



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, February 28, 2022 - 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, February 28, 2022, 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	
2. Superintendent's Reports	
A. American Indian Education Vote of Concurrence Resolution (20 minutes)	2
B. Policy 212 Discussion (15 minutes)	6
C. COVID Update (15 minutes)	13
3. Teaching and Learning Reports	
A. Elementary School and Center for Educational Leadership Updates (45 minutes)	29
4. Human Resource Services Reports	
5. Finance and Operations Services Reports	
A. Enrollment Information-Housing Developments (30 minutes)	78
B. FY2022-23 Budget Update (15 Minutes)	80
6. Board Reports	
A. Discussion about Board Report Process (15 minutes)	
7. ADJOURN	

Annual Compliance Overview

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

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

The Vote and Resolution

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

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

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

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

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

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

The District or School Does Not Have an AIPAC:

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

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

Submission Deadline:

Email all three required items **by March 1** to: MDE.AnnualCompliance@state.mn.us.

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: _____

The American Indian Parent Advisory Committee Vote

_____ *The AIPAC Issued a Vote of Concurrence*

Date of Concurrent Vote: _____

Date the AIPAC presented to the school board: _____

_____ *The AIPAC Issued a Vote of Nonconcurrence*

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: _____

Date the AIPAC presented to the school board: _____

Date the written response from the school board is due: _____

_____ *The District/School Does Not Have an AIPAC*

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

Required signatures

**Digital signatures are accepted*

School Board Chairperson

Date

Superintendent or Charter/Tribal School Director

Date

AIPAC Chairperson

Date

The American Indian Parent Advisory Committee Resolution

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

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

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

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

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

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

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

Kira Vanderlan

Kira Vanderlan

AIPAC Chairperson Printed Name and Signature

01/30/2022

Date

MEMO

2-26-22

To: WPS School Board Members
From: Chace B. Anderson, Superintendent
Re: Policy 212 and 212R

Note: There is no recommended action on Policy 212 and 212R at this time.

The School Board and administration welcome feedback from parents and members of the public. The intent of reviewing Policy 212 and 212R is to ensure the protocols for receiving public input are well defined and ensure that parameters and expectations for appropriate decorum and demeanor are maintained.

At the January 24, 2022 School Board Work Session, a presentation was provided by an educational attorney regarding various protocols for public participation in school board meetings. The document shared at that work session was included with the materials for the January 24, 2022 Work Session and the February 14, 2022 Regular School Board meeting agenda packets. In addition, preliminary drafts of Policy 212 and 212R (regulations) were included in the Board packet materials for the February 14, 2022 School Board meeting. Based on feedback obtained from members of the public, board members and school administrators, the drafts presented at the February 14, 2022 meeting have been redrafted and are presented tonight for you to review and provide guidance on what the next steps should be.

The Wayzata Public Schools have maintained a protocol of allowing public comment at regular School Board meetings under an agenda item titled “Audience Opportunity to Address the School Board.” Notable thoughts and considerations about this redraft of Policy 212 and 212R are included below. Specifically:

1. Based on feedback from the public, school board members and staff members, this draft suggests maintaining the current practice of public input at regular school board meetings during the agenda item titled “Audience Opportunity to Address the School Board.”
2. If continuing with the current practice yields public comment that does not meet the expectations of appropriate decorum and demeanor, it is recommended that the School Board consider some of the more restrictive protocols that have been discussed.
3. Many of the edits in these redrafts are intended to add clarity to current practices.
4. It outlines the fact that the School Board may choose to schedule special listening sessions, in addition to the public comment segment of Regular School Board meetings, at a time of its choosing.
5. The revised drafts establish the requirement to have individuals who wish to address the School Board complete a form that includes the topic to be addressed, the speaker’s name and contact information if there is a desire by the speaker for follow-up. Topics from speakers are not limited to items on the agenda. The request to speak and filling out the

form may be done during the day of the meeting, upon arrival at the meeting or as invited to do so by the Board Chair.

6. It clarifies that speakers' names will not be listed in the School Board minutes.
7. The remarks will be livestreamed as is the current practice, assuming appropriate demeanor and decorum are maintained.
8. The Board Chair will promptly call out of order any speaker who is not in compliance with the expectations.
9. Rebroadcast of public comments are subject to redaction of words or statements considered to be in violation of the established expectations.
10. It clarifies the process, separate from the public comment time at a Board meeting, whereby complaints can be filed. School Board meetings are not the appropriate forum to lodge such complaints.
11. It provides a list of ways that a parent or a member of the public can have a concern addressed by the staff person who is most well-versed on the topic in question.
12. It provides information related to the penalties for violation of data privacy.

-DRAFT FOR DISCUSSION ONLY-
2-26-22
Not for Board Action

212 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS

I. PURPOSE

The purpose of this policy is to ensure an opportunity for open and orderly input from the public ~~discussion to the School Board~~ as well as to protect the due processes and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. Although providing an opportunity for input in a limited public forum to a School Board is not required under Minnesota Statutes, The School Board recognizes the value of participation by receiving input from members of the public relating to 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 members of the community citizens, including students, will have ~~a right to an opportunity opportunities~~ 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. Public comment will be heard at School Board meetings when the “Audience Opportunity to Address the School Board” agenda item is included on the agenda.
- 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 e~~Examples are include, but are not necessarily limited to: School Board Work Sessions, ~~and School~~ Board Retreats and Special School Board meetings. 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. Periodically, Special Closed Meetings may be held where attendance and speaking opportunities are not allowed.
- D. The School Board may schedule a Special Work Session or a Special Listening Session where the primary purpose is to hear feedback from the public on a specific topic.

ADOPTED: March 18, 1996
AMENDED: November 8, 2004
AMENDED: February 11, 2008
AMENDED: September 14, 2015
LAST REVIEWED: November 13, 2017

-DRAFT FOR DISCUSSION ONLY-

2-26-22

Not for Board Action

212-R PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS REGULATIONS

I. REGULATIONS

The following procedures will be utilized to facilitate opportunities for public input provided to the participation in regular School Board meetings. The School Board will provide a specified period of time at the Board's regular monthly meeting and/or at a time of its choosing 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. Opportunities for public comment will be made available at Regular School Board meetings under the agenda item titled: "Audience Opportunity to Address the School Board." Generally, this is a standing agenda item on each Regular School Board meeting. The School Board may also choose to establish a predetermined time for members of the public to speak to the School Board, separate from Regular School Board meetings, when individuals are invited to address the Board on any topic, subject to the limitations of this policy.

The School Board may decide to hold certain types of public meetings where the public will not be invited to address the School Board. Examples include, but are not necessarily limited to: School Board Work Sessions School Board Retreats and Special School Board meetings. 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. Periodically, Special Closed Meetings may be held where attendance and speaking opportunities are not allowed.

- B. Citizens Members of the community who wish to spea~~at a public~~ provide input to the School Board ~~meeting~~ at a meeting where "Audience Opportunity to Address the School Board" is included on the agenda, may indicate their interest in doing so in one of the following ways:
1. Notify the Administrative Assistant (763-745-5000) in the Superintendent's office in advance of the School Board meeting;
 2. Upon arrival at the School Board meeting, request and submit a completed form to the Administrative Assistant;
 3. ~~State their wish to address the board when the~~ When the School Board Chair extends the invitation to address the Board at the appropriate time on the agenda, a form may be obtained at that time, completed and returned to the Administrative Assistant.
 4. ~~Notify a member of the board or staff prior to the start of the meeting; or~~

All speakers wishing to address the School Board will be asked to complete a form and to state, prior to sharing their comments with the School Board, the topic or agenda item to which their comments relate, their name, ~~address,~~ and affiliation with a group (if applicable).

~~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).~~

- C. 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 will be considered to be ~~are~~ out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings may be directed to leave.
- D. It is the practice of the School Board not to engage in discussion or debate with the speaker during the School Board designated time for the opportunity to address the School Board meeting. ~~The School Board Chair or a designated staff member~~ may follow up with the speaker at a later date/time. ~~or may designate staff members to follow up with the speaker.~~
- E. Comments by individual speakers are ~~normally~~ limited to a maximum of three ~~to five~~ minutes unless noted otherwise by the School Board Chair. 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 may ask for the reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
- F. 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.
- G. 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.
- H. 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.
- I. 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.
- J. Public speakers, at the Regular School Board Meeting, ~~may be~~ are not identified in the formal Board meeting minutes, ~~and the~~ The remarks will be televised livestreamed, assuming appropriate demeanor and decorum are maintained and where expectations outlined in these Regulations above are followed. The Board Chair will call out of order any speaker

determined to be out of compliance with these expectations. Rebroadcast of public comments are subject to redaction of words or statements considered to be in violation of the established expectations. The School Board reserves the right to not livestream or replay public comments made at School Board meetings if such comments are considered to be in violation of established protocols and if delivered without appropriate demeanor and decorum.

- K. Complaints: School Board meetings are not an appropriate venue by which to file a specific complaint against a staff member or the school district. Filing a complaint should be done according to the steps outlined below.
- a. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
 - b. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the Executive Director of Human Resources as designated in the school district policy governing this kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent's office.
 - c. Unresolved complaints or problems concerning the school district should be directed to the superintendent's office. Complaints which are unresolved at the superintendent's level may be brought to the School Board Chair in writing. The method of subsequent follow-up will be determined by the School Board Chair.
- L. Except as determined by the School Board to be necessary or in an emergency, the School Board won't take action at a listening session or a School Board meeting on any topic raised by the public at such meeting.
- M. In addition to directly addressing the School Board during designated opportunities, there are a number of ways that members of the public may share their thoughts and opinions about the governance and operations of the school district. They include but are not limited to:
- a. Connecting directly with the school principal or program supervisor;
 - b. Emailing the school superintendent who will determine the most appropriate person who can best address the questions/concerns;
 - c. Emailing the School Board Chair and/or each School Board Member to share inputs or express concerns;
 - d. Calling or emailing the Administrative Assistant (763-745-5000) to inquire about providing input or;
 - e. Requesting a phone call from the School Board Chair through the Administrative Assistant at 763-745-5000; and
 - f. Others as determined.
- N. Penalties for Violation of Data Privacy
- a. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. §

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

13.08, Subd. 1)

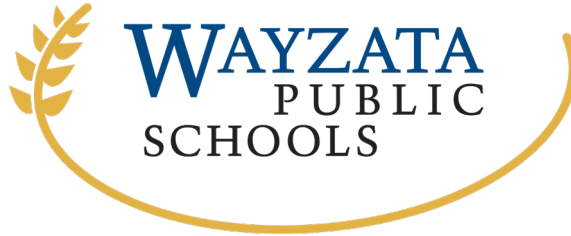
- b. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- c. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

ADOPTED: February 11, 2008

AMENDED: August 12, 2013

AMENDED: September 14, 2015

LAST REVIEWED: November 13, 2017



School Board Presentation
2021-2022 School Year
COVID-19 Update

February 28, 2022

Two Primary Goals for this Year 2021-2022

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

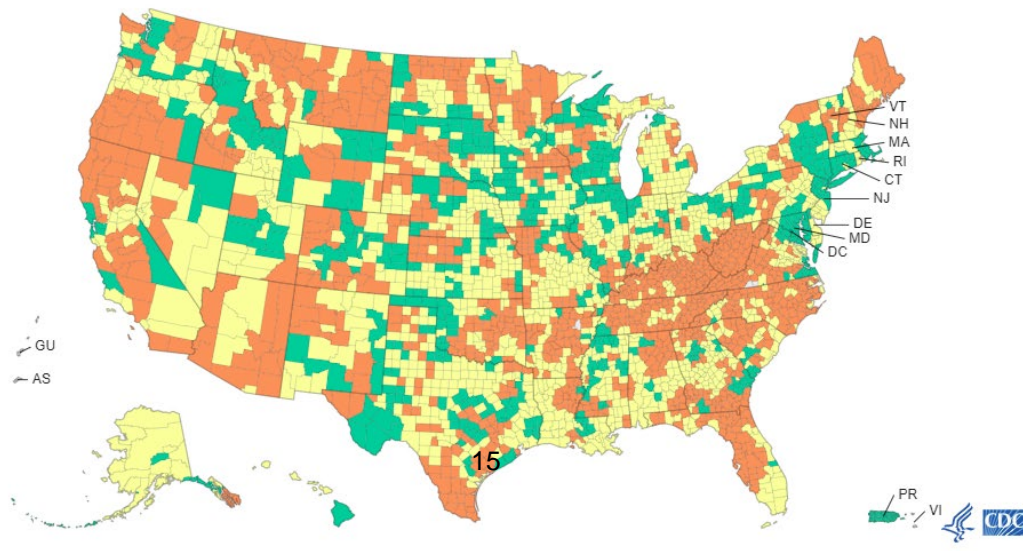
U.S. COVID-19 Community Levels by County

February 24, 2022

U.S. COVID-19 Community Levels by County

Data provided by CDC

Updated: Feb. 24, 2022



District Student Vaccination Rates
As of February 11, 2022
Number of Students Having Received
at Least One COVID-19 Vaccination Shot

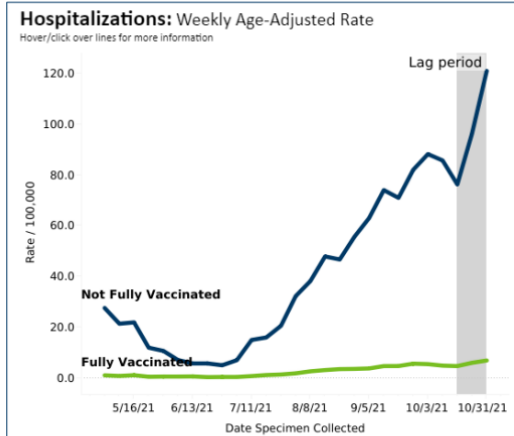
High School Students	3661	3015	82.35%
Middle School Students	2752	2190	79.58%
Elementary School Students	5459	3820	69.98%
Districtwide K-12	11907	9052	76.02%

