



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, December 20, 2021 - 4:00 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, December 20, 2021, beginning at 4:00 PM in the Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447.

1. ROLL CALL/CALL TO ORDER

A. Communications Update

1. LAC Platform Update (15 minutes)

2

B. Teaching and Learning Reports

1. Kindergarten Readiness - The Early Childhood team (20 minutes)

4

C. Human Resource Updates

1. Calendar Updates for 2021-22 and 2022-23 (10 minutes)

D. Board Updates

1. MSBA Language - fully funding the cross subsidy for Special Education funding (15 minutes)

27

E. Business and Finance Services Reports

2. ADJOURN

Wayzata Legislative Action Committee
2022 Legislative Platform
DRAFT

The students and families of Wayzata Public Schools thank you for the important work you do each day on behalf of our community and throughout Minnesota. We depend on you to make decisions that support our mission to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

During the 2022 legislative session, Wayzata Public Schools looks to the Governor and the Legislature to provide leadership and support these priorities.

Our Main Priorities

Provide an Annual Increase on the Formula that Accounts for Inflation

The basic formula should increase annually to account for cost increases and inflation.

Work Toward Fully Funding Special Education

Special education services are critical to the education and quality of life of students with Individual Education Plans. Wayzata Public Schools pays 6.5% of our general fund toward our special education cross-subsidy to cover mandated special education services. At minimum, we ask that the Legislature increase the special education cross-subsidy reduction aid and make it permanent to prevent growth in the district's annual special education cross-subsidy.

Increase Funding for Mental Health and Safe Schools

A truly robust system includes having safe schools and quality mental health services in place for our students. School districts need adequate resources to fund safe learning environments. We ask that the Legislature make all recent school safety aids permanent.

Maintain Compensatory Funding Levels

Due to a substantial decrease in the number of Application for Educational Benefits forms being completed by families, compensatory funding has been drastically reduced for many school districts. Please allow districts to use free and reduced lunch counts from 2019 or 2021, whichever is greater, to determine compensatory funding.

Ongoing Pandemic Support

The ongoing pandemic has forced school districts across the state, nation and world to innovate teaching and learning practices, as well as implement more stringent health and safety practices. Wayzata Public Schools received \$11.6 million in pandemic relief funding to help offset additional costs. However, students, families, teachers and staff have been

adversely affected by changing conditions, expectations, and sense of stability in their work and home lives and need additional mental, physical and logistical support during this challenging time.

Oppose New Unfunded Mandates

Federal and state mandates should have a clearly articulated purpose, and funding necessary to comply should be appropriated by the Legislature.

Ongoing Considerations

Support Local Control, including Employee Insurance Plan Decisions

Local control allows school districts to make decisions that best meet the needs of their students and communities. For example, employee health insurance plan decisions are best left to districts, which allows school boards to work in partnership with employees and communities.

Increase Access and Provide Funding for Early Childhood Education, Care and Supports

Closing the achievement and opportunity gaps depends on expanded access to quality early learning opportunities. Funding for school-based, pre-kindergarten programs must expand access to early learning scholarships.

Support Educational Technology

Without a stable source of funding, many districts rely on community referendums to support this vital component of the educational experience.

Support College and Career Readiness and Essential Life Skills

Research shows that students who participate in concurrent enrollment programs, like Wayzata's Compass program, are better prepared for success in college, career and citizenship.

Support Partnerships

The school district cannot eliminate hurdles to an excellent education alone, so we have developed partnerships within our community to ensure students and educators have the support needed to be successful in school and life.

Spend Public Dollars on Public Education, Not Private School Tuition

Support the integrity of public schools by opposing the diversion of taxpayer dollars to private schools through vouchers, tax credits and deductions, or scholarships.



