and respect their ideas and opinions 	<ul style="list-style-type: none"> Model literacy Maintain high expectations for each student Create a climate of trust and collaboration Engage students in authentic literacy activities Read aloud Teach vocabulary, phonics and comprehension strategies Provide opportunities for students to choose texts and read independently Promote student engagement with text via opportunities for personal response Elevate student voice through opportunities for students to talk and write about texts and ideas Use a wide range of high quality, diverse texts Use assessment to understand students' interests, skills, and needs and to plan for and deliver instruction Create student goal setting and reflection Collaborate with colleagues within school and across the District
Teachers		<ul style="list-style-type: none"> Value Provide and instill Provide learning Provide Identify Include Structure learning experiences development so that teachers engage as reflective practitioners and build confidence in implementing best practices Support PLCs and grade levels across the district Maintain an assessment system, to collect and organize useful data Focus on growth
School/District		

"The ultimate goal of reading is to become more than we are at the moment; to become better than we are now; to become what we did not even know we wanted to become."
-Kylene Beers and Robert Probst, from *Discussing Thinking*

Fall 2017

Comprehensive Literacy Framework

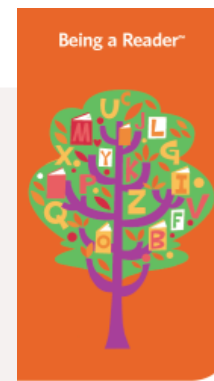




K-5

- Trade books as mentor texts
- Vocabulary Development
- Individualized Daily Reading
- Conferring
- Complex Texts & Close Reading
- Integration of Social Skills

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K-1: Shared Reading

2: Word Study

K-2: Small Group

- Based on student need
- Focused on foundational skills sequence
- Skills introduced & practiced in connected text

Foundational Skills Assessment

General Education

Screening 3 X per year

Classroom Assessment - ongoing 

Set Placement

Group Progress Assessments

Individual Reading Observation

Mastery Tests

Class Assessments

Conferring

Individual Comprehension Assessment

Reading Intervention

Diagnostics

Progress Monitoring

Summative Assessment

Literacy Intervention

- Leadership
- Training
- Professional Development
- Ongoing Initiatives

Literacy Intervention Leadership: Julie Schneider

17 Years Focused on Literacy Intervention, 2005-Present

Masters in Curriculum and Instruction, K-12 Reading License, Adjunct Instructor

Reading Recovery -

Reading Recovery Trained, 2012-2013

Reading Recovery Teacher Leader Trained, 2018-2019



Orton Gillingham -

Trained (x3), 2008, 2021

Orton Gillingham Certified, 2022

Training as an Orton Gillingham Trainer, 2022



Wilson Language Essentials - Level 1 Training, Foundations Workshop Training

CERI Certified - Structured Literacy Dyslexia Interventionist



LETRS Trained, Units 1-4 complete, finalizing Units ¹⁰5-8 2022-2023 as live sessions become available.

Literacy Specialist Professional Development, 2020-Present:

Reading Recovery:

Currently 13 Trained Reading Recovery Teachers in 9 Wayzata Elementaries
2022-23: Training 5 additional Reading Recovery Teachers

Dyslexia:

Completed 2021-22: Six Part PD Series for All Literacy Specialists, K-5

2021 Fall Book Study (Opt in): Shifting the Balance: 6 Ways to Bring the Science of Reading to the Balanced Literacy Classroom

2020 Fall Book Study (Opt in): A Fresh Look at Phonics, Wiley Blevins

Other PD Topics:

- SIPPS Study (Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words)
- LLI Study (Leveled Literacy Intervention)
- Connecting to Classroom focus (Connecting Intervention to Core)



Dyslexia Six Part PD Series:

Completed 2021-22: All Literacy Specialists, K-8

Work included:

Understanding MDE Statutes and Screening Requirements

Linking MDE Requirements to Wayzata Practice

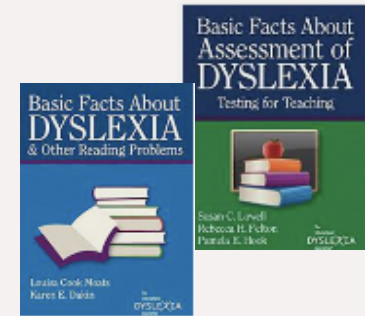
Supporting families and students with characteristics of dyslexia or a diagnosis

Feedback:

96% of Literacy Specialists rated the six sessions “Very Valuable” or “Valuable”

4% of Literacy Specialists rated the session as “somewhat valuable” (1 teacher)

0% were neutral on the value of the session or rated as “not very valuable”



K-5 Continuing Improvement Initiatives, 2022-2023:

Reading Recovery:

2022-23: Training 5 additional teachers in Reading Recovery

Book Study (Repeat, Opt in): Shifting the Balance: 6 Ways to Bring the Science of Reading to the Balanced Literacy Classroom

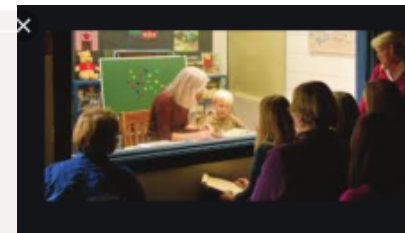
Continued Curriculum-Based PD- SIPPS, LLI

Foundational Skills Intensifications- Support and Materials for Kindergarten Teachers, intensifying letter learning and foundational skills, multisensory practices

Intensifying Set Instruction - Classroom Teachers K-3

Writing Review - Began May 2022

On-going Assessment Implementation - Partnering with Stacey Lackner



Three Questions:

- 1) Classroom Teachers / CCC Curriculum Fidelity
- 1) Elementary Classroom Materials
- 1) Literacy Specialist Training



Camp Explore, K-4:

Camp Explore is a full-day program that engages students in learning with a focus on play, creativity, and innovation. Through math play, thematic reading, arts, technology and adventure students will grow towards accomplishing personal academic goals.

When: June 27-August 4, 2022 (6 weeks, 23 days), Monday-Thursday, 8:30-3:00

Morning Sessions:

Academic focus on reading, writing and math

Instruction based on individual Continual Learning Plan (CLP) goals

Afternoon Sessions:

Choice-Based Camp Experiences

Camp Explore, Student Experience

Read aloud and student discussion

Direct instruction in reading comprehension strategies

Phonological and Phonemic Awareness

Independent work

- Reading and conferring
- Word Work (phonics and high frequency words)
- Writing

Shared reading experience

Critical thinking strategies to engage in questioning

Access to high quality texts - new classroom libraries

Activities aligned to the CLP goals

Questions?