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

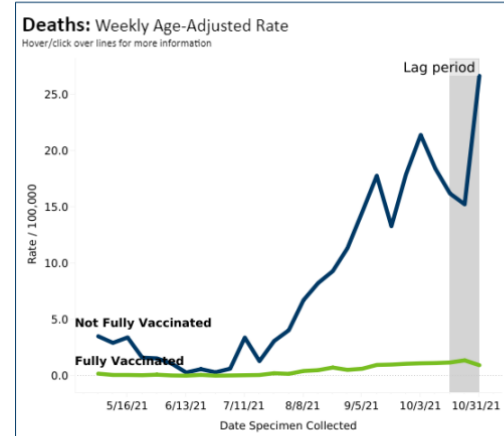
Vaccine Breakthrough Data

COVID-19 Vaccine Breakthrough Weekly Update:

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



17



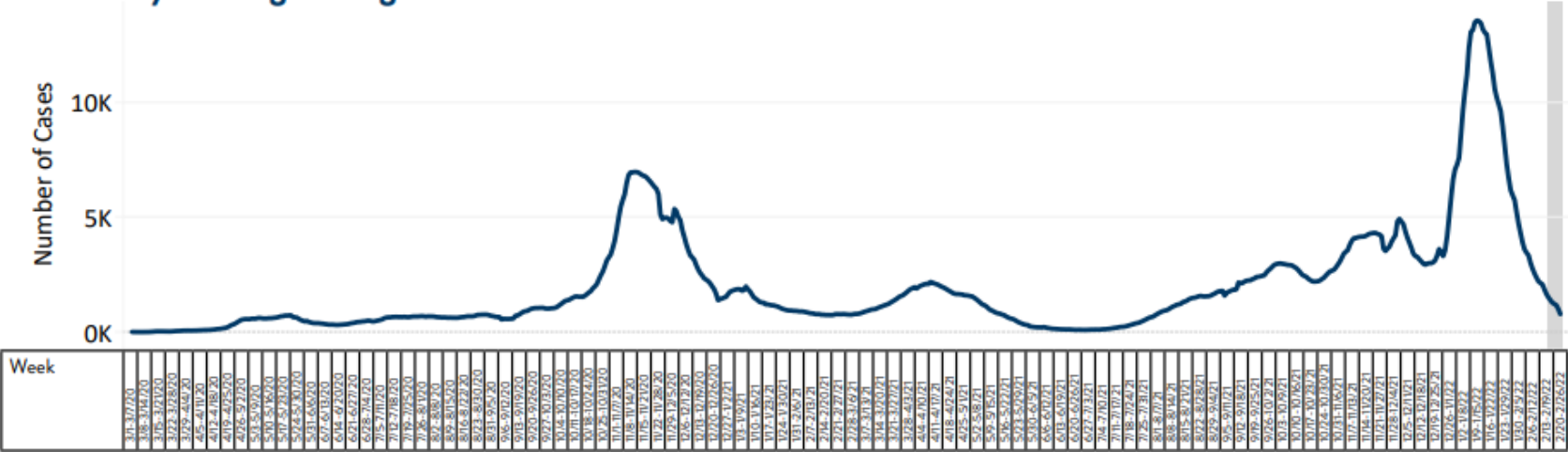
12

State of Minnesota

7 Day Moving Average of New Cases

February 24, 2022

Seven Day Moving Average of New Cases

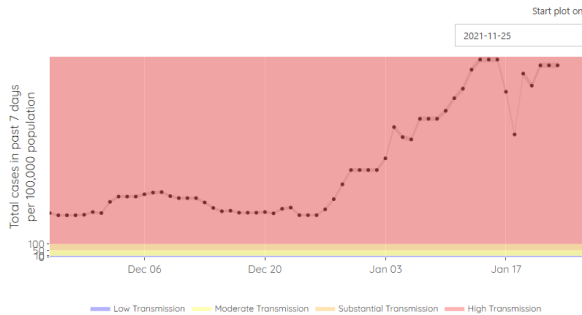
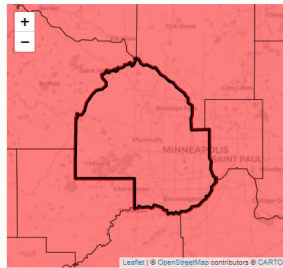
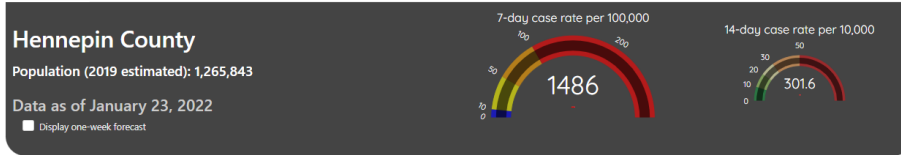


Hennepin County and WPS---U of MN Wolfson Model

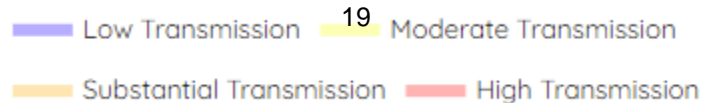
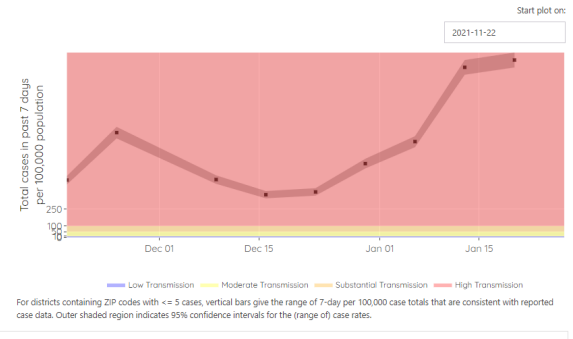
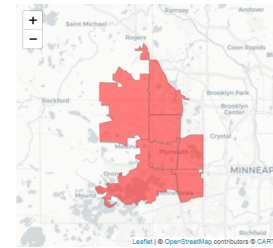
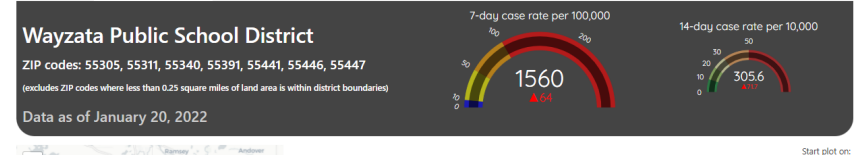
7 Day Running Total of Cases per 100,000 Residents

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

Hennepin County 1-23-22 (1486)



WPS School District 1-20-22 (1560)

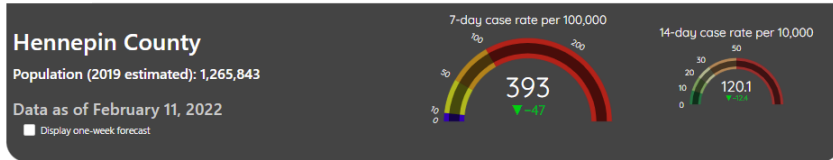


Hennepin County and WPS---U of MN Wolfson Model

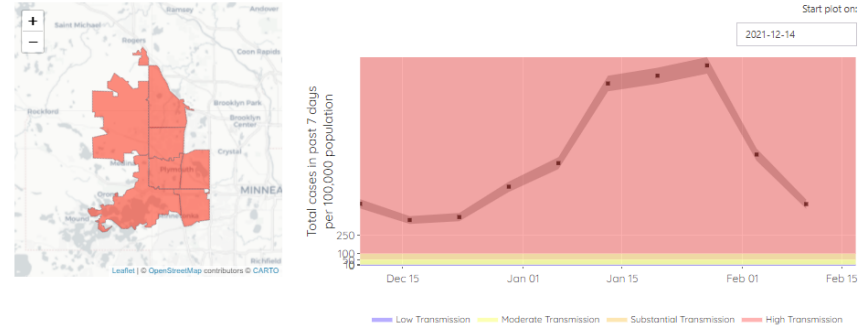
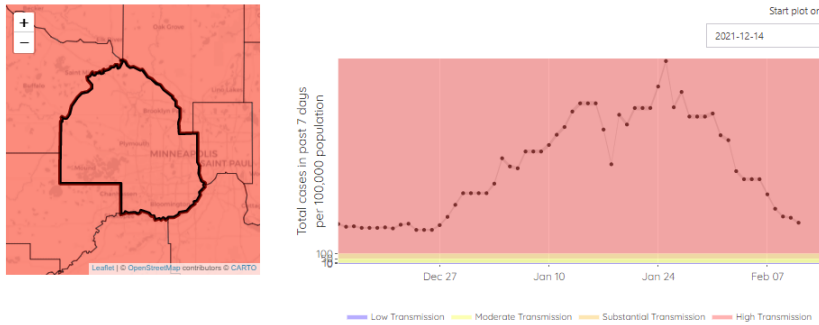
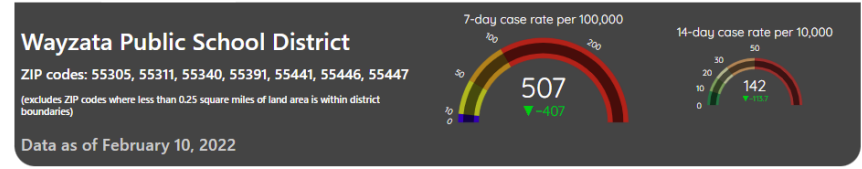
7 Day Running Total of Cases per 100,000 Residents

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

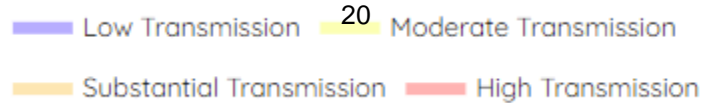
Hennepin County 2-11-22 (393)



WPS School District 2-10-22 (507)



For districts containing ZIP codes with ≤ 5 cases, vertical bars give the range of 7-day per 100,000 case totals that are consistent with reported case data. Outer shaded region indicates 95% confidence intervals for the (range of) case rates.

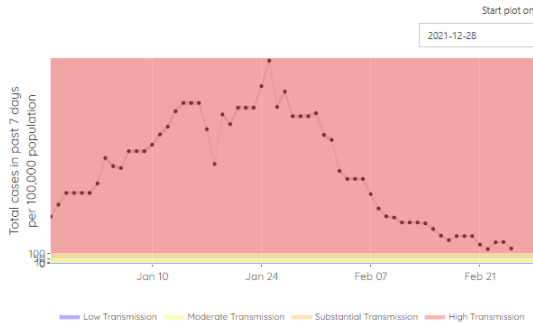
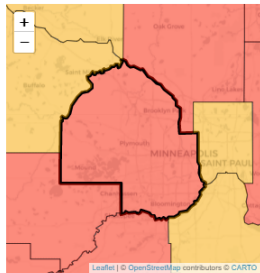
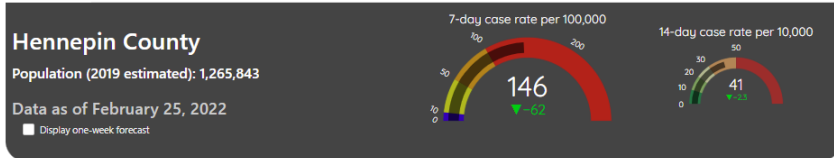


Hennepin County and WPS---U of MN Wolfson Model

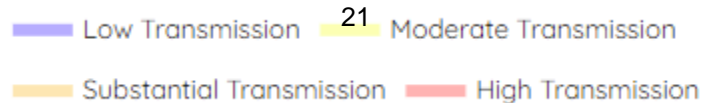
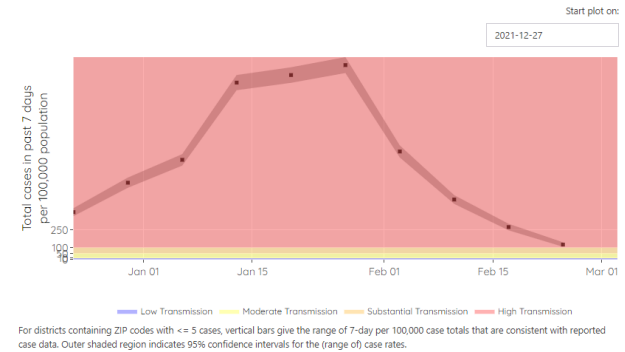
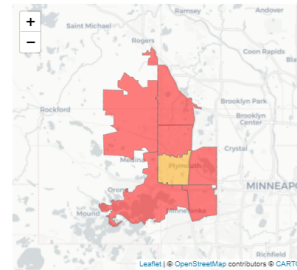
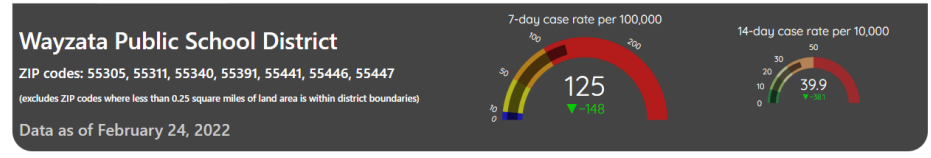
7 Day Running Total of Cases per 100,000 Residents

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

Hennepin County 2-25-22 (146)



WPS School District 2-24-22 (125)



Hennepin County Selected Cities Within and/or Near Wayzata Public Schools 14 Day Running Total—10 Week Trend Line