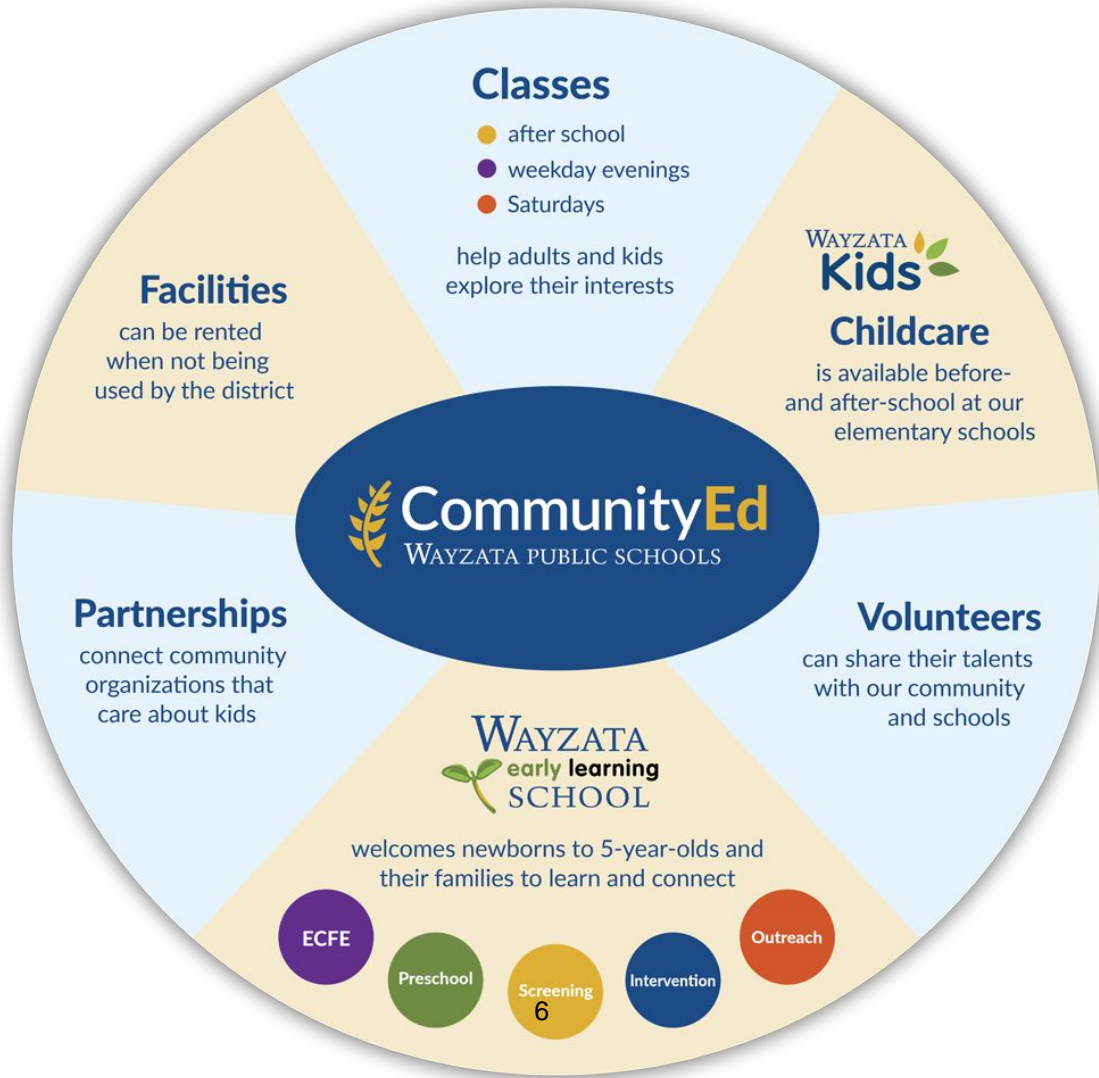
Kindergarten Readiness

December 20, 2021



SPECIAL SERVICES







What is Kindergarten Readiness?