Thank
You

Professional Learning Communities Birchview Elementary



May 23, 2022

School Board Work Session

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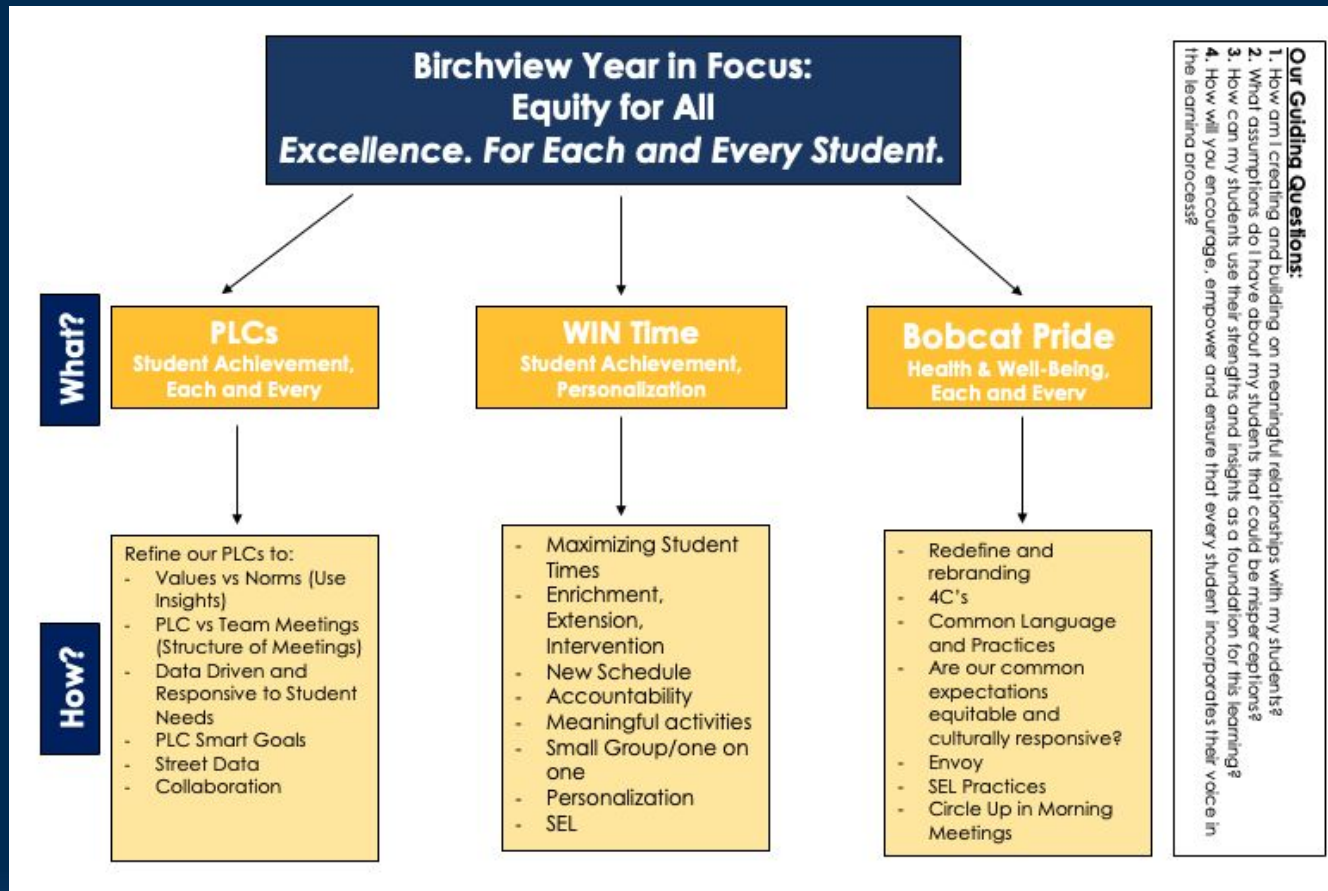
Agenda

- Birchview Year in Focus Review
- What is a PLC?
- PLCs at Birchview
- Bobcat Pride Street Data and PLCs
- PLCs at Work
- Next Steps
- WRAP Up



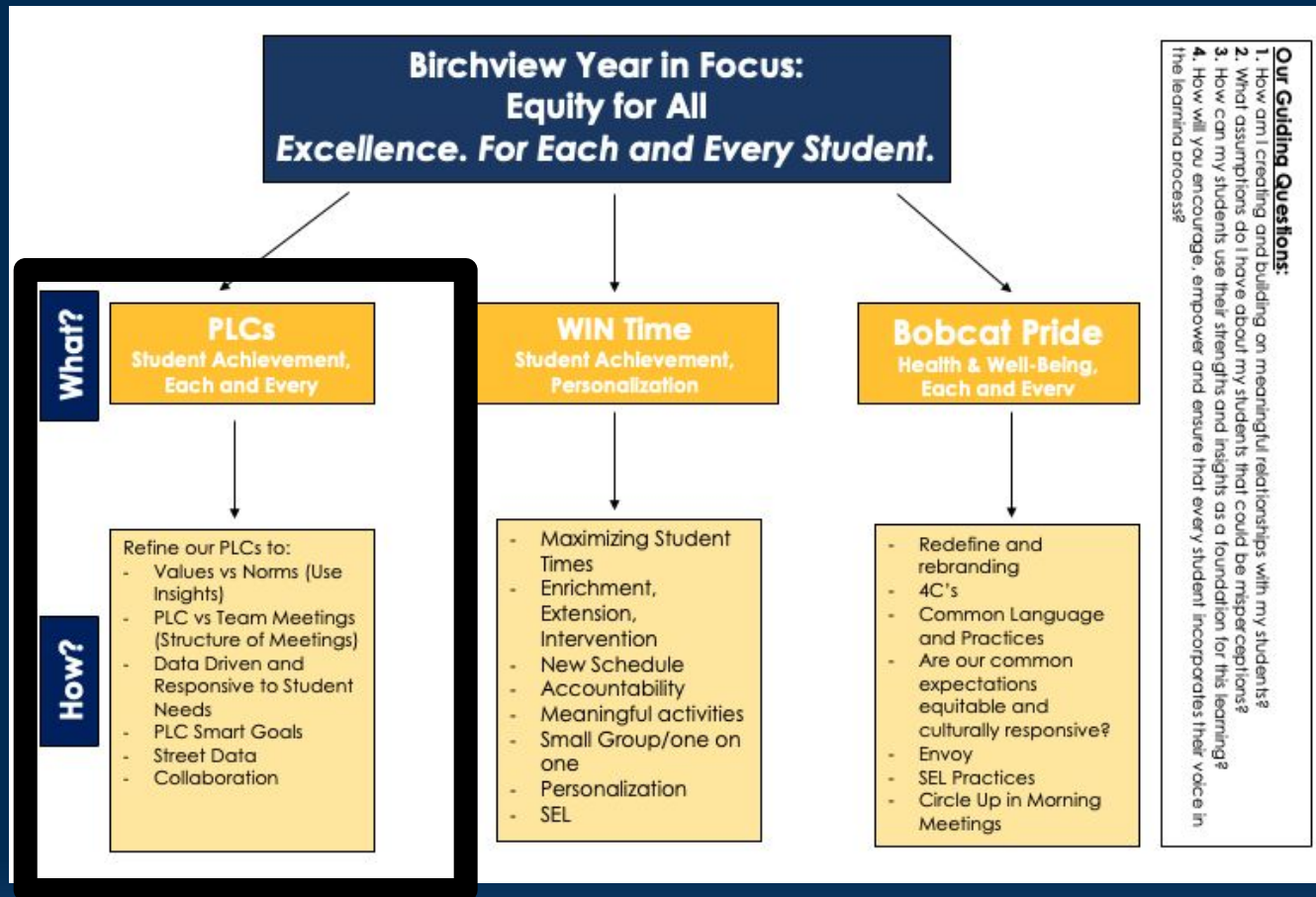
2021 - 2022

Birchview School Year in Focus



2021 - 2022

Birchview School Year in Focus



Professional Learning Community (PLCs)

A professional learning community or PLC is a group of educators that meet regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

PLCs at Birchview

- Each team meets at least once a week for 45 minutes
- Grade level smart goals
- Building Goal
- Focus on student achievement and health and well being
- Essential PLC Questions
- Each and Every

Birchview PLC Meetings- 2021-2022

Essential PLC Questions	
Q1: What do we expect our students to learn? (Outcomes)	Q2: How will we know they are learning? (Assessments & Data)
Q3: How will we respond when they don't learn? (Interventions)	Q4: How will we respond when they already know it? (Extensions)

Team: (Grade Level)	Meeting Date/Time		
Team Members:			
PLC Norms: (Be respectful of time, Be present, Be open to others' ideas, Be prepared with data, follow through on expected follow up prior to next meeting, fun)			
Team Values or belief statements:			
Vision Statement: (Team Smart Goal/Action Research)			
Equity in your planning: (Can we pull in more from the 1-4 sessions from 21)			
<ol style="list-style-type: none"> 1. How am I creating and building on meaningful relationships with my students? 2. What assumptions do I have about my students that could be misperceptions? 3. How can my students use their strengths and insights as a foundation for this learning? 4. How will I encourage, empower and ensure that every student incorporates their voice in the learning process? 			
Tools: Link			
<i>*One row per meeting, put the most recent meeting at the top. Link notes to master PLC document on staff website.</i>			
Date	Agenda items	Discussion Notes	Action Items for next meeting
			<input type="checkbox"/>
			<input type="checkbox"/>

Building Goal

Our Focus: We want all our students to be connected, feel a sense of belonging and know that they are safe at school.