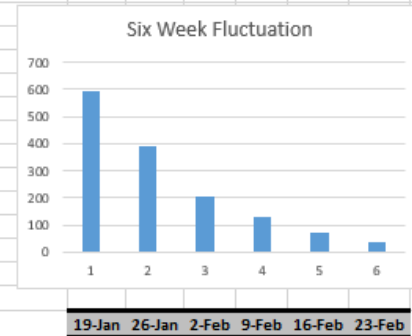
Hennepin County City Level COVID-19 Data (14 Day Running Total)																						
Date:	11/30/2021	12/7/2021	12/14/2021	12/21/2021	12/28/2021	1/4/2022	1/11/2022	1/18/2022	1/25/2022	2/1/2022												
Date Range:	12/13/2021	12/20/2021	12/27/2021	1/3/2022	1/10/2022	1/17/2022	1/24/2022	1/31/2022	2/7/2022	2/14/2022	Trend Line											
Maple Grove	82.40	64.70	104.60	214.60	311.20	311.50	196.30	124.80	71.40	47.40												
Minnetonka	89.30	81.10	104.90	186.70	201.50	186.70	201.50	119.10	70.60	47.20												
Plymouth	81.30	76.20	100.20	191.20	209.60	191.20	209.60	130.50	72.40	40.50												
*Other NW Suburban in Hennepin County	64.80	67.40	86.80	133.80	163.60	133.80	163.60	119.20	65.80	38.20												
**Other W/S Suburban in Hennepin County	88.70	76.10	91.00	147.20	162.50	147.20	162.50	119.90	73.50	45.90												
Average #284 Cities and Local Vicinities	81.3	73.1	97.5	174.7	209.7	194.1	186.7	122.7	70.7	43.8												
Points	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00												
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; vertical-align: top;"> *Other NW Suburban in Hennepin County **Other W/S Suburban in Hennepin County </td> <td style="width: 40%; vertical-align: top;"> Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony 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 </td> <td style="width: 40%; vertical-align: top;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ff0000; color: white;">High</td> <td style="background-color: #ff0000; color: white;">100+</td> </tr> <tr> <td style="background-color: #ffcc00;">Substantial</td> <td style="background-color: #ffcc00;">50-99.99</td> </tr> <tr> <td style="background-color: #ffff00;">Moderate</td> <td style="background-color: #ffff00;">10-49.9</td> </tr> <tr> <td style="background-color: #90ee90;">Low</td> <td style="background-color: #90ee90;">0-9.99</td> </tr> </table> </td> </tr> </table>												*Other NW Suburban in Hennepin County **Other W/S Suburban in Hennepin County	Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ff0000; color: white;">High</td> <td style="background-color: #ff0000; color: white;">100+</td> </tr> <tr> <td style="background-color: #ffcc00;">Substantial</td> <td style="background-color: #ffcc00;">50-99.99</td> </tr> <tr> <td style="background-color: #ffff00;">Moderate</td> <td style="background-color: #ffff00;">10-49.9</td> </tr> <tr> <td style="background-color: #90ee90;">Low</td> <td style="background-color: #90ee90;">0-9.99</td> </tr> </table>	High	100+	Substantial	50-99.99	Moderate	10-49.9	Low	0-9.99
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Low	0-9.99																					

Wayzata Public Schools-District Dashboard

Cumulative Total Student/Staff Cases

1-19-22 thru 2-23-22

Student and Staff Cases Combined						
(Note: If a building had fewer than 5 cases in any given week, the case count is not itemized in the chart below for privacy reasons.)						
	19-Jan	26-Jan	2-Feb	9-Feb	16-Feb	23-Feb
Early Learning School	8	17	0	0	5	0
Birchview Elementary	24	15	1	13	0	0
Gleason Lake elementary	41	24	8	0	0	0
Greenwood Elementary	23	28	13	7	7	0
Kimberly Lane Elementary	22	18	11	6	5	7
Meadow Ridge Elementary	26	26	12	15	0	0
North Woods Elementary	35	22	9	7	6	5
Oakwood Elementary	21	18	17	13	7	0
Plymouth Creek Elementary	14	23	9	10	0	0
Sunset Hill Elementary	25	9	11	0	6	0
Central Middle School	75	39	25	12	0	7
East Middle School	35	25	15	0	0	0
West Middle School	45	15	14	8	0	0
Wayzata High School	196	111	41	27	10	0
Wayzata Transition	0	0	1	0	0	0
District Offices	0	1	1	0	2	0
Other Cases < 5/Building	5	2	17	14	23	16
Wayzata Total	595	393	205	132	69	35



New CDC Guidance on School Bus Masking

February 25, 2022

Effective February 25, 2022, CDC is exercising its enforcement discretion to not require that people wear masks on buses or vans operated by public or private school systems, including early care and education/child care programs. CDC is making this change to align with [updated guidance](#) that no longer recommends universal indoor mask wearing in K-12 schools and early education settings in [areas with a low or medium COVID-19 Community Level](#). School systems at their discretion may choose to require that people wear masks on buses or vans.

Superintendent Authorized to Modify Protocols

Resolution: February 14, 2022

- Section 2: The Superintendent is hereby authorized, after consultation with the School Board Chair and notification to the School Board, to select and implement different health and safety measures for the School District or any specific school buildings without School Board action if the Superintendent reasonably believes that prompt implementation of different health and safety measures is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting to approve the implementation. The health and safety measures selected and implemented by the Superintendent shall continue in effect unless and until the School Board, in consultation with the Superintendent and appropriate school district staff and public health officials, deems it in the best interest of the School District and its students to implement different health and safety measures.

Superintendent Recommendation

Through an administrative decision, adopt the new CDC guidance regarding masking expectations on school buses as stated below. This would be in alignment with current classroom “recommended” masking rather than “required” masking.

The new CDC guidance states:

“Effective February 25, 2022, CDC is exercising its enforcement discretion to not require that people wear masks on buses or vans operated by public or private school systems, including early care and education/child care programs.”

Recommendation:

The administration’s recommendation is to implement this “recommended masking on the bus” to replace the current “required masking on the bus” for students in K-12 effective March 1, 2022.

New CDC Guidance for Early Education

No changes are being recommended for early education at this time.

Updated CDC guidance is anticipated to be shared soon.

We will consider this updated guidance carefully and connect with our early education families in the coming days and weeks.

Thank you



Literacy and Center for Educational Leadership

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February 28, 2022



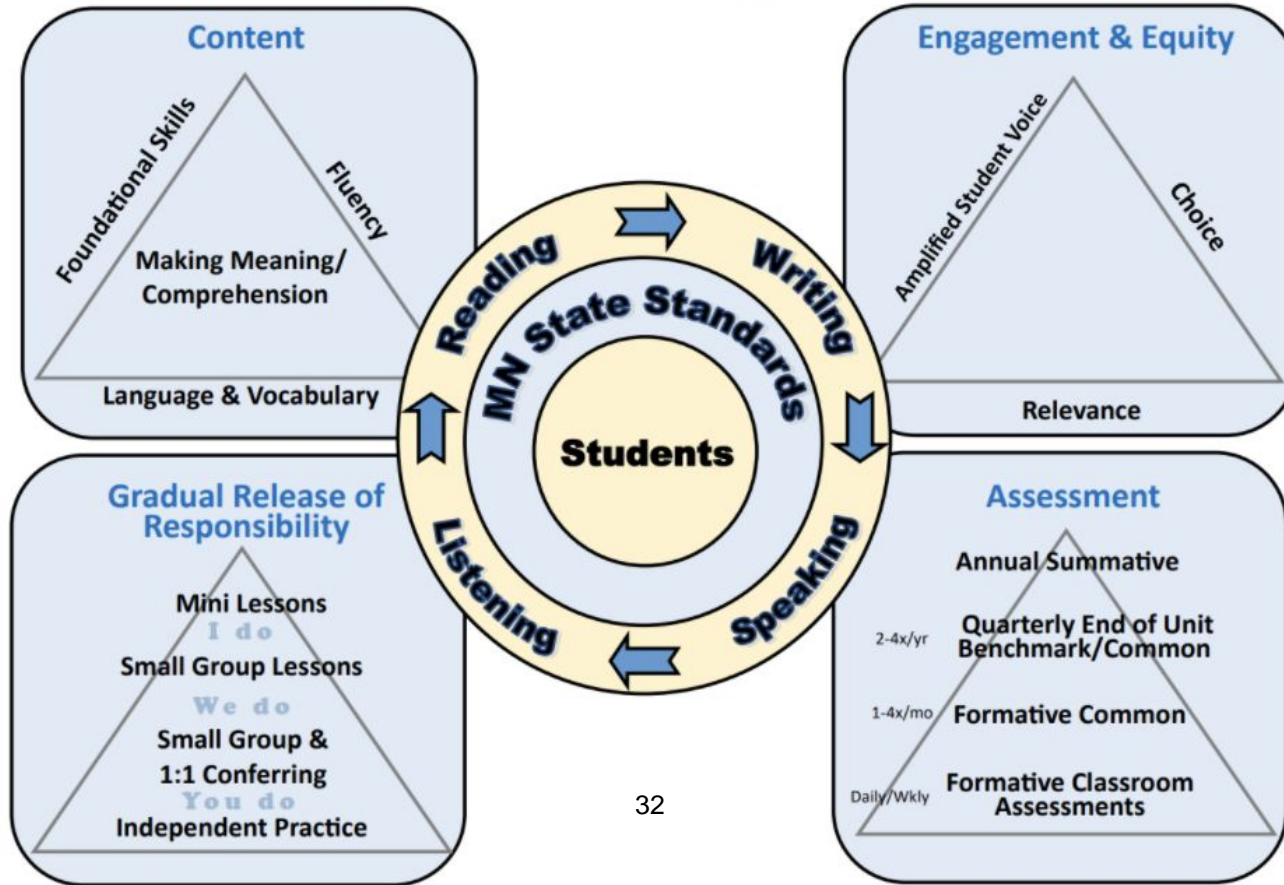


Wayzata Public Schools Strategic Roadmap for Literacy

<p>Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.</p> <p>-International Literacy Association</p>	
<p>MISSION <i>Our Core Purpose</i></p> <p>To inspire each and every student to develop the literacy skills needed to be a life-long learner.</p> <p>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.</p>	<p>CORE EDUCATIONAL VALUES: <i>Drivers of our Words and Actions</i></p> <p>We Believe.....</p> <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 texts ● 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 various methods ● Literacy is about learning, thinking, and communicating, in addition to developing skills ● Media Centers provide important literacy and inquiry resources ● Technology is a tool to research, organize, create, evaluate, and communicate information ● Skillful teachers are key to student learning



Comprehensive Literacy Framework



Think back.....

What was your experience learning to read?

How did you feel?

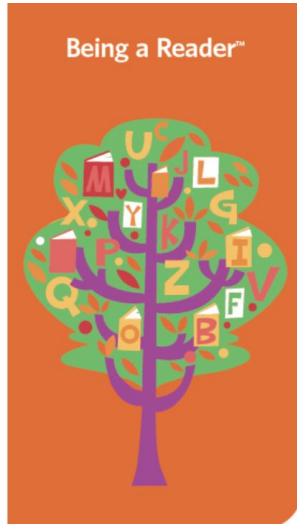
What did you learn?

How did you learn?

The Dependent Learner	The Independent Learner
<ul style="list-style-type: none"> • Is dependent on the teacher to carry most of the cognitive load of a task always • Is unsure of how to tackle a new task • Cannot complete a task without scaffolds • Will sit passively and wait if stuck until teacher intervenes • Doesn't retain information well or "doesn't get it" 	<ul style="list-style-type: none"> • Relies on the teacher to carry some of the cognitive load temporarily • Utilizes strategies and processes for tackling a new task • Regularly attempts new tasks without scaffolds • Has cognitive strategies for getting unstuck • Has learned how to retrieve information from long-term memory

—Zaretta Hammond, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*

Literacy Components



K-2

Phonemic Awareness
Phonics & Decoding
Sight Words
Fluency

2nd Grade

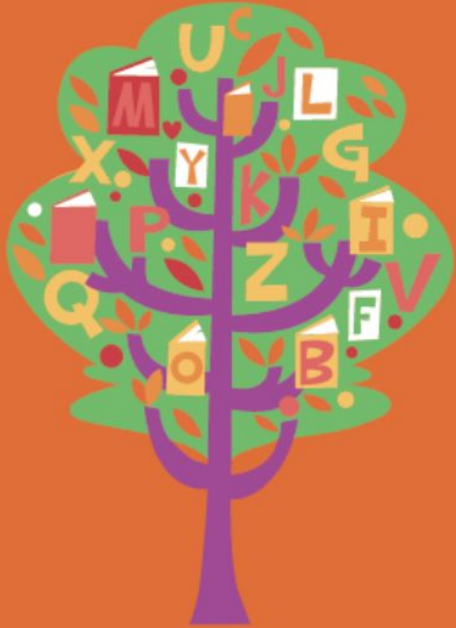
Word Study



K-5

Comprehension
Vocabulary Development
Independent Daily Reading (IDR)

Being a Reader™



Whole Group Instruction K-2

Shared Reading K-1

- Builds classroom community
- Promotes enjoyment
- Teacher models effective behaviors & strategies
- Students read and reread texts
- Students attend to print

Word Study 2

Small Group Instruction K-2 (3)