Key Factors



- **Integrate effective programs and services for parents.**
 - ECFE
 - ABE
 - ECSE partnership
 - Collaboration with community partners like Caring for Kids
- **Provide investments that positively impact development and learning**
 - Scholarships (School Readiness, Pathways I and II, Caring for Kids, County Childcare Assistance, ECFE sliding fee scale)
 - Outreach team

Key Factors (continued)

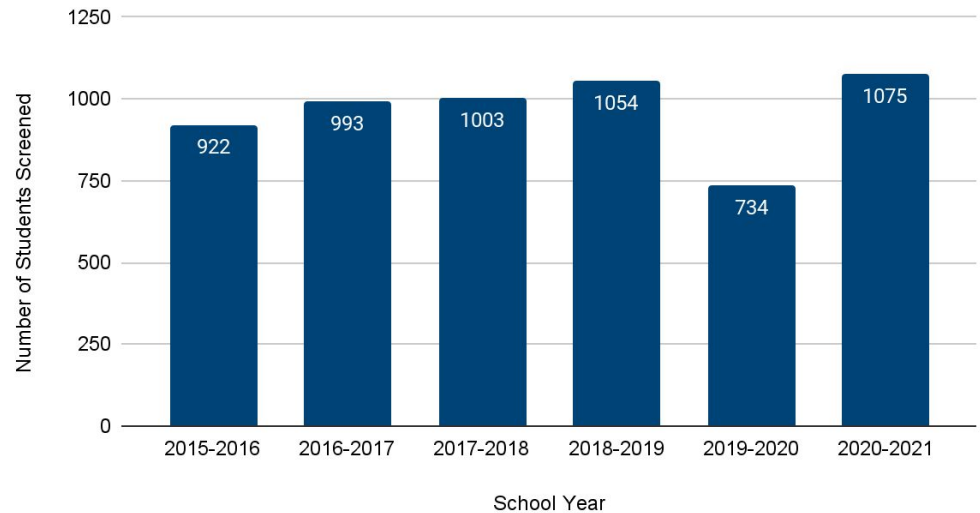


- **Provide access to programs and services for early childhood special services and mental health.**
 - ECSE
 - PCIT
 - General education social worker
- **Ready families support their child's healthy development and are their child's first and most important teachers.**
 - ECFE
 - Outreach team
 - Early Childhood Screening

Early Childhood Screening

- Screening is a requirement to start kindergarten.
- The optimal time to screen children is age 3.5 to 4 years old so if delays are noted, intervention can occur prior to starting kindergarten.
- Also offered at local childcare centers and off-site locations to minimize barriers for families.
- After a screening takes place, referrals are made to ECSE, school readiness or other providers as necessary.

Early Childhood Screening by School Year



Key Factors

- Research-based learning standards
- Implement effective strategies for improving school attendance
- Evidence-based instruction and curricula
- Build the bridge between early childhood and kindergarten

Staff Training and Support

- Members in the district equity team; receive the same training
- Professional development opportunities throughout the school year with combined ECSE and general education staff
- All teachers receive Pyramid training and peer coaching
- Currently in year 4 of training all teachers in Classroom Engagement Model training and coaching
- ECSE Birth-3 trained in EQIP-aligns with CEM
- Joint general education and ECSE team to support teachers with classroom challenges and develop individualized strategies

*Ready
Schools*

Early Childhood Standards, Curriculum and Assessment



Standards

Early Childhood Indicators of Programs, Parent Education Core Curriculum Framework



Curriculum

Creative Curriculum, Second Step, Positive Behavior Interventions and Support, Classroom Engagement Model, Evidenced-Based Quality Intervention Practices



Assessment

Teaching Strategies GOLD



Collaboration with Kindergarten

- Aligned standards
- Kindergarten access to early childhood assessments
- Shared professional learning
- Time for meaningful connections
- Transition planning meetings

Key Factors



- **Strong systems of support**
 - Caring for Kids Initiative
- **Form collaboratives to improve systems for children and families; implement tools for improving the capacity of early childhood systems**
 - Quality Providers Network (QPN)
- **Use a preschool through grade 3 framework**
 - ECFE
 - Outreach team