Strategic Direction #4 Health and Well - Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.

Connected

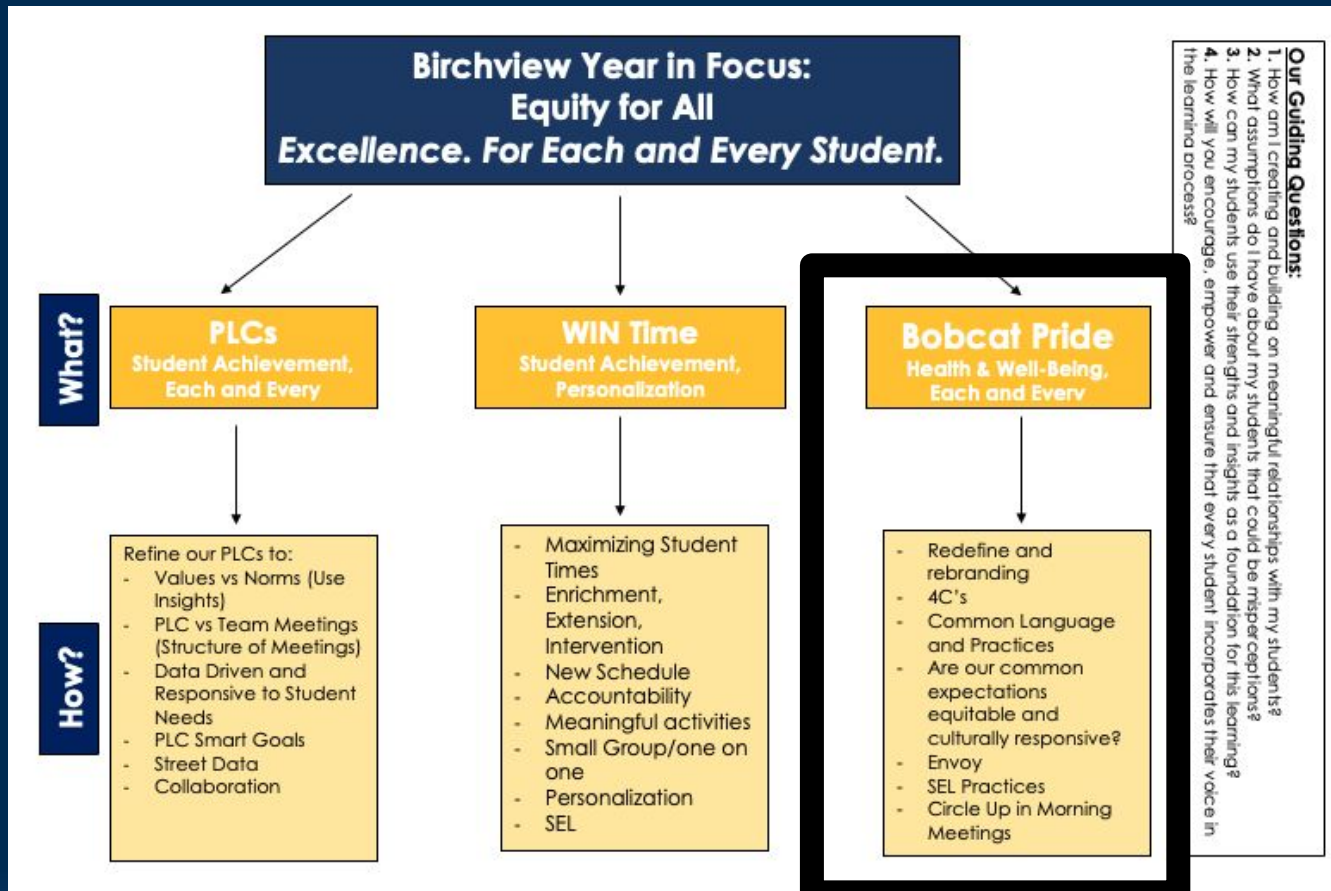
Belonging

Safety



2021 - 2022

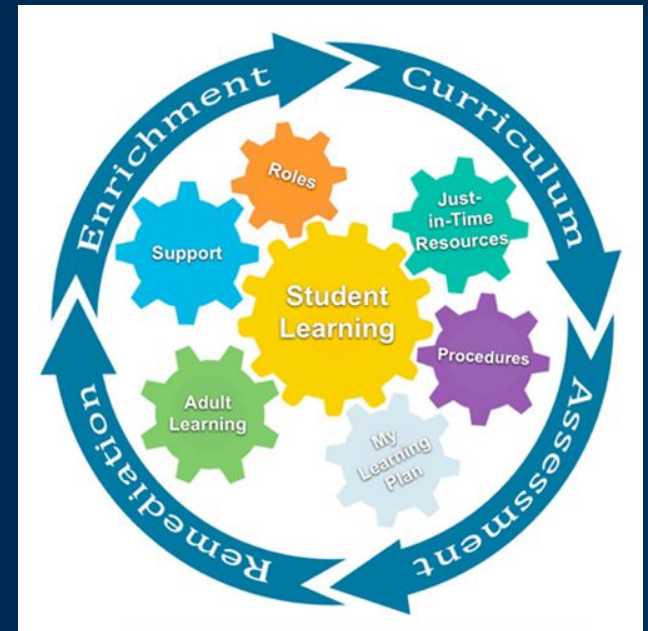
Birchview School Year in Focus



Bobcat Pride Street Data and PLCs

In our PLCs, we focused on:

- Gathering street data to learn more about our individual student assets and strengths
- Using what we know about our students and incorporate in our planning and preparation
- Reviewing, monitoring, adjusting



PLCs at Work Birchview



Gathering the street data

2021-2022 Bobcat Pride Street Data
Student Response Form

Student:

Question	Students Response (Yes)	Student Response (No)
Do you have a grown up in the building you feel comfortable talking with if you need something?	<input type="checkbox"/> Yes If, yes...What grown ups do you go to?	<input type="checkbox"/> No
Do you have a close friend at school?	<input type="checkbox"/> Yes If, yes...Can you name a few?	<input type="checkbox"/> No If, no... Who do you like to play with?
Do you feel safe at school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No If, no...Can you tell me more about that?

- Student interviews (Winter and Spring) by classroom teacher
- Recording in building spreadsheet
- Connectedness, belonging and safety

Analyzing the data

School-Wide (out of 386 responses) - WINTER Results

- 374 students (**96%**) had an adult they could go to (*Connection*)
- 376 students (**97%**) could name at least 1 good friend (*Belonging*)
- 362 students (**93%**) felt safe at school (*Safety*)

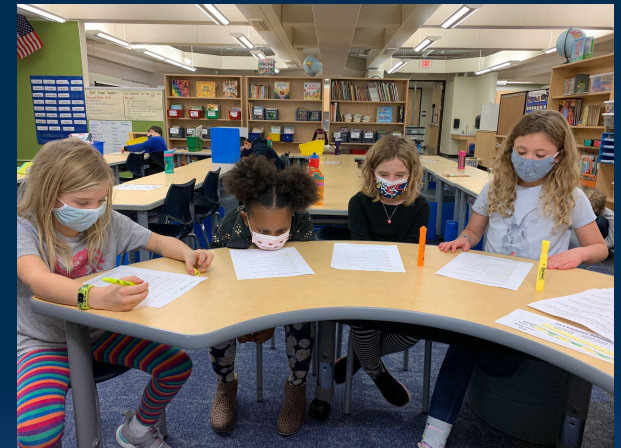


	K	1	2	3	4	5
Connected	100%	98%	93%	93%	100%	94%
Belonging	100%	98%	93%	93%	100%	98%
Safety	100%	92%	95%	80%	100%	92%

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Action - What did we do?