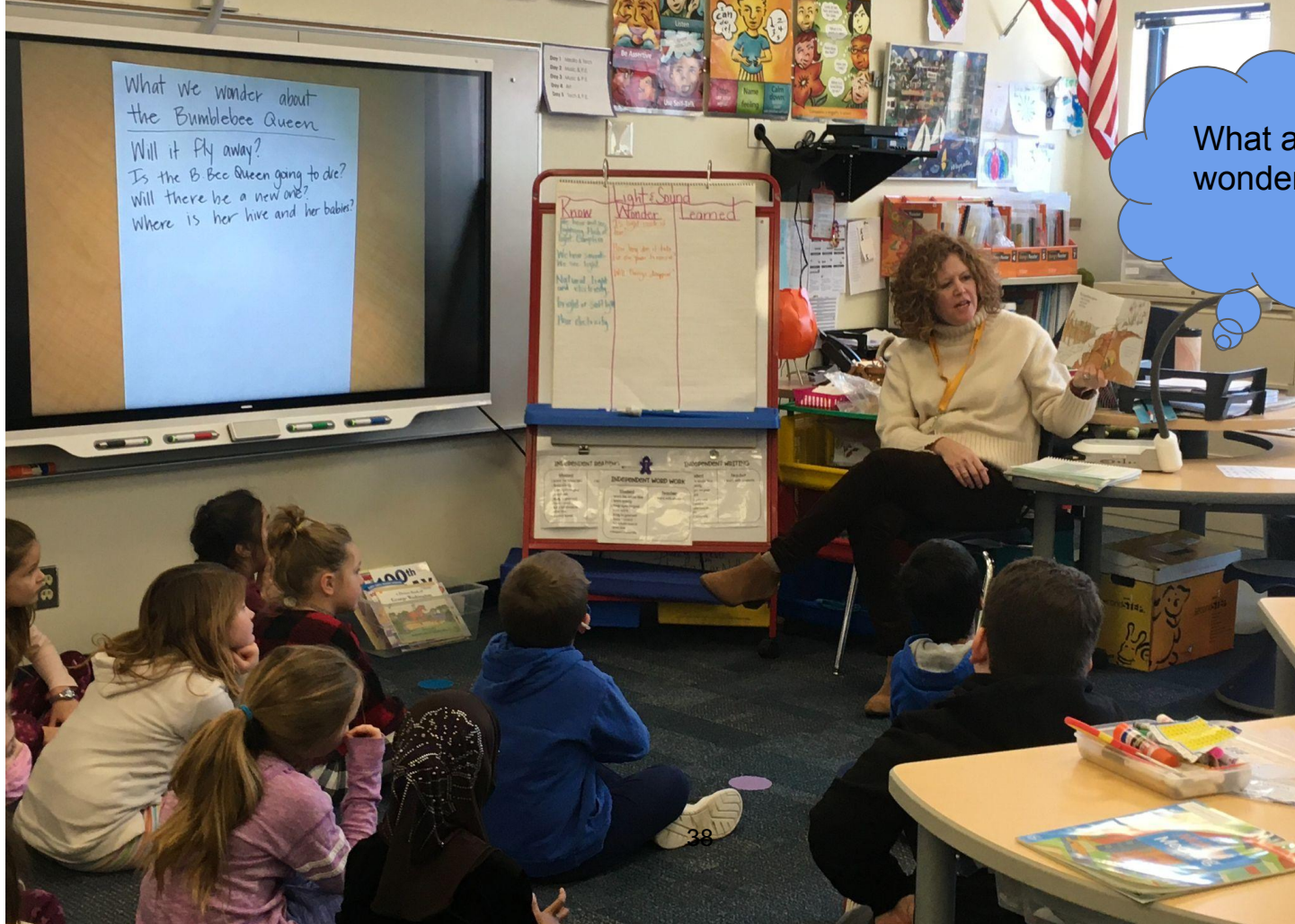
- Based on student need
- Focused on foundational skills
- Accuracy and automaticity
- Skills introduced and practiced in connected text
- Reading, writing, word work

Making Meaning®



Reading Comprehension Module K-5

- Comprehension Strategies - Read Alouds
- Fiction/Non Fiction
- Vocabulary Development
- Individualized Daily Reading (IDR)
- Conferring



What are you wondering?

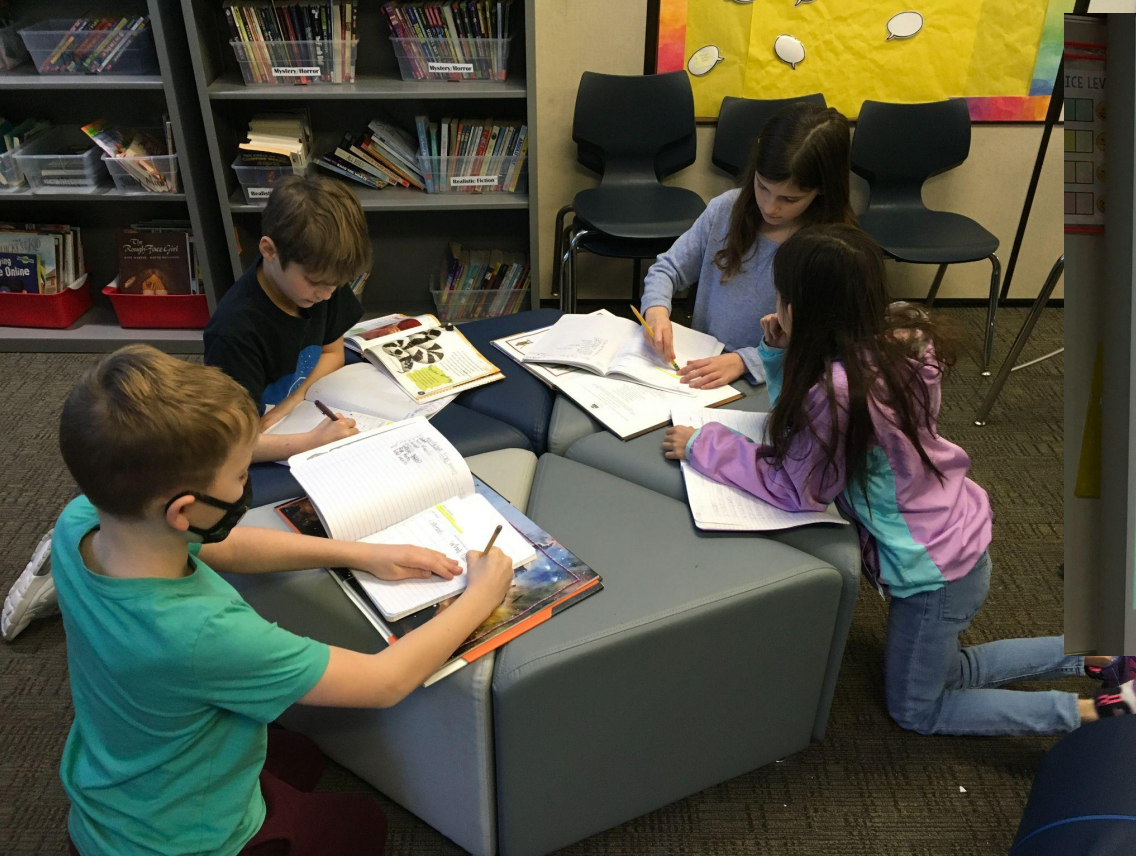
What we wonder about the Bumblebee Queen
Will it fly away?
Is the B Bee Queen going to die?
Will there be a new one?
Where is her hive and her babies?

Know	Want	Learned
<ul style="list-style-type: none"> Know how to fly Know how to make a hive Know how to make a queen Know how to make a bee Know how to make a bee Know how to make a bee Know how to make a bee Know how to make a bee Know how to make a bee Know how to make a bee 	<ul style="list-style-type: none"> Want to know how to make a queen Want to know how to make a bee Want to know how to make a bee Want to know how to make a bee Want to know how to make a bee Want to know how to make a bee Want to know how to make a bee Want to know how to make a bee Want to know how to make a bee Want to know how to make a bee 	<ul style="list-style-type: none"> Learned how to make a queen Learned how to make a bee Learned how to make a bee Learned how to make a bee Learned how to make a bee Learned how to make a bee Learned how to make a bee Learned how to make a bee Learned how to make a bee Learned how to make a bee



Applying
Wondering

39



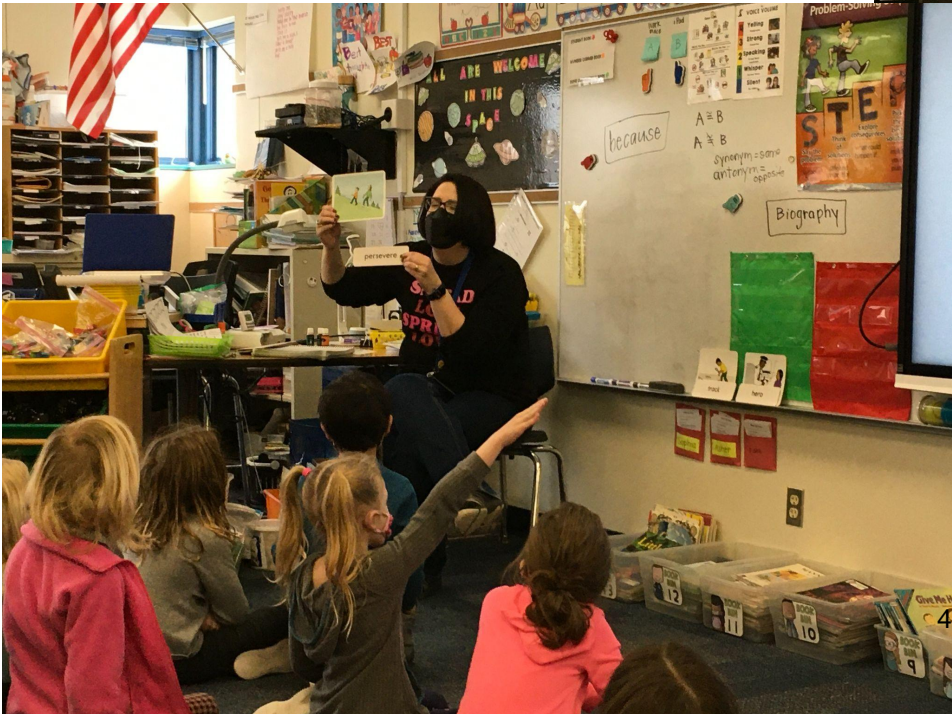
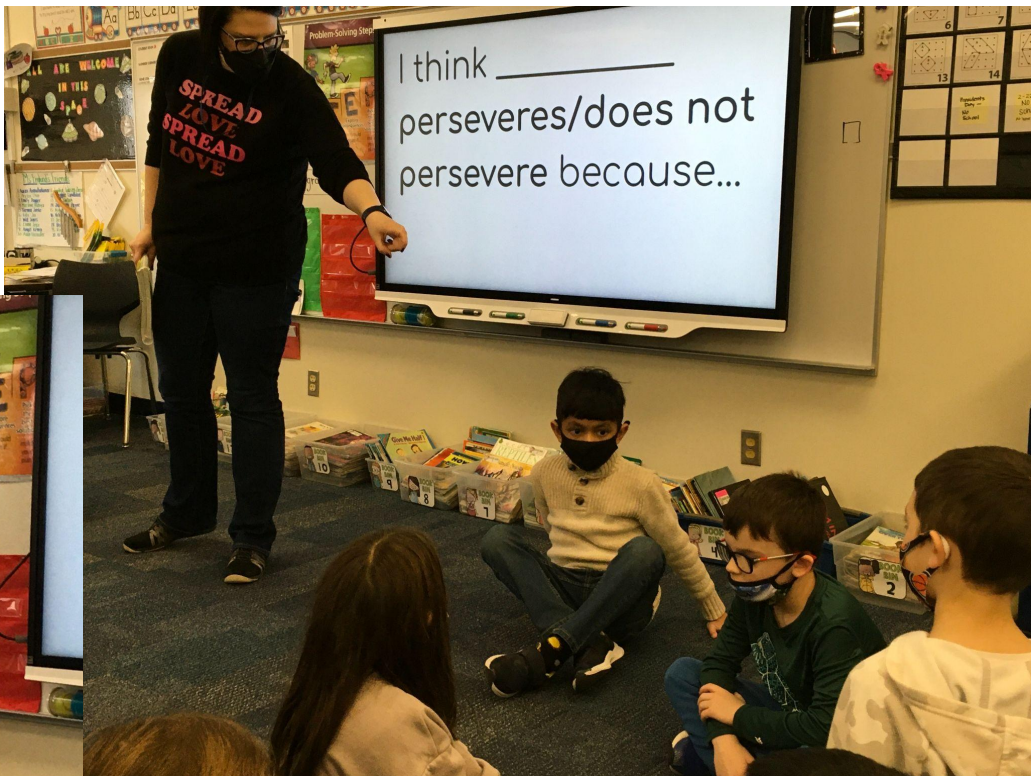
PAIRS PARTNER UP - 3 MINUTES

Share one text feature and how it helps you understand nonfiction text.

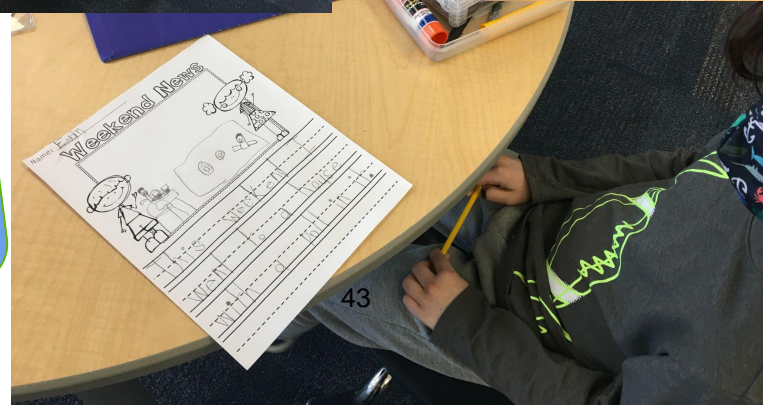
1. Judi-Ilana	Chance-Vivaan
2. Nate-Parker	Sicity-Elle
3. Collins-Hanifa	Rory-Christopher
4. Sophia-Evelina	Chris-Eddie
5. Leo-Quentin	Kiera-Emily

Understanding Text Features

Vocabulary Development







Reading, Writing & Word Work

Conferring Notes Name _____

Unit 5: Wondering

Notes:

Can they retell past reading? Y / N
Are they a fluent reader? Y / N
Can they retell the story after reading? Y / N

Circle questions asked:

- What problem does a character have?
- How does that problem get solved?
- What did you visualize? What helped you? ✓
- How does this book remind you of your life?
- What do you wonder about your book?
- What did you find interesting/surprising? ○

Book level: Easy / Just Right / Hard

Unit 6: Making Connections

Notes:

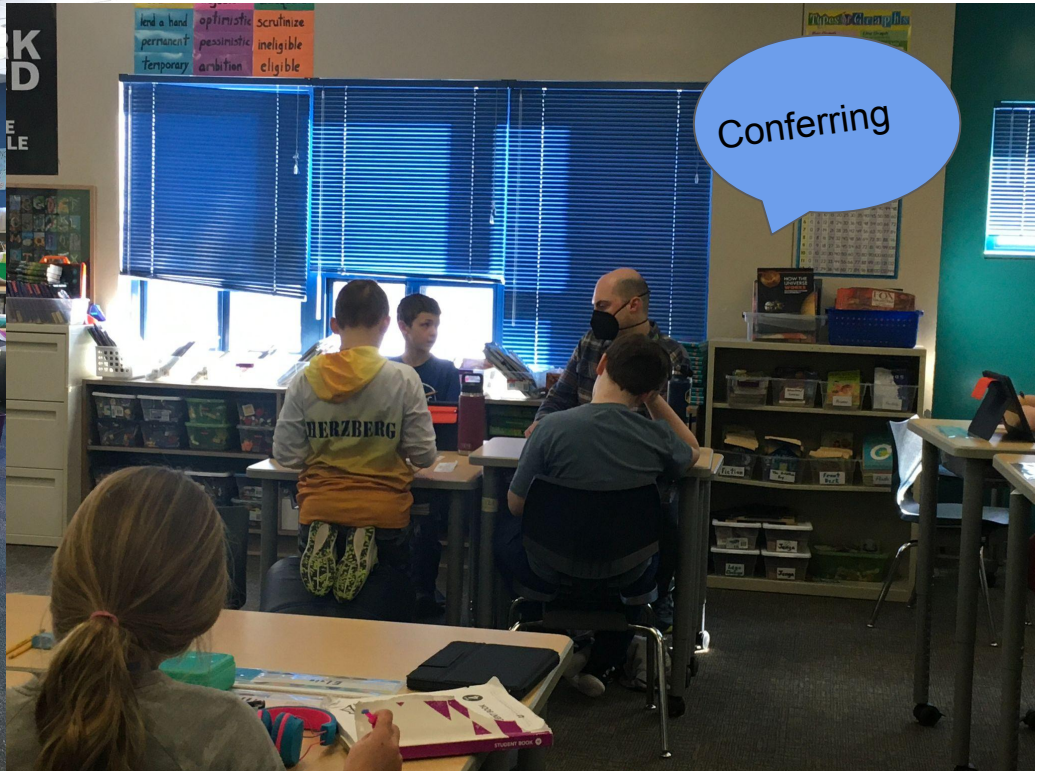
Can they retell past reading? Y / N
Are they a fluent reader? Y / N
Can they retell the story after reading? Y / N

Circle questions asked:

- What did you find interesting/surprising?
- What are you wondering about?
- What is something you learned about?
- What did you visualize? What helped you?
- Does this remind you of life/other books?
- What is the problem? Does it get solved?
- What do you think will happen next?


Book level: Easy / Just Right / Hard

Conferring
aligns with units



Independent Daily Reading

Students

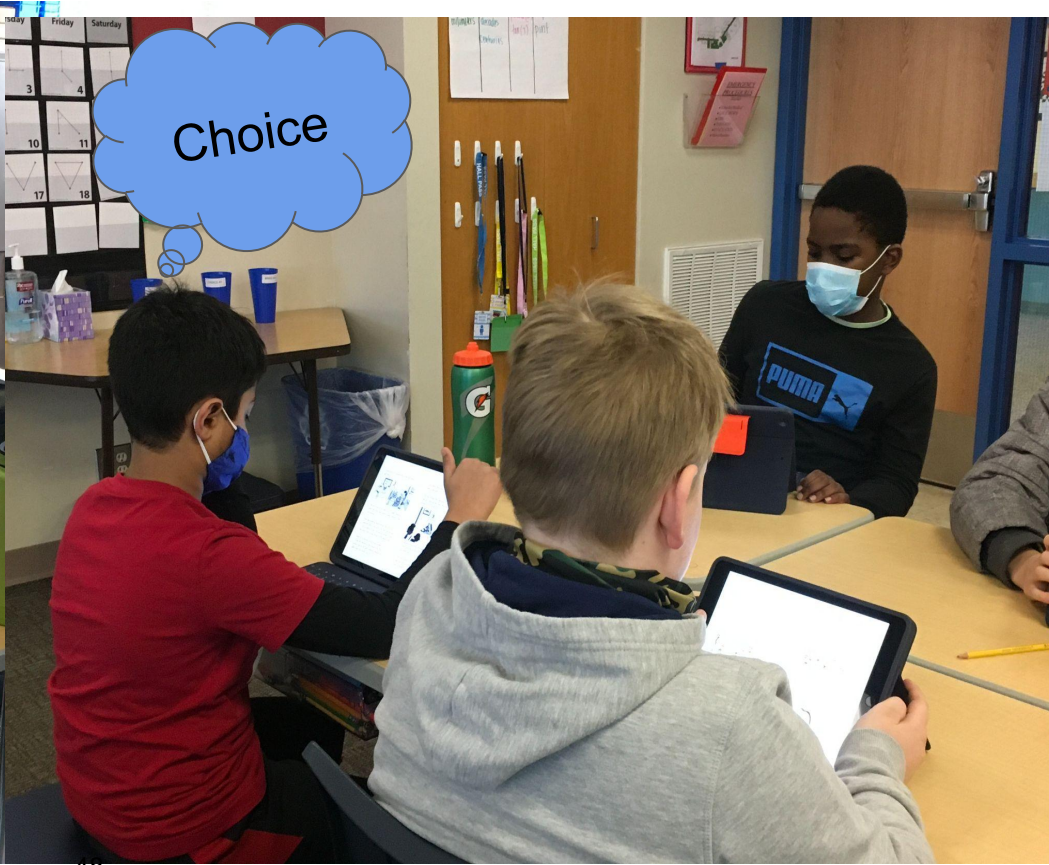
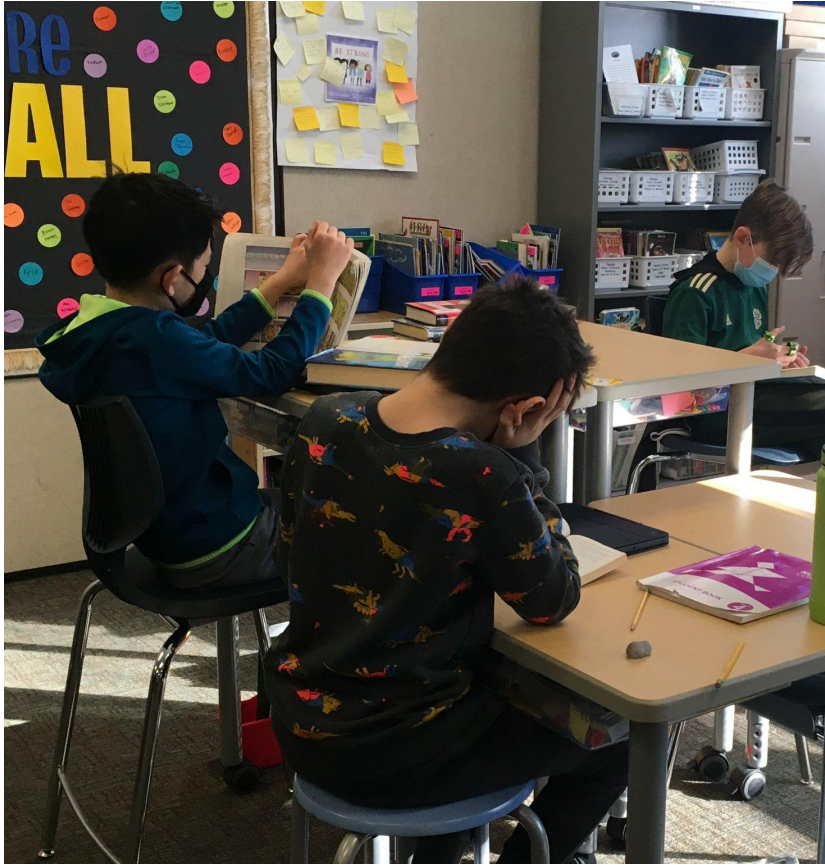
- Keep voice REALLY quiet Hailey
- Keep your eyes on the book Hanna
- Stay in one spot Harvey
- Read the WHOLE time Lily
- Think about the book Callum
- Respect others around you Emily
- Be careful with the books Henry He
- Keep reading - stay focused Nesley
- Pick a smart spot Ein
- Bring book box with you 

Teacher

- Watch students Lily
- Read with student
- Listen to readers

IDR Expectations





Thinking about
my reading ...

This is a graded discussion: 2 points possible

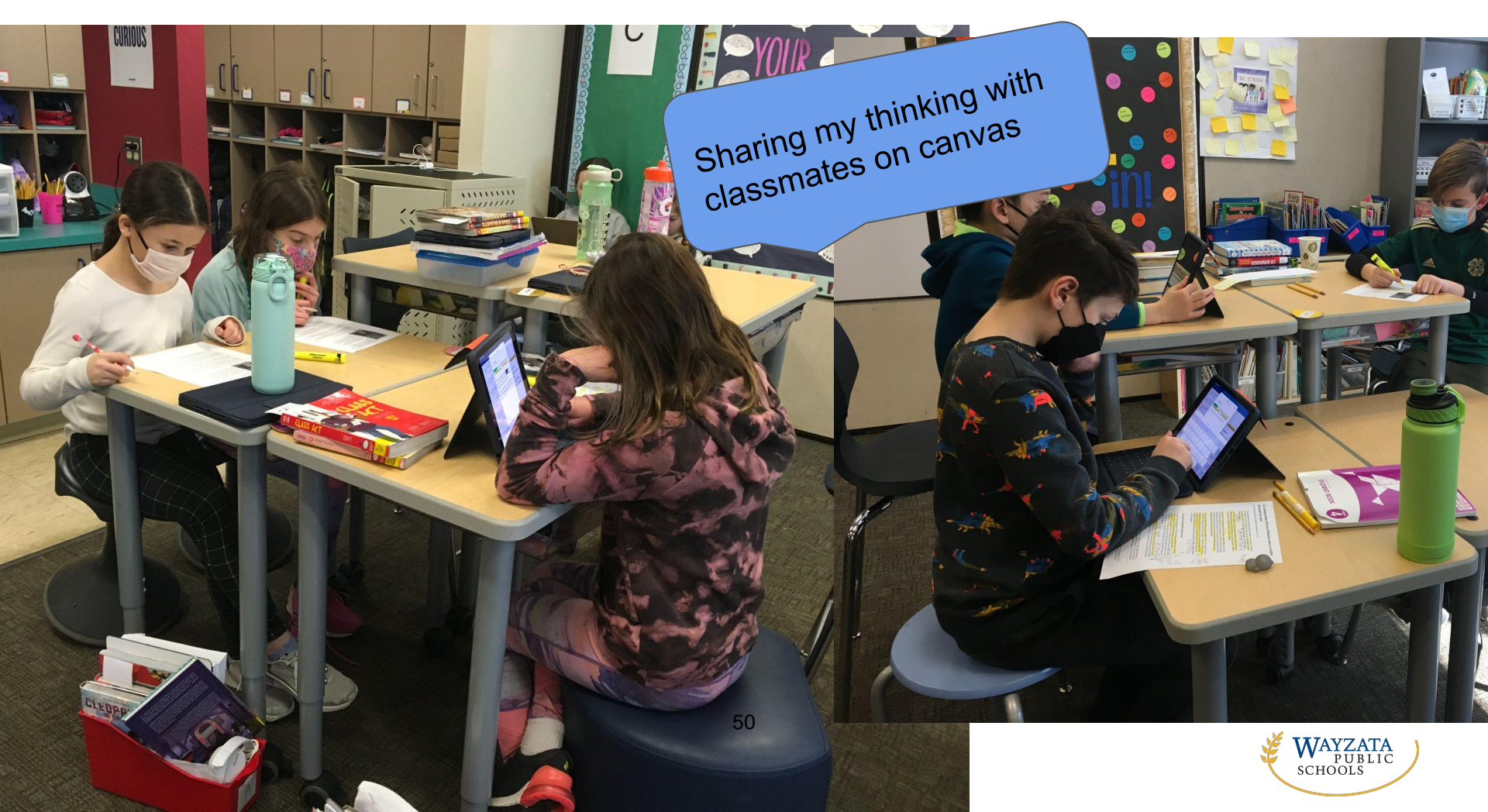


Edmonia Lewis Discussion
SARAH WINANS

Directions: After you read the article, respond to **at least two of the following in sentences.**

1. What surprised you in the article? Why was it surprising?
2. What message does the U.S. Postal Service send by selecting Edmonia Lewis for a stamp? Explain your thinking.
3. What else do you want to know about Edmonia Lewis? Why?
4. What connections can you make with this article to other texts we've read? Explain your thinking.

Sharing my thinking with classmates on canvas



Professional Learning - Facilitation Techniques

- What do you notice the teacher doing?
- What do you notice the students doing?
- How do the facilitation techniques enhance student learning?
- What might you bring back to your teaching?
- What changes might occur in the classroom as a result of these facilitation techniques?

Avoid Repeating or Paraphrasing (same as Intermediate)

Asking Questions Once and Using Wait Time

Asking Open-Ended Questions and Using Wait Time

Turn and Look at the Speaker

Asking Facilitative Questions (same as Intermediate)

Pacing Class Discussions (same as Intermediate)

Responding Neutrally with Interest (same as Intermediate)

Center for Educational Leadership

Teacher quality has the #1 impact on student learning.
Principal quality has the #2 impact on student learning.

Creating a school where students **experience teaching and learning in powerful ways** is sophisticated work.

CEL gave us permission to use diagrams and information from their resources.