Ready Students

Key Factors



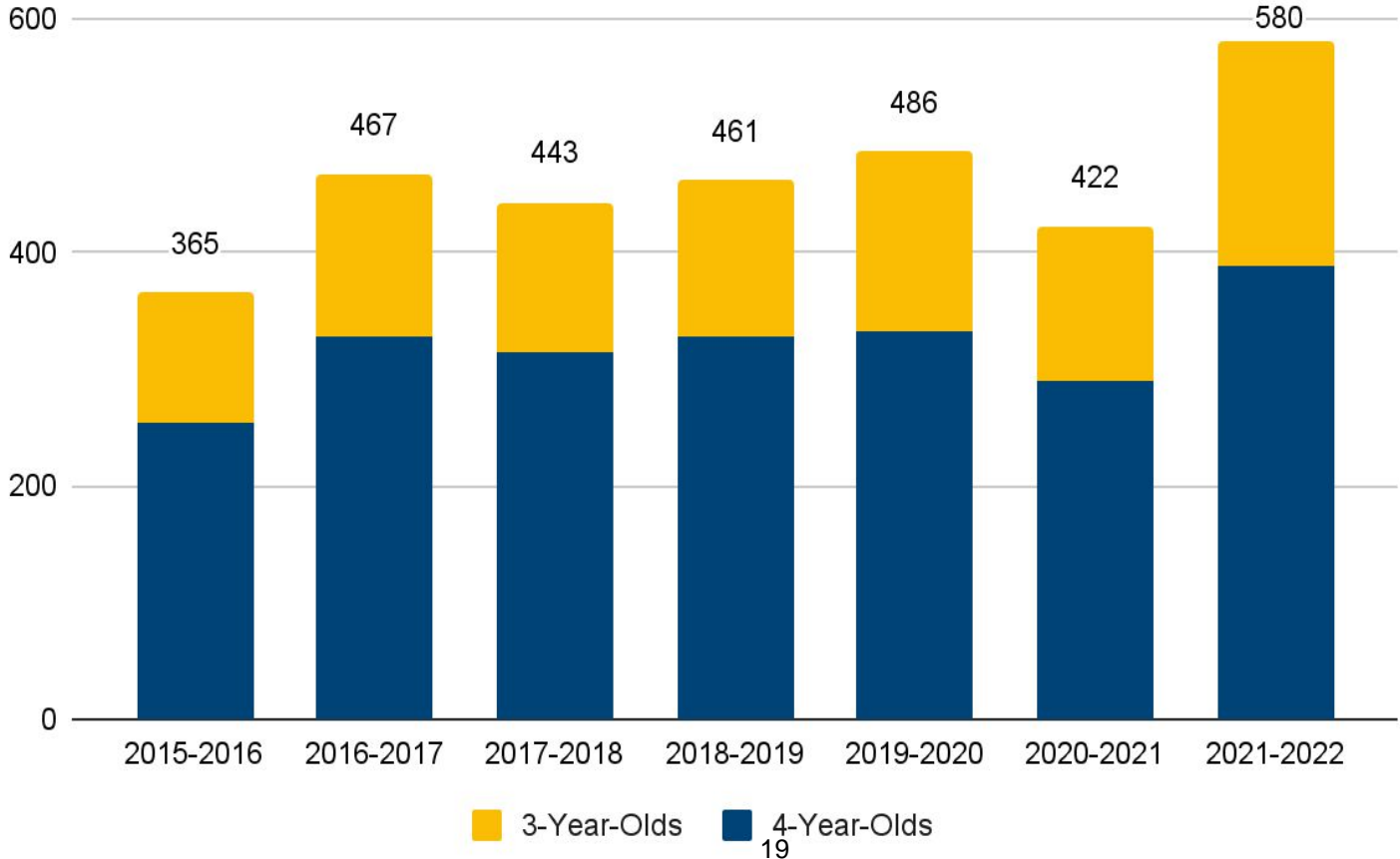
- Support children's growth of skills across multiple development and learning areas
- Promote children's physical health and emotional well-being