- Circle Up - Daily Community Circles
 - Think about it Thursdays
- Monthly lessons around 4Cs to celebrate each and every student in our learning community, while teaching and reinforcing our school wide beliefs of community, compassion, commitment, & curiosity
- Bobcat Pride - 4 Cs
 - Bobcat of the Month
 - Bobcat Pride Shout Outs
 - Bobcat Pride
- Individual Student Plans (PLCs and WRAP meetings)
- Birchview Moments



Some of the action



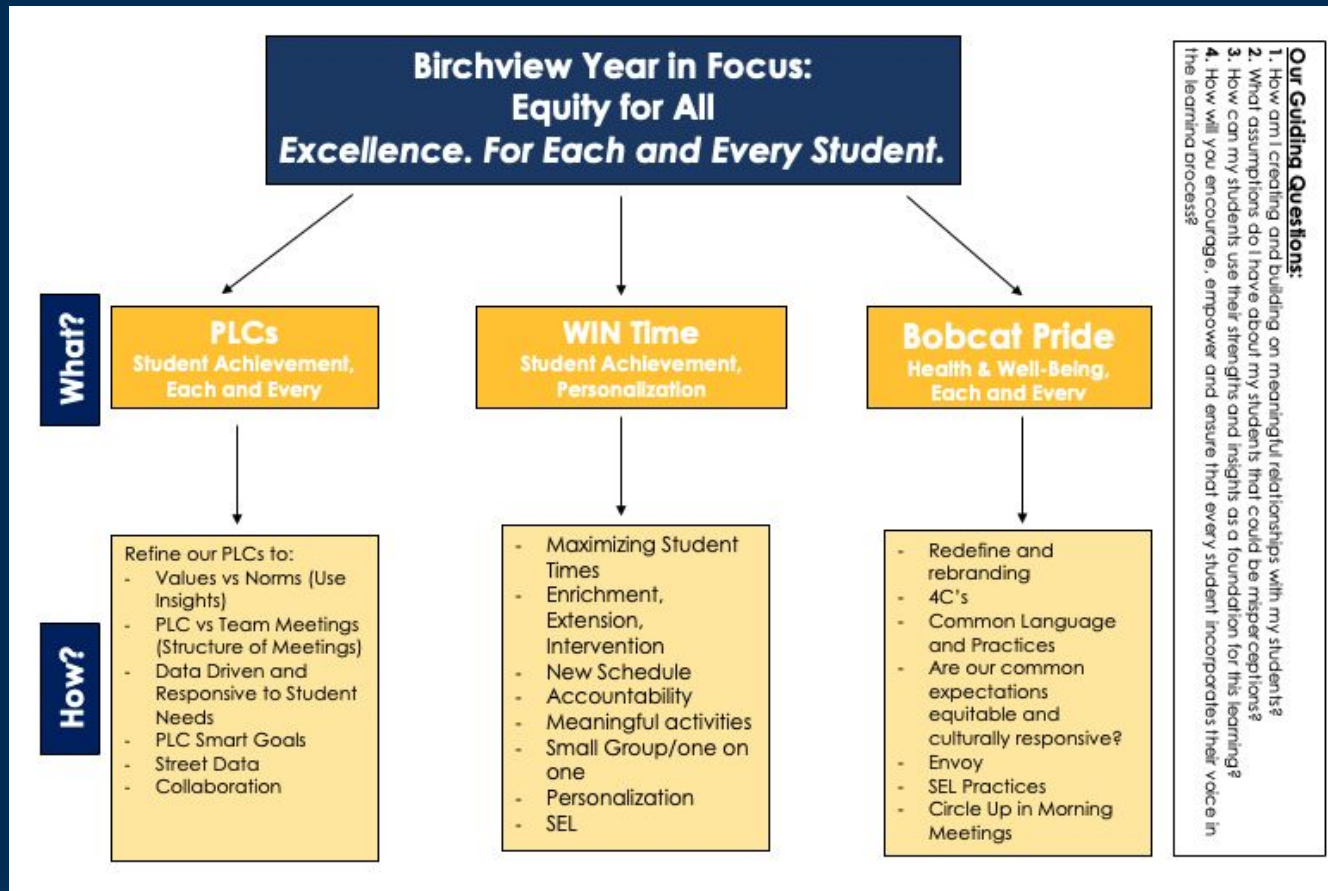
Next Steps...



- Complete the survey this Spring
- Use data for Fall planning, class placements, sharing with teacher, etc.
- Bobcat Pride Team Planning
- Inform Professional Development
- Continued learning on asset framing and street data

2021 - 2022

Birchview School Year in Focus



Questions

Thank You!





Updates for School Board Work Session

May 23, 2022



Club Y.E.S.

Making a Difference



Club Y.E.S. Current Brand Images





Mission

To help Wayzata High School students connect with each other and their community through volunteering, learning and leading

Tagline

We're here to help!

Interesting facts



- Established in 1989
- The largest club at the high school
- Our community's largest one-stop source of student volunteers
- A program that connects, nurtures and inspires students and supports our community
- Funded and coordinated by Community Ed
- Based at Wayzata High School
- Led by Wayzata High School students
- Working in and for the community

Alternative Logo Presentations



T-Shirt Example



Next Steps

Friendly, hard-working volunteers you can count on

The Volunteer Club at Wayzata High School (formerly Club Y.E.S.)

- A professionally-staffed program that exists to serve the community
- Hundreds of high school students who are trained to volunteer



"The enthusiasm, willingness to help and positive energy your student volunteers bring to our event is so wonderful!"

- City of Medina



"Thank you so much for your support in coordinating student volunteers for our event. As always, they were a huge help."

Three Rivers Park District, Autumn Woods Classic

We're here to help!

Learn more at wayzataschools.info/get-volunteers

CONTACT
 Brenda Badger, Program Manager
brenda.badger@wayzataschools.org
 763-745-6807



"Student volunteers worked twice as hard this year for families in need of groceries this winter. We are so proud of them and hope they realize what volunteering means to their community."

- Hamel Lions, Haunted Acres 2021

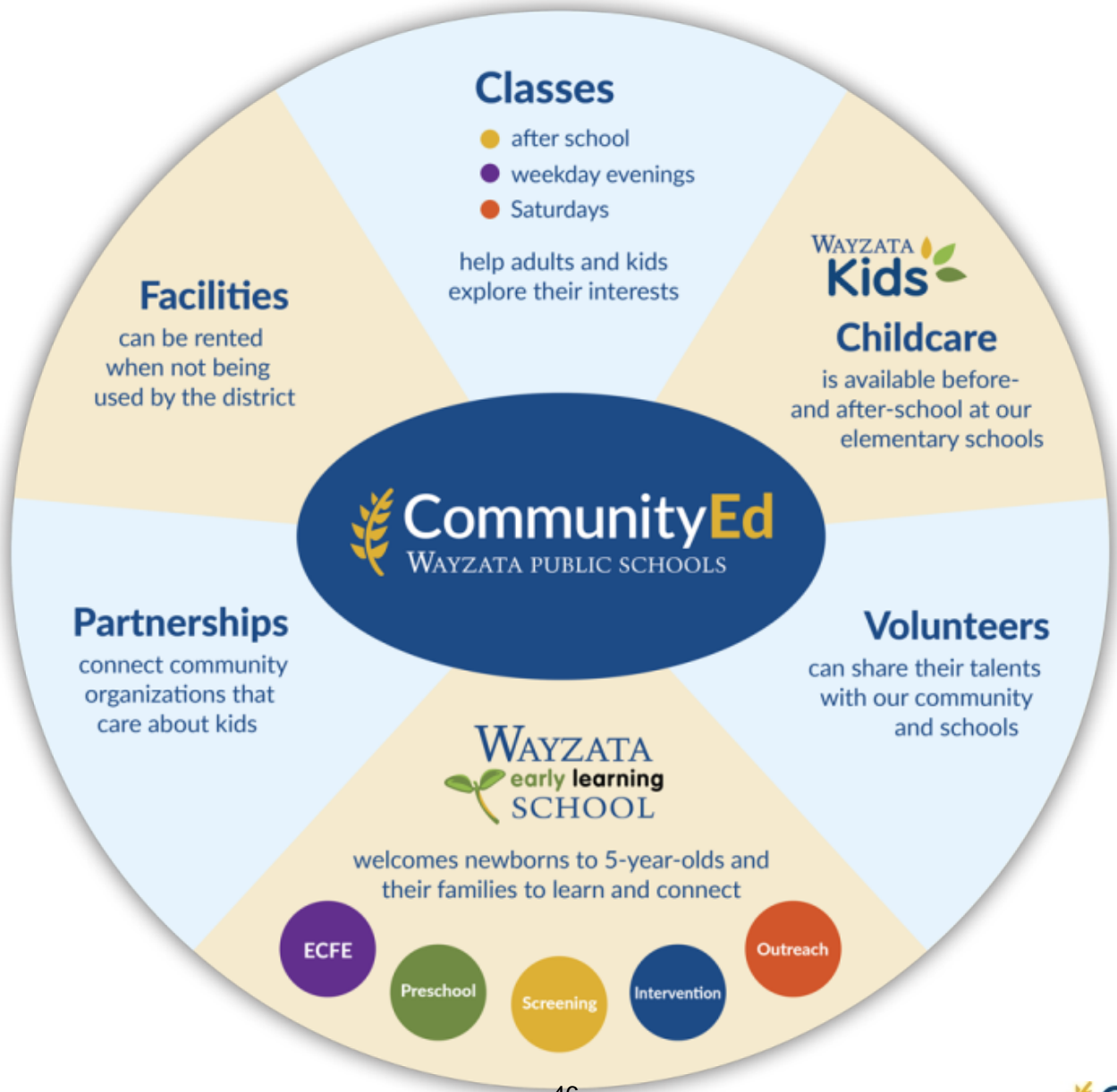
We're here to help!