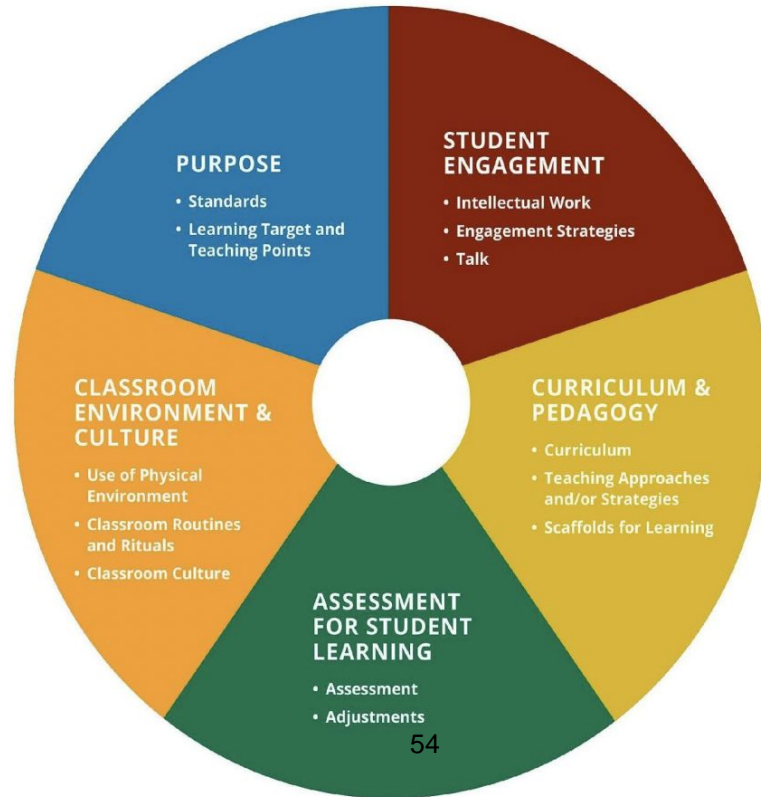
Current expertise for observing and analyzing teaching and learning:

What expertise are you already bringing with you?

- What do you pay attention to when observing...
- What do you consider as you analyze.....
- The role of your conversations with students....
- The role of your conversations with teachers....

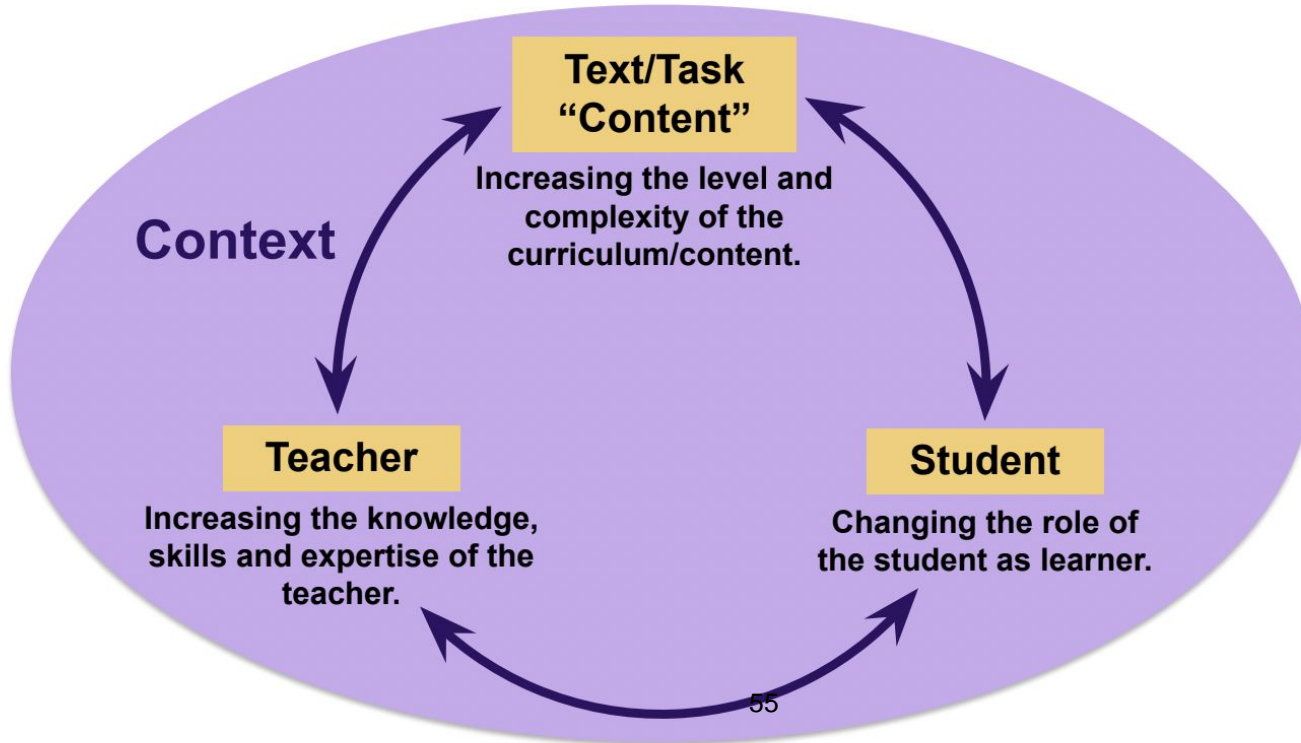
What expertise do you want to continue to develop?

The 5 Dimensions of Teaching and Learning

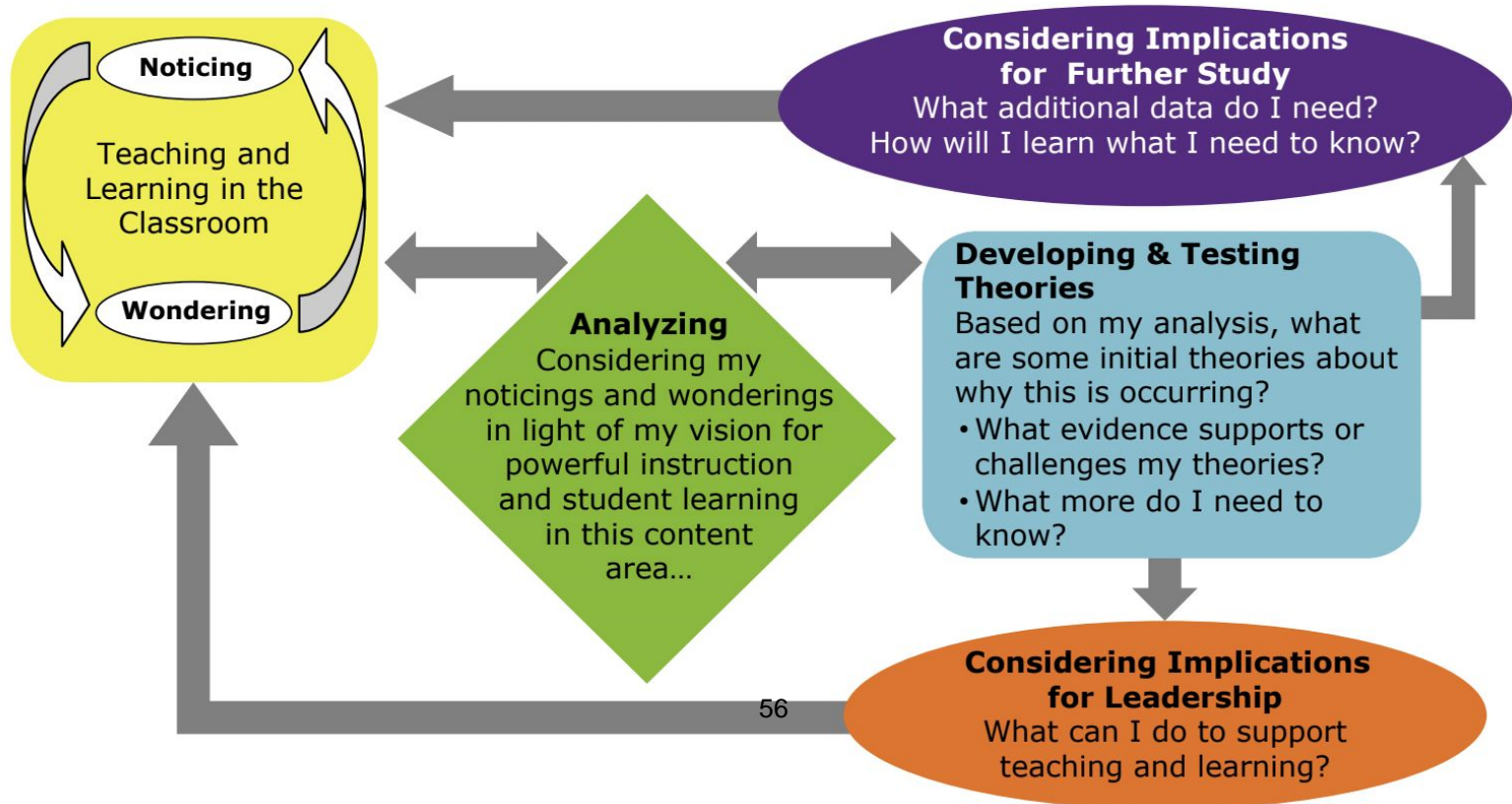


The Instructional Core:

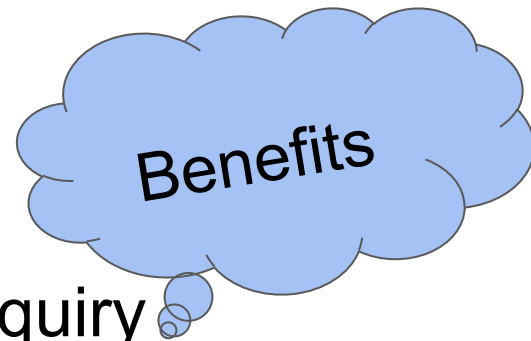
We can increase student learning by...



Habits of Thinking for Instructional Leadership



Learning



- Opportunities to take risks
- Opportunities for co-learning and inquiry
- Building a culture of improvement
- Taking a strengths based approach
- Asking questions and being non-judgemental
- Work in a continuous learning environment

Noticing - Scripting Evidence



Notes are a factual record of what occurred during the lesson



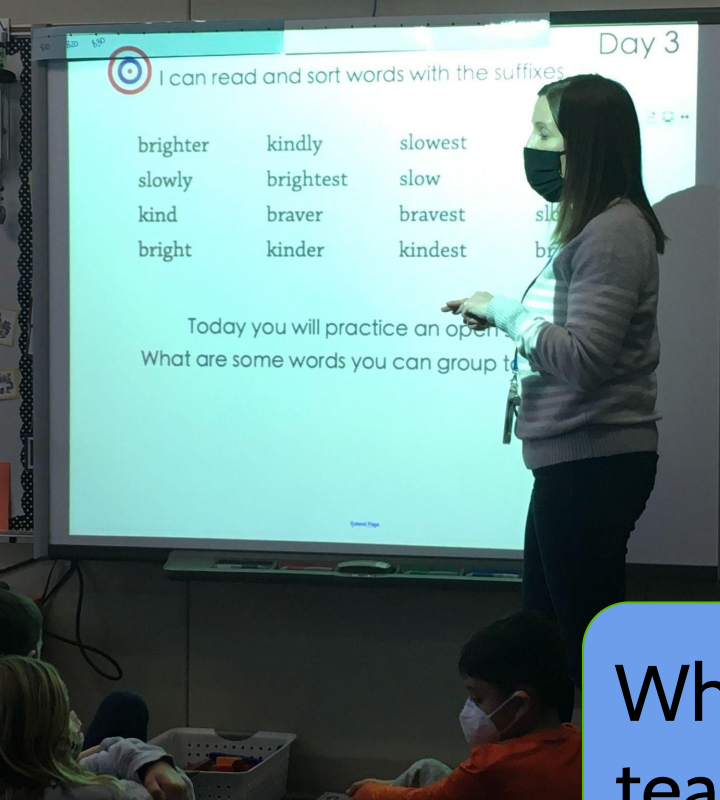
Notes include relevant amounts of time



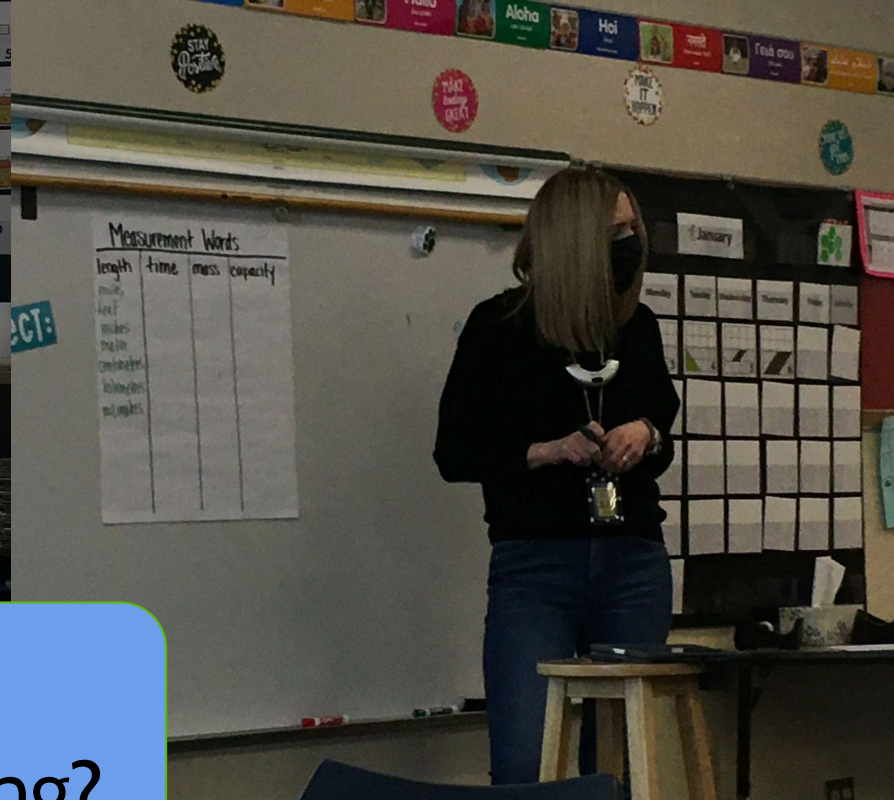
Notes include what the teacher is saying and doing



Notes include what the students are saying and doing



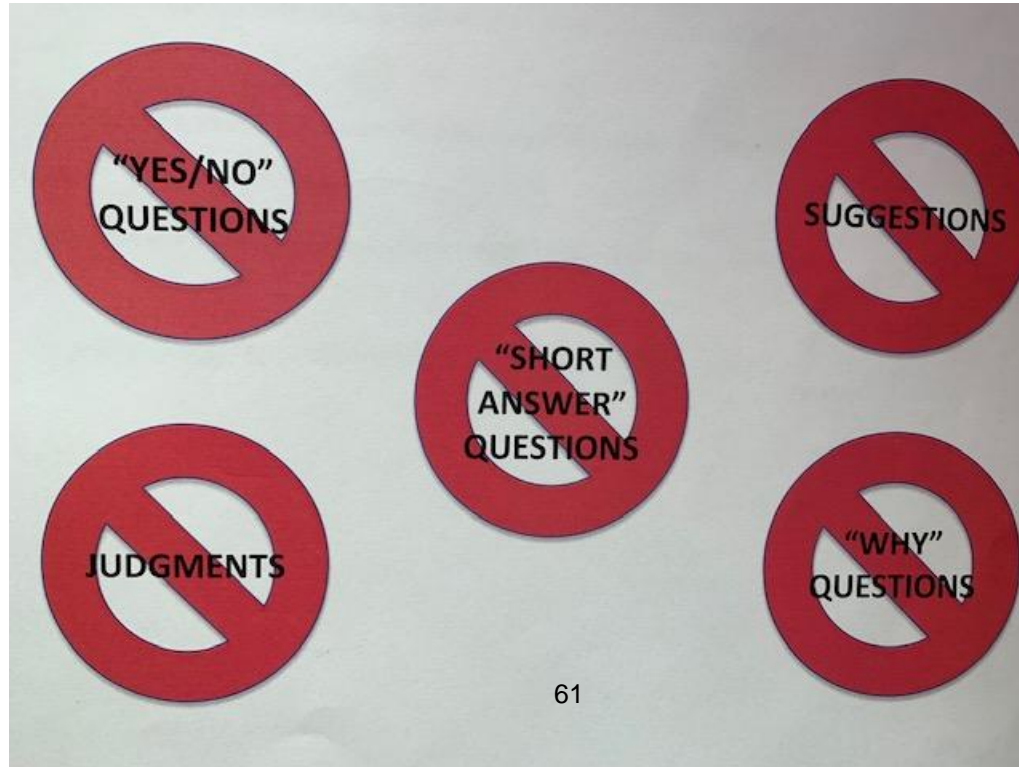
What is the teacher saying?