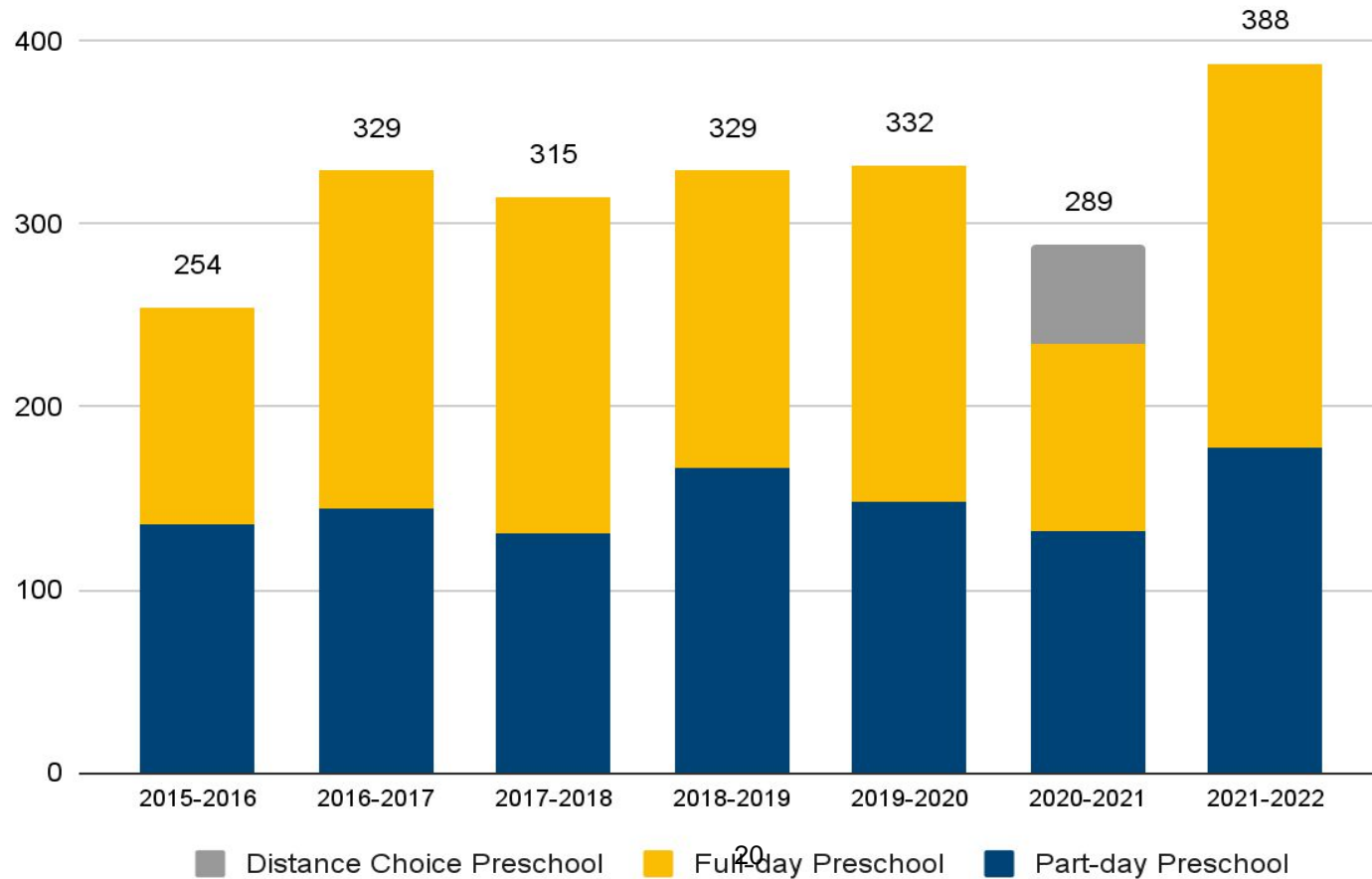
About Our Preschool Students

- Enrollment History
- Capture Rates
- Demographic Information