Learn more at wayzataschools.info/get-volunteers






FY 2021-2022
School Year End Updates



FY22 Community Ed Goals and Priorities

Relationships • Collaboration • Sustainability

Early Learning School

- Integration of full-day and part-day preschool programs under ELS leadership
- Expanding preschool opportunities

Community Engagement (adult learning, volunteers and partnerships)

- Explore options for changing ABE consortiums
- Supporting ABE location move from IOCP to the Early Learning School
- Great Expectations - supporting next steps with leadership changes

Out-of-School Time Programs

- Expansion of facility rentals to include outdoor facilities/green spaces
- Hiring for Wayzata Kids to continue to meet growing community needs

Overall Community Ed/Other

- Supporting reduction in staffing and organizational chart changes (FY22 Reduction of 5 FTEs from management and clerical team)
- CEL and continued alignment work

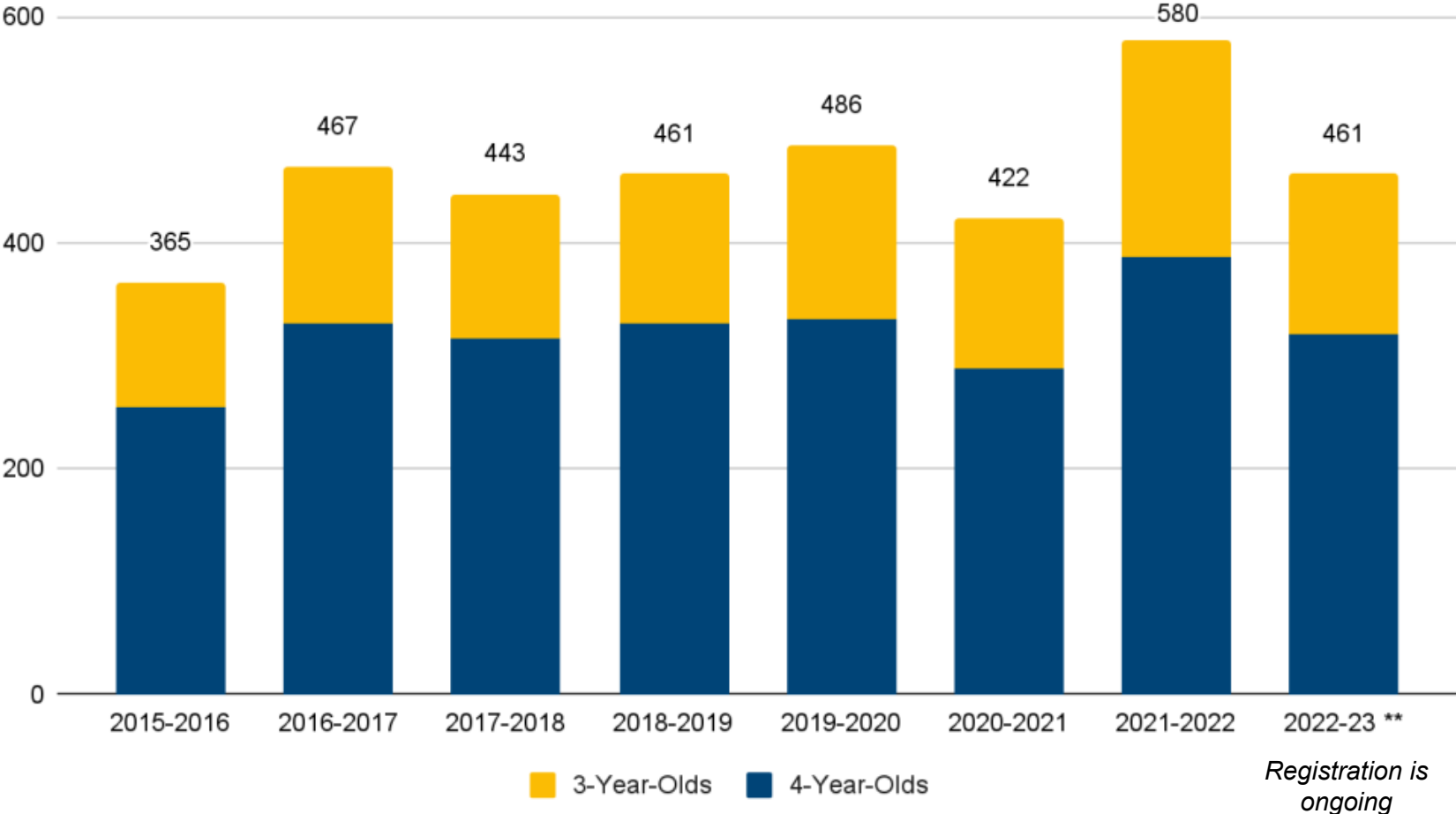
Relationships: Focus on developing new and growing current relationships both internally and externally in alignment with the district's mission, vision, strategic directions and equity commitment.

- Worked closely with youth athletic associations and Buildings & Ground department to launch green space rentals
- Reconnected with literacy volunteers to begin in person volunteering this spring after 2 year break
- Early Learning School staff surveys, listening sessions and staff meetings to gather feedback and support transition
- Added new members to Community Ed Advisory Council

Collaboration: Seek intersecting points in district strategic roadmap and equity commitment to expand current and create new programs, partnerships, and opportunities. We will collaborate with students, families, neighbors, community leaders and staff to create a culturally responsive community that values diversity and creates pathways to improve equity for each and every member of our community.