What are the students doing & saying?



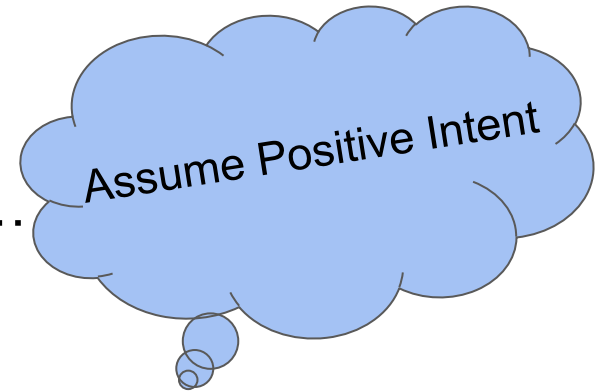
Rules of Wondering



61

Wondering Stems

How do you/did you make decisions about.....



How do you typically.....

What did you learn from/about your students today when you.....

Talk me through.... your thinking about....your planning for... what you noticed when

Sharpening our Equity Lens

- Using learning walk data to formatively assess the quality of student learning and/or teaching practice. *What is the quality of learning for all students?*
- Describing teaching and learning specifically, without judgement, allowing me to better observe for *high quality, culturally responsive teaching*.
- Asking authentic questions about a teacher's intention or decision-making *based on the needs of students*.

Biggest Takeaways



- Teaching is very complex
- Providing evidence based feedback takes time
- MILE Assessment

Implementation



Practicing scripting



Focusing on Purpose and Student Engagement

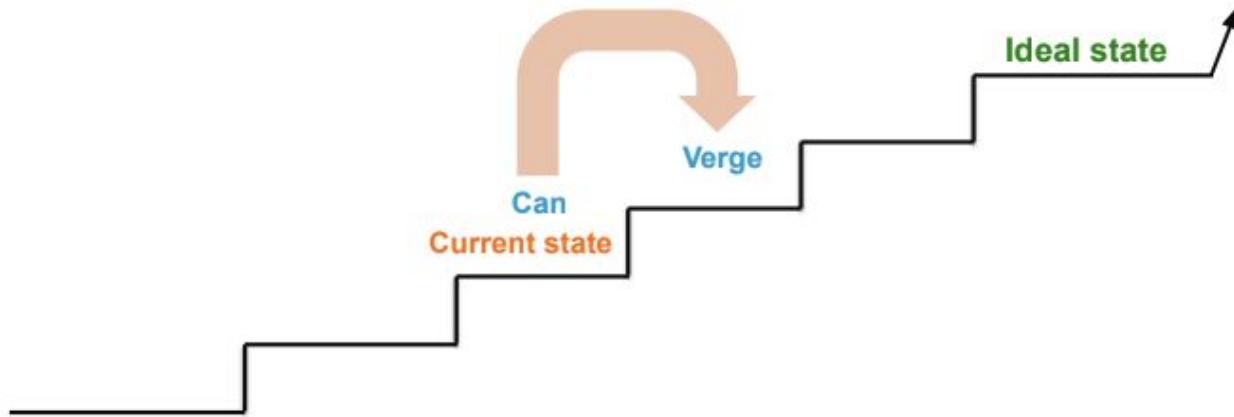


Thinking about Can, Verge, Next Step

Getting better: Actionable next step

Current State _____ **Ideal State**

- Share evidence of strength.
- Share a next step that can be practiced immediately and independently.



Instructional Practice Data Analysis Chart

Noticing	Wondering

Can	Verge	Next



Purpose

What is my current understanding of a benchmark?



I can use benchmarks to understand different measurements.

NEVER GIVE UP
Need:
DO:
REFLECT:
NEXT:

length	time	mass	capacity

13:47 PM Thu Jan 6

Assignment Details
Fourth Grade 2021-2022 Mrs. Winans

notebook or your whiteboard. Submit a photo of your work.

Giraffe Height = 18 Ft (5.5 m)
Giraffe Weight = 2400 lb - 4200 lb.

1. What is an example of a benchmark in the image?
An example of a benchmark is...

2. Write a comparison statement using the image.
A comparison statement I can make is...

Submit Assignment

← Previous Next →

Dashboard Calendar To Do Notifications @inbox

Student Engagement

Roll for a Dollar



- I can identify dimes, and pennies.
- I can determine place value within 1s, 10s, and 100s.
- I can add two digit numbers

Object: Get as close as you can to \$1.00 using dimes and pennies.

Take 7 turns with a die.

On each turn, decide if you want to take pennies or dimes with that number—once you pick you can't change your mind!

Record your choice after each turn.

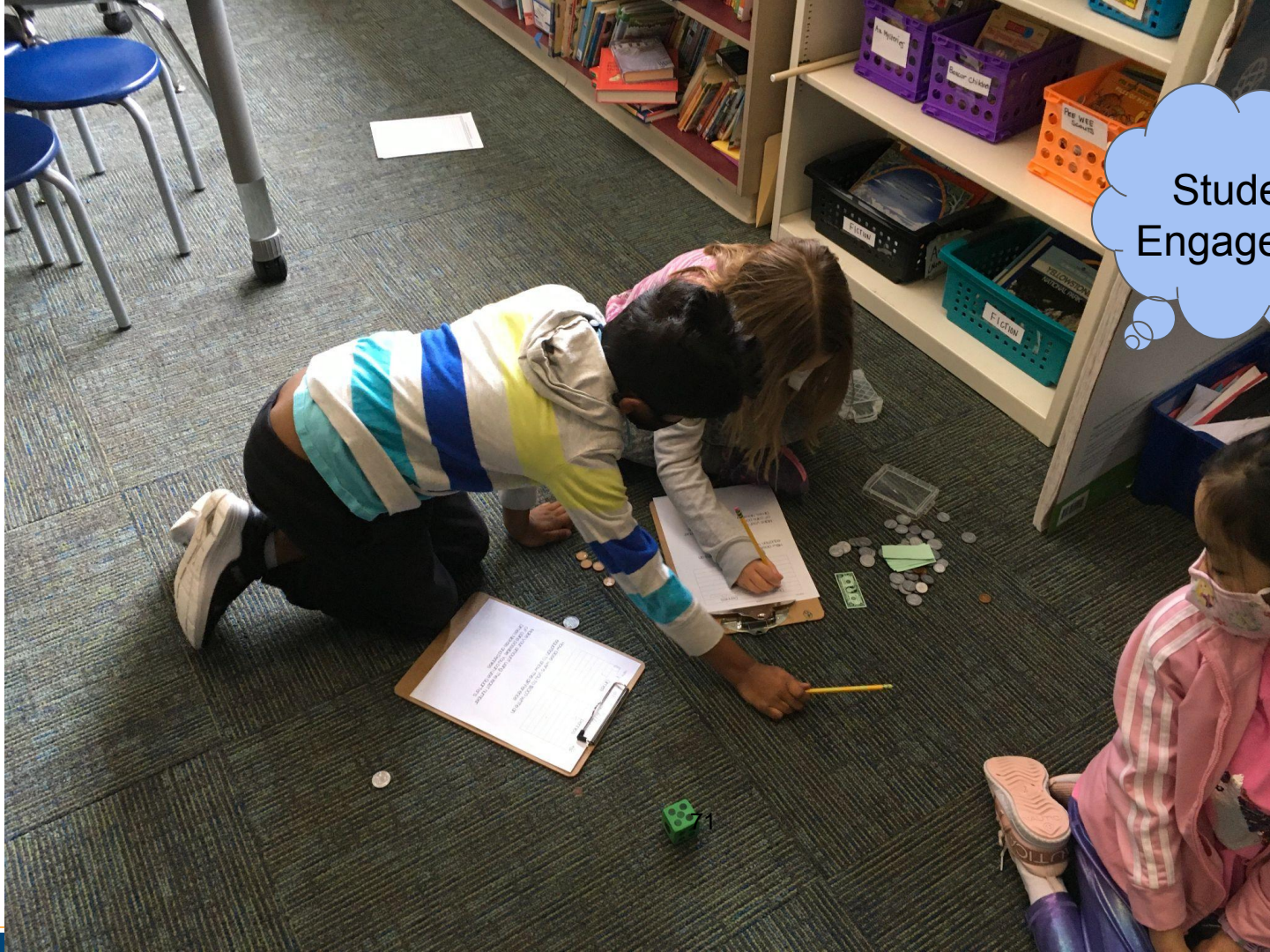
After 7 rolls, whoever is closest to \$1.00 is the winner.

Write an equation to show how close you are to \$1.00

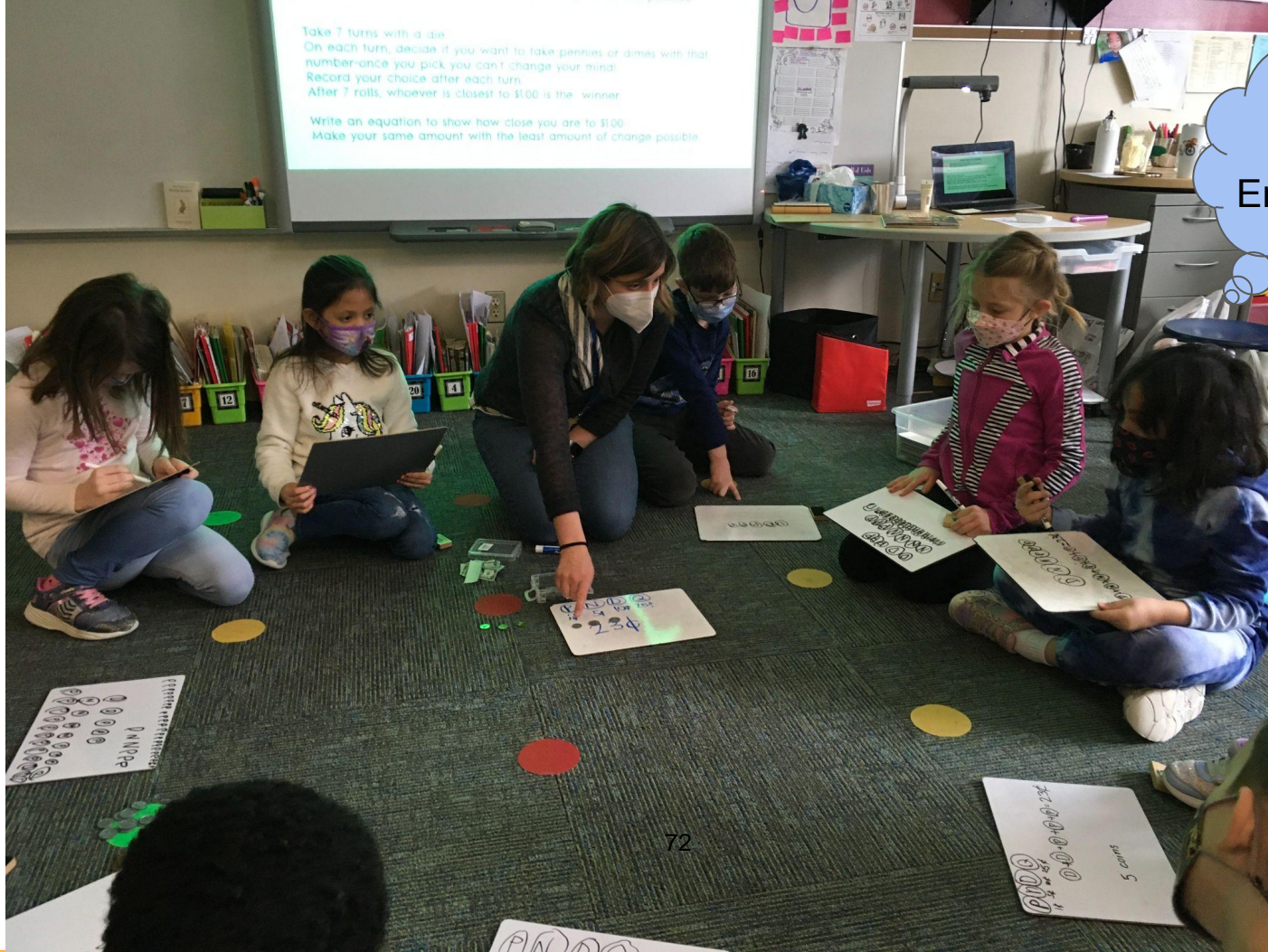
Make your same amount with the least amount of change possible.