- Pandemic Impact

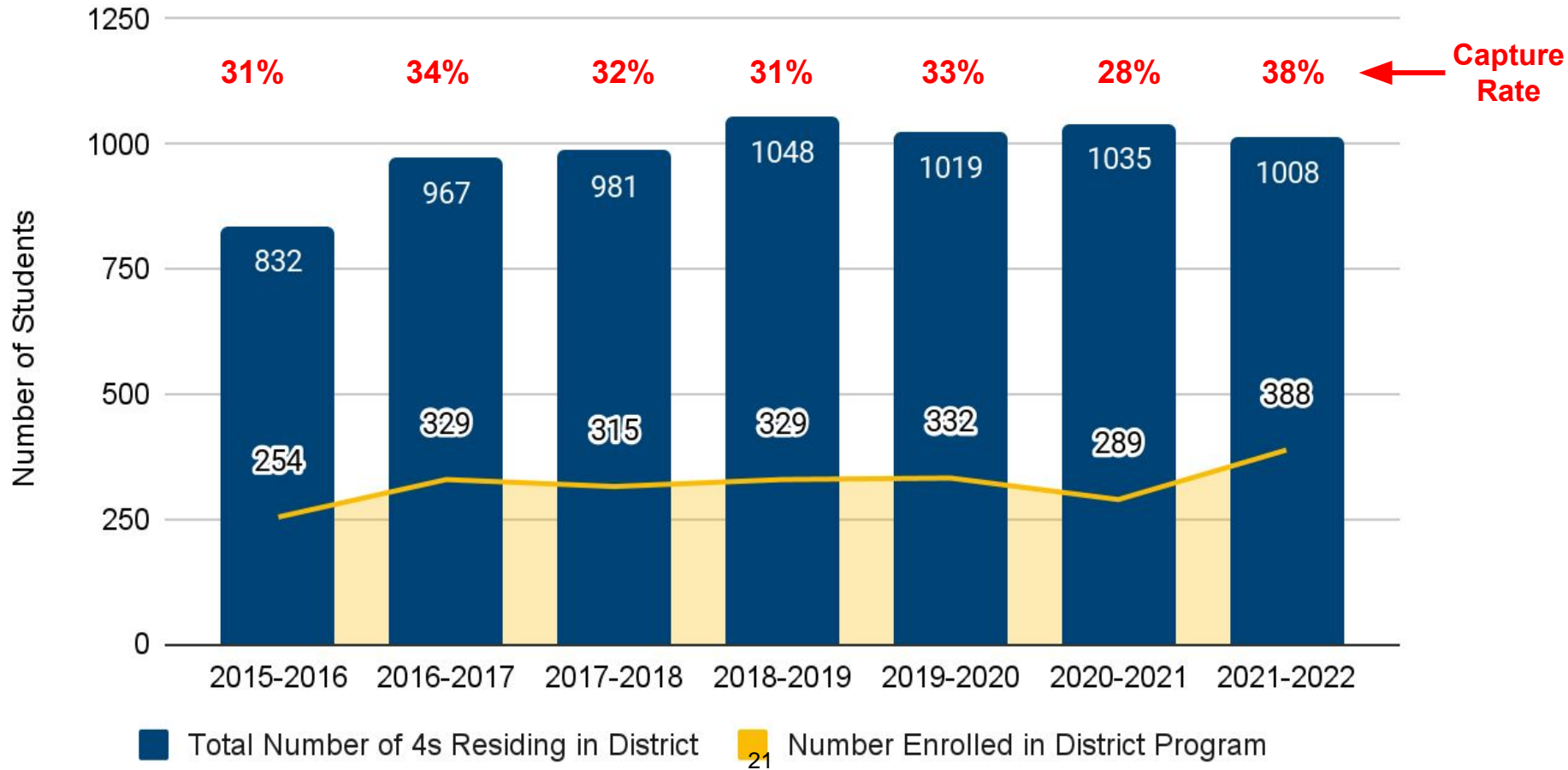
Early Learning School Preschool Enrollment by School Year