- Partnered with Communications, Human Resources and Wayzata Cafes, Special Services on hiring
- Club Y.E.S. greatly expanding service this summer by supporting Camp Explore, Wayzata Kids and Youth Camps and more
- Community volunteers recruited serving over 500 hours to support Wayzata Cafes
- City of Wayzata Parks and Trails partnership extended after 1st year
- Great Expectations partnership focused on Early Childhood Screening
- Four additional preschool classrooms at elementary school sites

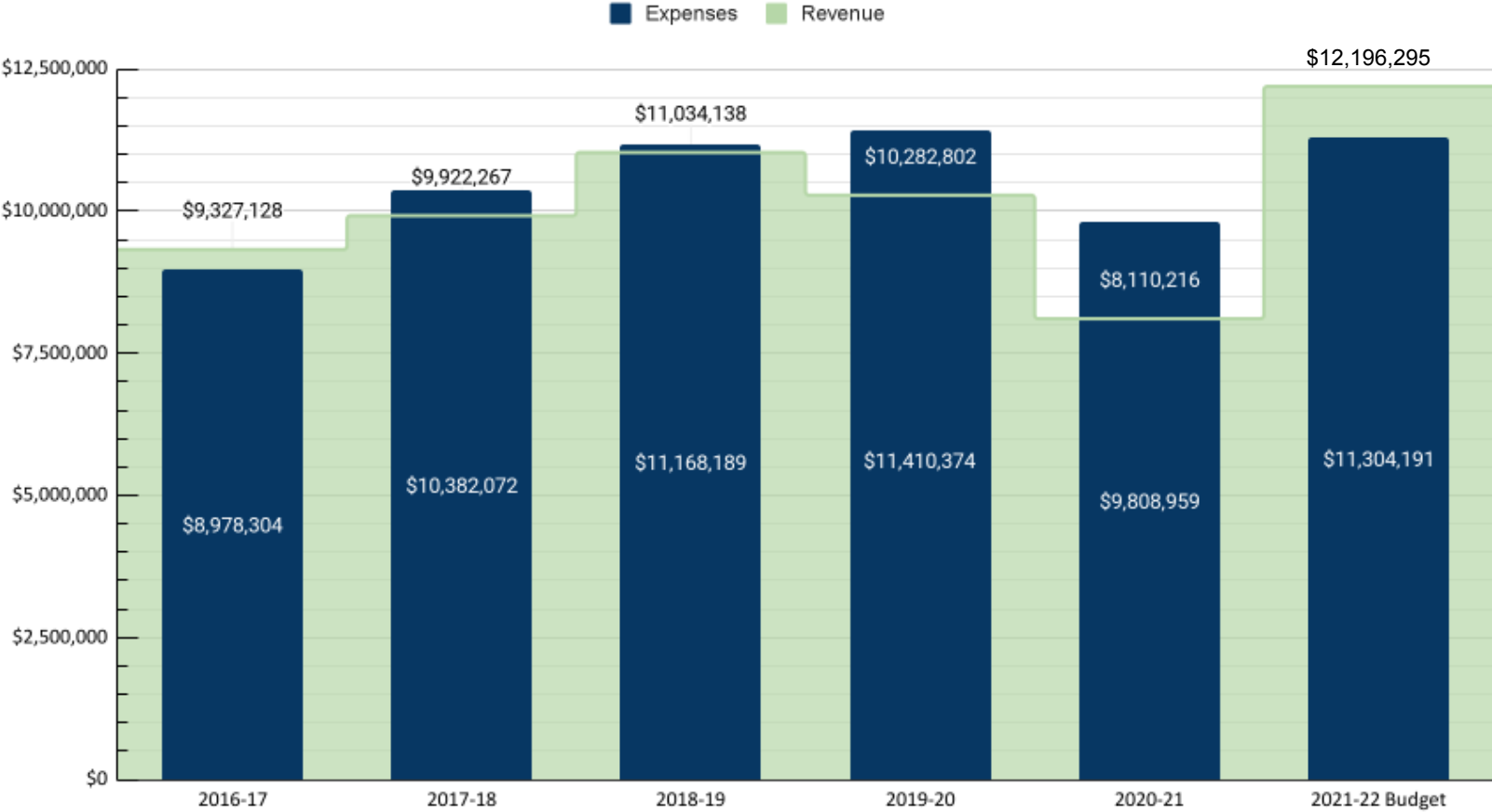
Early Learning School Preschool Enrollment by School Year



Sustainability: The pandemic has been challenging for our department financially. This goal focuses on our long-term ability to meet our district's mission through Community Ed's financial and programmatic sustainability.

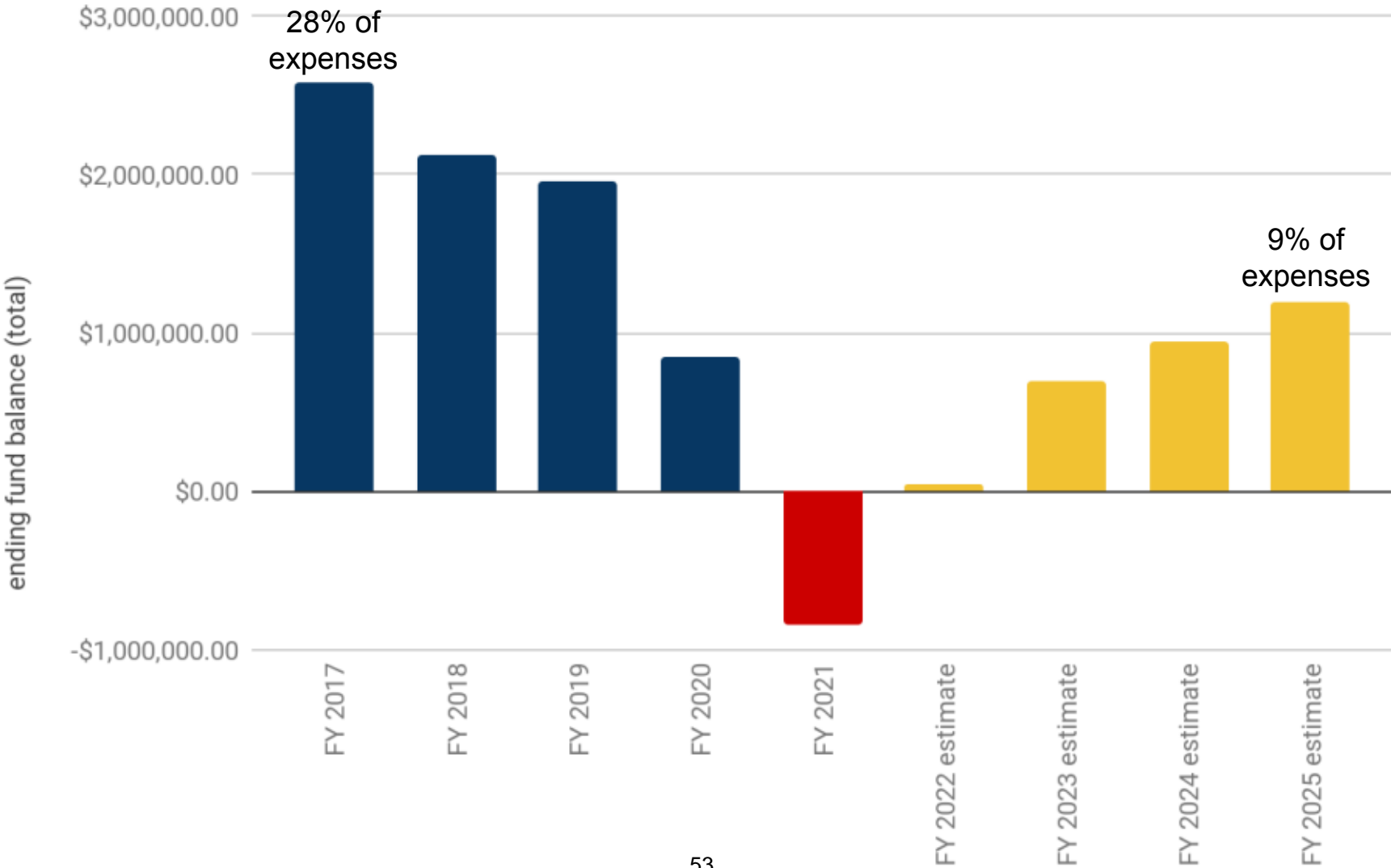
- ABE consortium change to Adult Options in Education
- Increased marketing through email; expanded staff roles marketing with support from Communications office
- Scholarship expansion and efficiencies
- Early Learning School leadership restructure
- FY22 financials are strong, building out of deficit
- FY23 and forward budget is promising for rebuilding fund balance

Community Ed Revenue and Expense by Fiscal Year



March 2020,
Pandemic Impacts
Begin

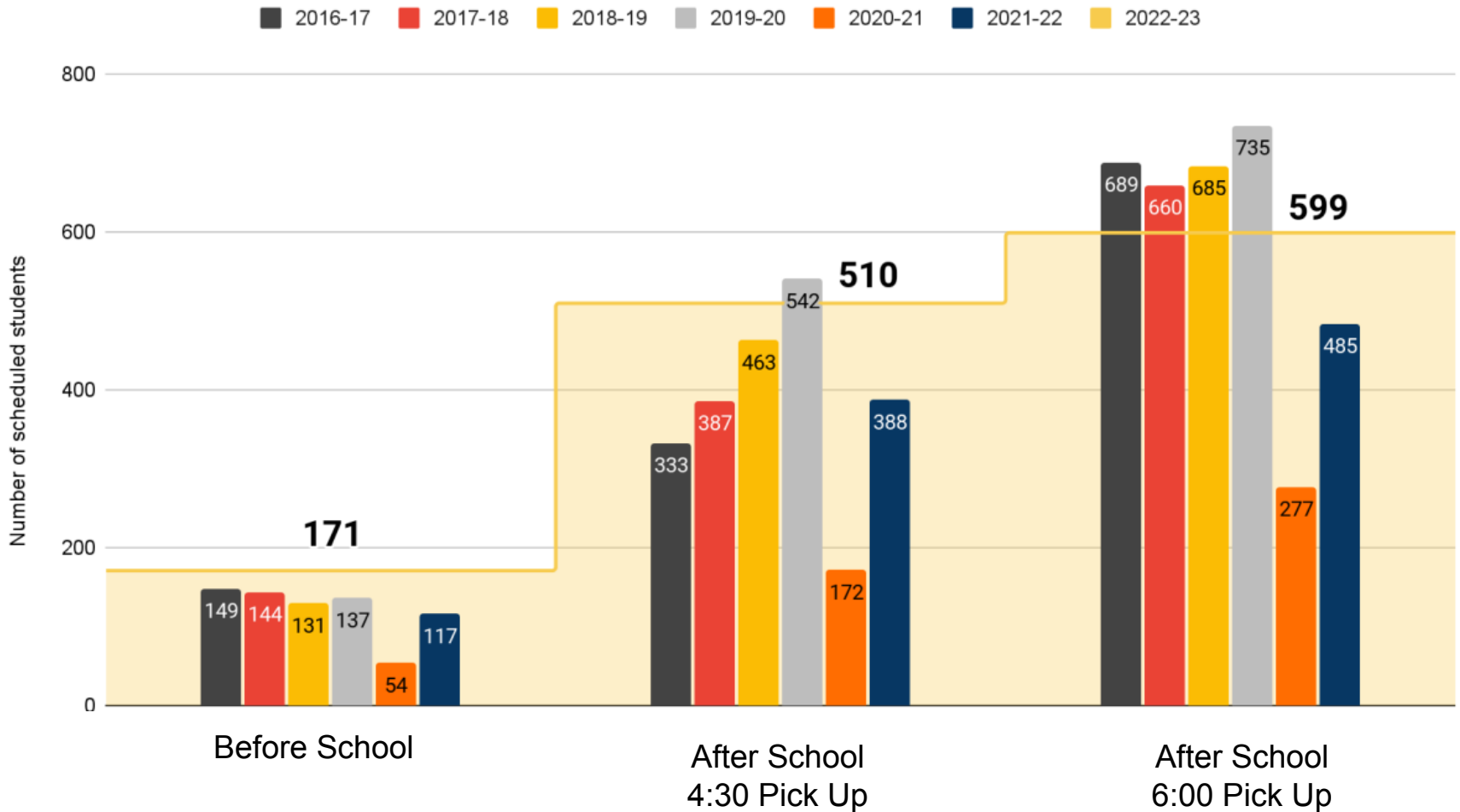
Community Ed Total Fund Balance Reserves by Fiscal Year



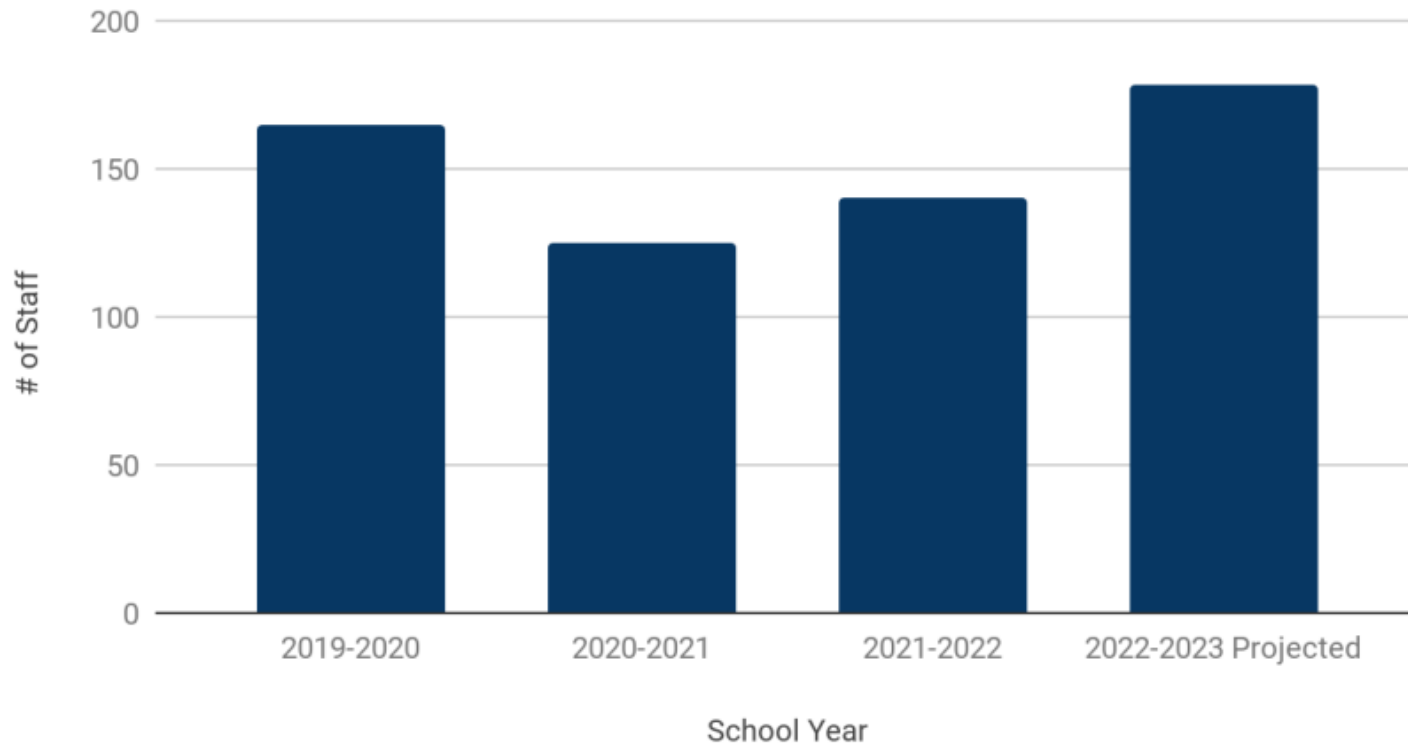
What Makes Us Feel Happy and Proud?