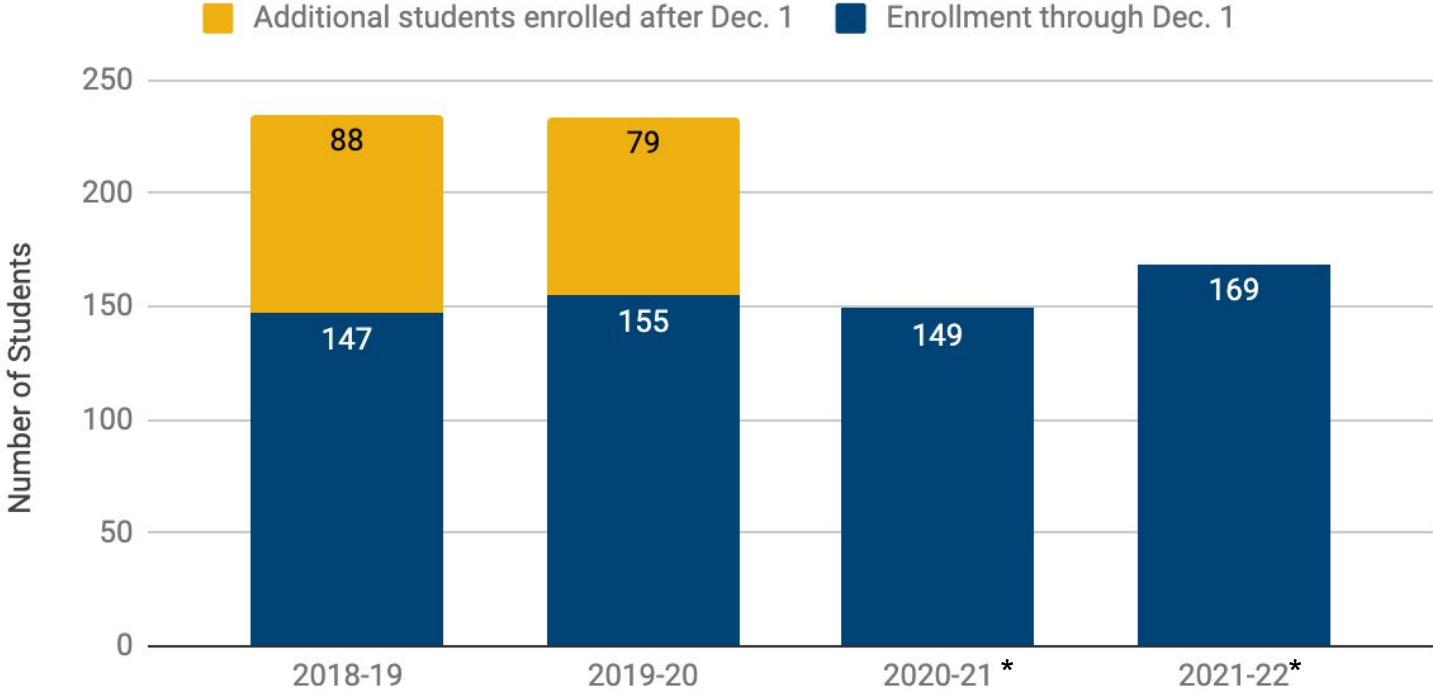
Early Learning School 4-Year-Old Preschool Enrollment by School Year