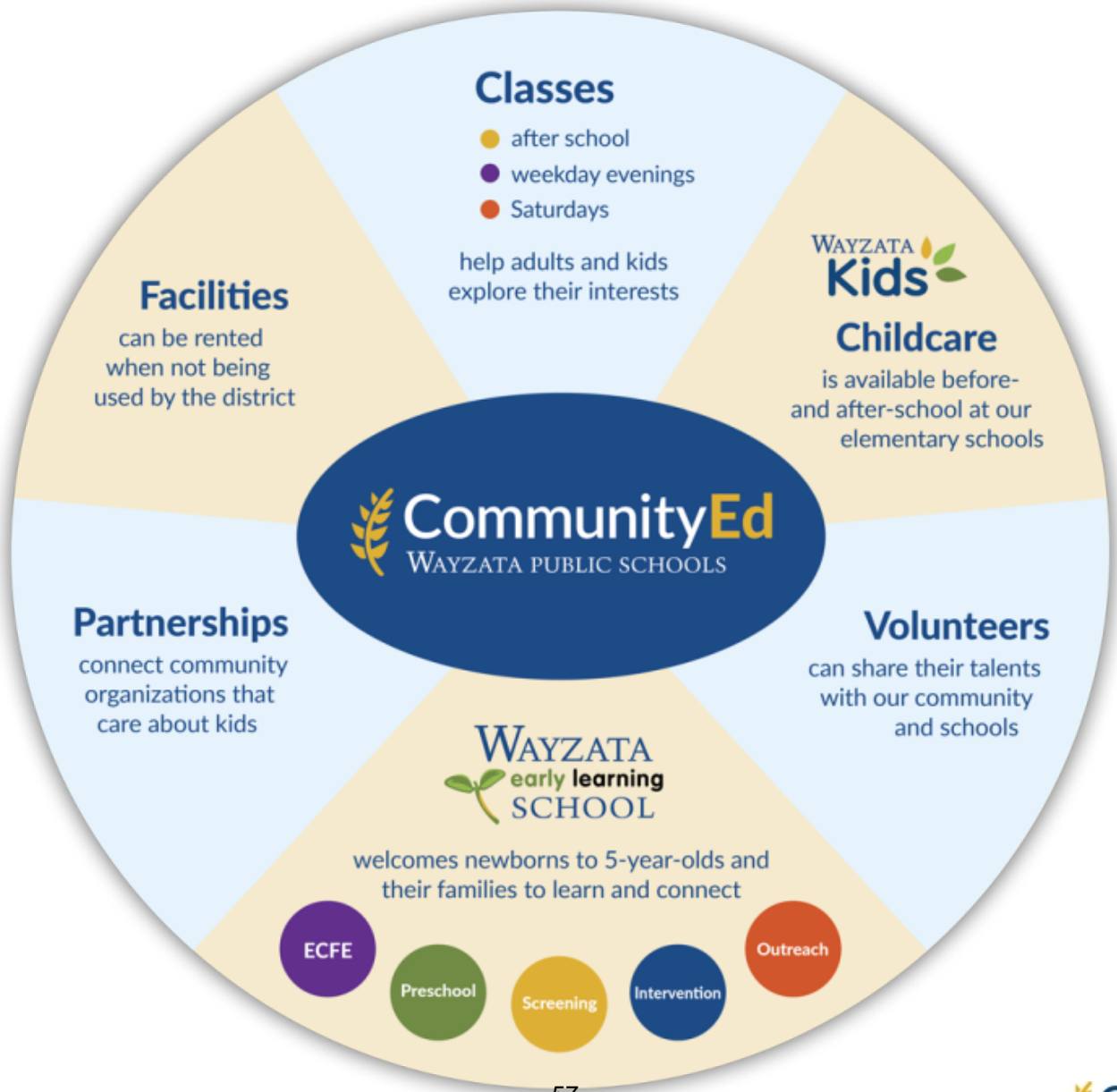
- Resilience
 - Amazing staff team -- determined, supported each other, focused on students
 - Changing pandemic guidelines throughout the year
 - Persevered through budget challenges
- Service to our community
 - Continuing to focus on listening carefully
 - Expanding scholarships; simplifying processes
- Growth and adaptability
 - Largest ever number of preschoolers served
 - Wayzata Kids numbers rebuilding to pre-pandemic levels

Wayzata Kids Average Scheduled Attendance



Number of Wayzata Kids Staff by School Year







DeeDee Kahring
 Executive Director, Finance & Operations
 210 County Road 101 N
 P.O. Box 660
 Wayzata, MN 55391

Wayzata Public Schools solicited proposals for Transportation Services per MN statute 123B.52. The district published notice of the Request for Proposal's in the Sun Sailor on March 17th 2022, and March 24th 2022 publications. A mandatory informational meeting was held on March 29th 2022. Proposals were opened and read aloud on April 19th 2022, at 10:00 am. The following are the results of the RFP.

The district received proposals from two bus contractors who are currently providing services to the district. First Student and MainLine Transportation. Even though the district received two proposals, First Student only submitted pricing for Regular Ed Transportation, and Mainline Transportation Submitted pricing for Special Ed Services only.

First Student has provided Regular Education Transportation services for the Wayzata School District for over 20 years. In 2014, First Student started submitting proposals for only the district's regular education transportation services.

In 2014 First Student started replacing its aging fleet of diesel buses with propane-fueled buses. Currently, only 5 buses are fueled by diesel. First Student's proposal includes continuing to operate Propane-fueled buses.

Figure 1 First Student Base Price for Regular Education

First Student - Base Pricing - Regular Ed				
Base Price	2021-22	Year 1	Year 2	Total Y1,Y2
4.5 hour route per day	396.64	450.19	470.45	
5 hour route per day	440.74	481.61	503.29	
Additional Cost per ¼ hour over 5 hours	15.71	15.71	16.42	
Votec/HTC	99.14	112.52	117.58	
Choice Routes	525.92	596.92	623.78	
Targeted Services	44.34	150.66	157.44	
Late Activity routes per day	132.74	150.66	157.44	
Regular Ed Summer School route per day	160.72	257.50	269.09	
*Does not include Field Trips or Summer School	6,077,587.64	6,898,112.66	7,208,547.34	14,106,660.00
		13.50%	4.50%	18.61%



MainLine Transportation (MTI) has provided Special Ed transportation for the district since 2014. They operate a fleet of Type A buses, Type 3 Buses, and one Type C bus. The majority of them are powered by Gasoline.

Figure 2 MainLine Transportation Updated Proposal 1

MainLine Transportation - Special Ed				
Description	2021-22	Year 1	Year 2	Total Y1,Y2
Type C/D vehicle 5.0 hour route per day	\$351.94	\$415.00	\$435.75	
Added Cost per ¼ hour - Type C/D vehicle	\$8.17	\$14.99	\$21.80	
Type A vehicle 5.0 hour route per day	\$338.84	\$415.00	\$435.75	
Added Cost per ¼ hour - Type A vehicle	\$8.17	\$14.99	\$21.80	
Type III vehicle 5.0 hour route per day	\$338.84	\$415.00	\$435.75	
Added Cost per ¼ hour - Type III vehicle	\$8.17	\$14.99	\$21.80	
Added Cost per day for Lift Bus	\$30.00	\$40.00	\$42.00	
Added Cost per live hour for Bus Aide	\$32.10	\$40.00	\$47.25	
	\$4,060,727.72	\$5,100,007.83	\$5,639,472.93	\$10,739,480.76
		25.59%	10.58%	38.88%

Budgetary Impact

Transportation Totals	2021-22	Year 1	Year 2	Total Y1,Y2
First Student (Base Pricing)*	6,077,587.64	6,898,112.66	7,208,547.34	14,106,660.00
MTI (Updated Proposal 1)	4,060,727.72	5,100,007.83	5,639,472.93	10,739,480.76
	10,138,315.36	11,998,120.49	12,848,020.27	24,846,140.76
		18.34%	7.08%	26.73%

The Wayzata Public Schools Transportation budget for the 2021-22 School year totals \$11,256,934. Out of which, \$10,369,149 is earmarked for Contracted Pupil Transportation. This also includes contracted services from T-plus taxi services, CST Collaborative, and Non-Public Transportation Reimbursement, in which we spend around \$450,000 per year for incidental transportation.



The increase in rates reflects the tight labor market and the school bus driver shortage. Wages for school bus drivers continue to increase in response to the bus driver shortage. First Student has increased the school bus driver pay scale in 2022-23 to \$22.00-26.30 per hour. MTI is anticipating raising its top pay up to \$30.00 per hour.

The increase in rates is also reflective of the increased fuel rates. Diesel and Gasoline prices have doubled to \$5.30 and \$4.10 per gallon, and Propane prices have increased 44% to \$2.60 per gallon in the past two years.

Rich Enga
Director of Transportation Analytics and Technology
763-745-5195