Capture Rate of 4-Year-Olds in District Preschool Program

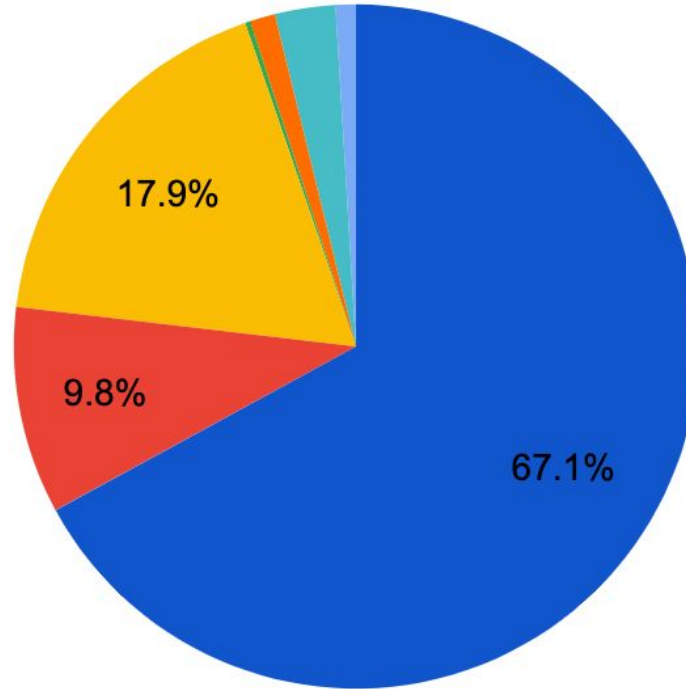


ECSE Enrollment (Age 0-4) by School Year



**Data not yet complete.*

4-Year-Old Preschool Student Racial Demographics



- White
- Black or African American
- Asian
- American Indian or Alaskan Native
- Other
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander

Pandemic Impacts

- Child find increases
- Changes in behaviors
- Higher level of language development

Growing Kindergarten Readiness

- Explore ways to increase opportunities for preschool
- Continue examining barriers to participation and solutions (space, transportation, cost, staffing)
- Continued alignment of part-day and full-day preschool program

Questions & Conversation

**Sample Resolution in Support of the Congressional IDEA Full Funding Act
Re-introduced on November 16, 2021**

[H.R. 5984](#) and [S. 3213](#)

(December 2021)

WHEREAS, the _____ School District recognizes the need for a strong investment in the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the Individuals with Disabilities Education Act was first enacted in 1975 to help ensure that all students with disabilities will have access to a free appropriate public education and IDEA's enactment more than 45 years ago, the current federal investment in IDEA is less than 14 percent; and

WHEREAS, with the enactment of IDEA, the United States Congress committed to fund up to 40 percent of the additional cost of special education, thereby promising to provide up to 40 percent of the national average per pupil expenditure, which is currently estimated at \$13,828 by the U.S. Department of Education; and

WHEREAS, our nation's school districts face an increased demand for greater resources to fulfill the needs of students under IDEA, including those for students affected by multiple disabilities whose individual education plans require more resources; and

WHEREAS, with each increase in the IDEA child count, the _____ [School Board] and others throughout the country continue to adjust their budgets to accommodate this increased need and ensure that each child educated through IDEA receives the appropriate supports, with some school districts dedicating forty percent or more of their general education budgets to special education services; and,

WHEREAS, _____ school district has a \$ _____ cross-subsidy for FY 20. ([Link to MDE Special Education Cross-Subsidy Report FY 2020](#)), which is a one part of the statewide cross-subsidy that was more than \$673 million in FY 20, and is expected to grow to \$806 million in FY 25.

BE IT RESOLVED, that the _____ [School Board] supports the IDEA Full Funding Act that will help strengthen the federal investment in special education by authorizing a ten-year plan to fully fund the federal share of IDEA; and

BE IT RESOLVED, that the _____ [School Board] urges Congress' strong bipartisan support for and passage of the IDEA Full Funding Act; and,

NOW, THEREFORE BE IT RESOLVED that the _____ [School Board] remains committed to providing students with disabilities and their families the supports they need.