Purpose



Students Engagement



Take 7 turns with a die.
On each turn, decide if you want to take pennies or dimes with that number—once you pick, you can't change your mind.
Record your choice after each turn.
After 7 rolls, whoever is closest to \$1.00 is the winner.
Write an equation to show how close you are to \$1.00.
Make your same amount with the least amount of change possible.

Student Engagement



Learning Targets Today in Math

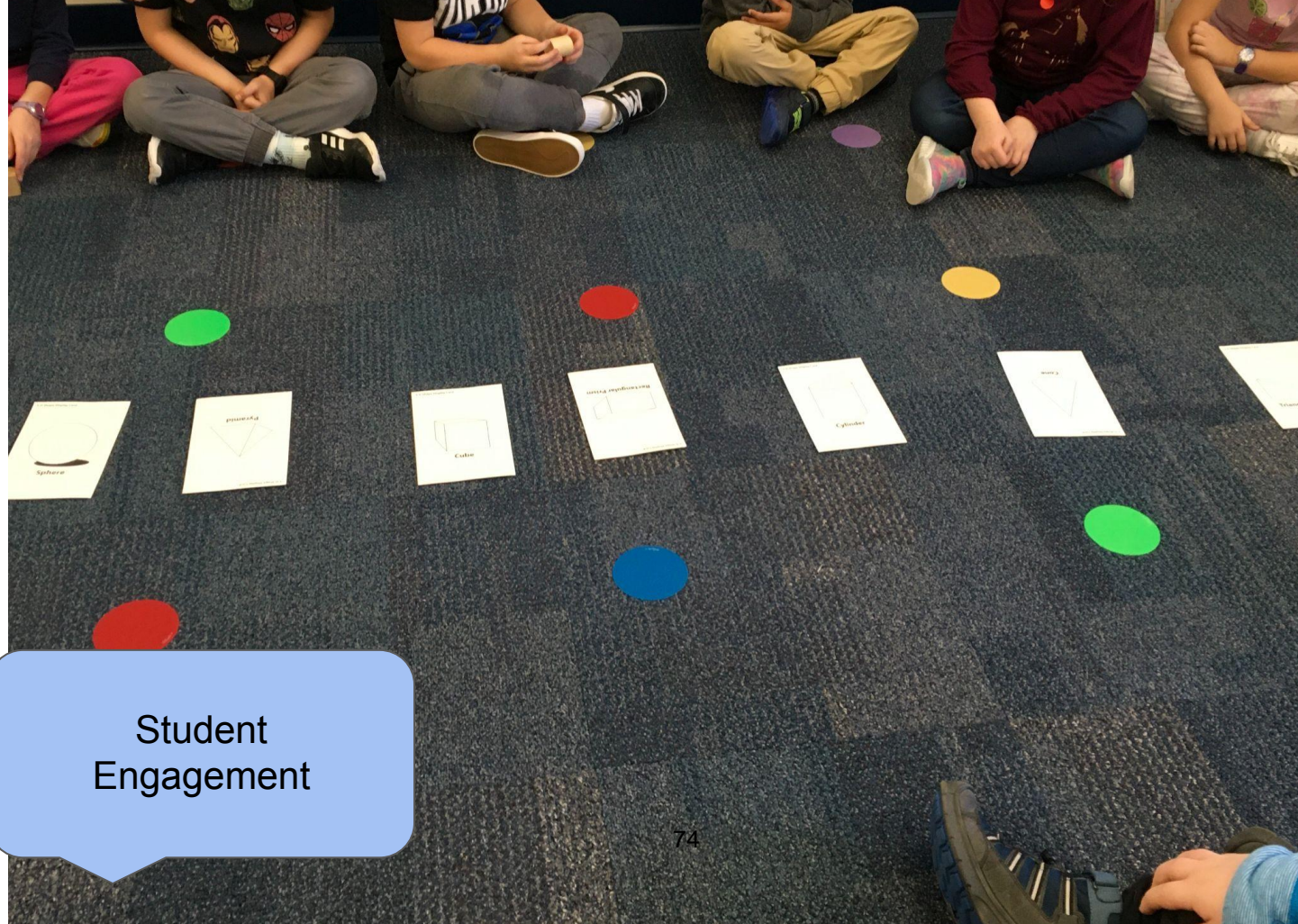
*I can identify and name three-dimensional shapes.

*I can build a cube with polydrons and describe its attributes.

*I can be a good partner during workplaces.

Page 12 of 22

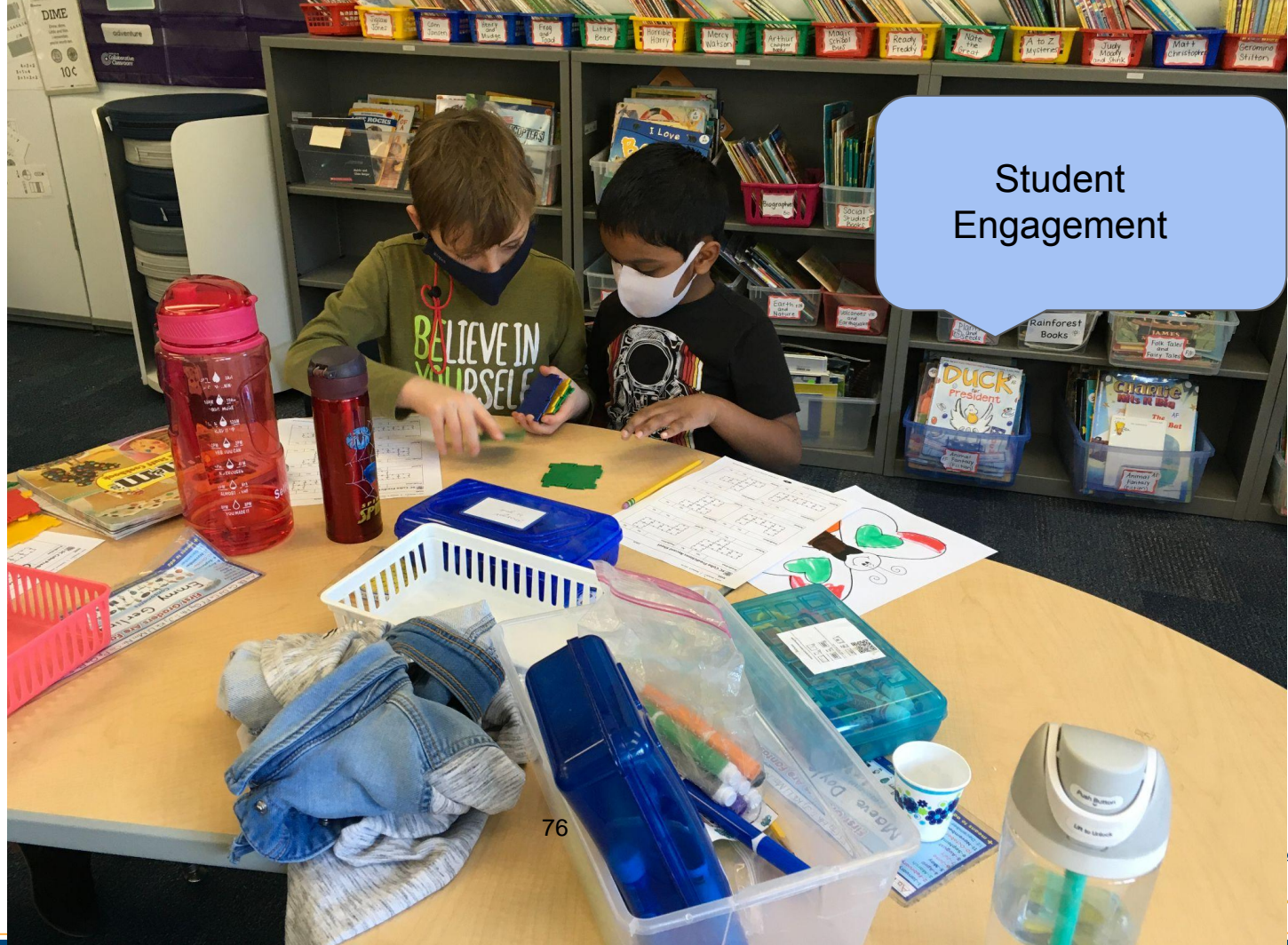
Purpose



Student Engagement



Student Engagement



Student Engagement

Teacher quality has the #1 impact on student learning.
Principal quality has the #2 impact on student learning.

Leaders cannot lead what they are not **willing to learn.**

Assumptions

1. The models are testing the thresholds of the Hollydale development and the school capacity. The charts do not indicate actual projections but rather "worst case" scenarios to ensure adequate capacity.
2. There will be 229 homes in the Hollydale development. Based on past housing studies, the highest yield we can expect from new homes is .92 children per home. 1 child per home was used.
3. The charts assume ALL of the homes are built and occupied immediately next year. (This will likely not happen.)
4. In addition, the Dundee redevelopment will feed into Kimberly Lane and a small Charles Cudd development feeds into Plymouth Creek.

Yellow=grades Blue=Hollydale children Green= School enrollment versus capacity

Growth Spread Across All Grades

Scenario 1	Hollydale	KIMBERLY LANE	PLYMOUTH CREEK				CENTRAL		EAST		
Pre K	30										
K	26	73	99	86	112	6	17	485	502	202	219
1	26	81	107	94	120	7	17	501	518	212	229
2	26	84	110	84	110	8	15	494	509	225	240
3	25	108	133	93	118		49	1480	1529	639	688
4	24	94	118	117	141						
5	23	83	106	98	121						
	150	523	673	572	722						
Capacity			720		720			1635			896
In addition			Dundee		Charles Cudd						

Aggressive Elementary Growth

Scenario 2	Hollydale	KIMBERLY LANE	PLYMOUTH CREEK				CENTRAL		EAST		
Pre K	50										
K	30	73	103	86	116	6	0	485	485	202	202
1	30	81	111	94	124	7	0	501	501	212	212
2	30	84	114	84	114	8	0	494	494	225	225
3	30	108	138	93	123		0	1480	1480	639	639
4	25	94	119	117	142						
5	24	83	107	98	122						
	169	523	692	572	741						
Capacity			720		720				1635		896

Aggressive Middle School Growth

In addition		Dundee	Charles Cudd								
Scenario 3	Hollydale	KIMBERLY LANE	PLYMOUTH CREEK				CENTRAL		EAST		
Pre K	20										
K	10	73	83	86	96	6	33	485	518	202	235
1	10	81	91	94	104	7	33	501	534	212	245
2	10	84	94	84	94	8	33	494	527	225	258
3	10	108	118	93	103		99	1480	1579	639	738
4	20	94	114	117	137	WHS	2				
5	30	83	113	98	128						
	90	523	613	572	662						
Capacity			720		720				1635		896



FY 2022-23 Budget Update

Agenda

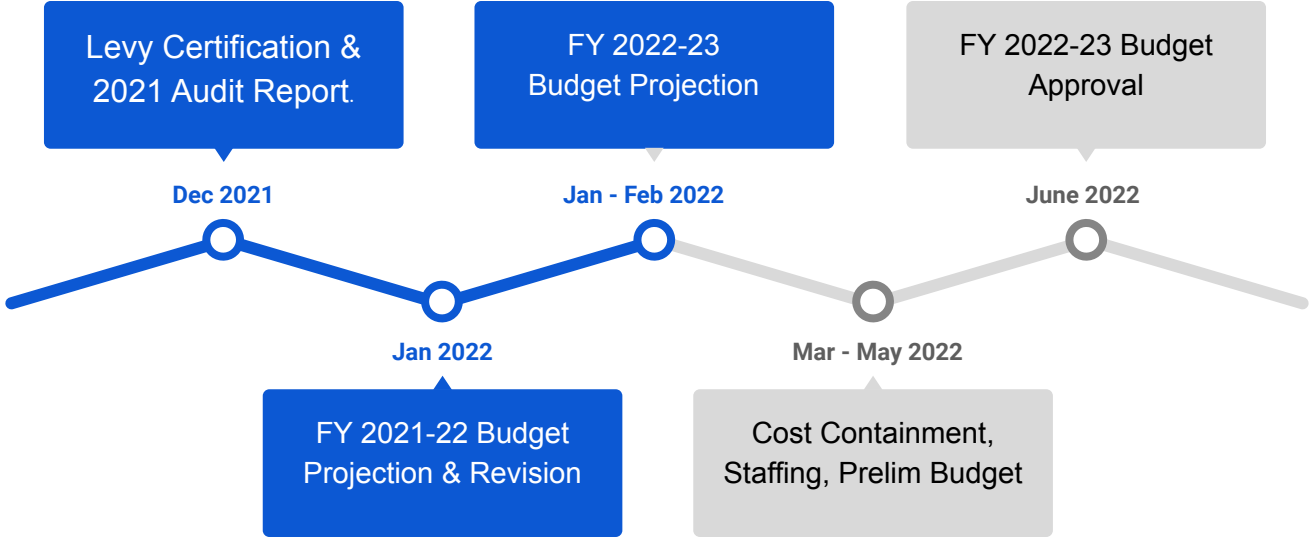
FY 2022-23
Budget Update

School District Funds
Budget Timeline
Budget Assumptions
Preliminary Projections
Cost Containment Process

School District Funds

01	General Fund	<ul style="list-style-type: none">• General School District Operations• Salaries/Benefits, Supplies, Transportation• Utilities, Equipment, LTFM < \$2.0M
02	Food Service	<ul style="list-style-type: none">• Wayzata Cafes• Salaries/Benefits, Food, Supplies, Equip• Revenue - Primarily from Meal Sales
04	Community Services	<ul style="list-style-type: none">• ECFE, ABE, Wayzata Kids, Youth Classes• Community Ed Classes• Revenue - Primarily from Fees
06	Construction	<ul style="list-style-type: none">• Major Building Projects• Revenue from sale of bonds• LTFM > \$2.0M
07	Debt Service	<ul style="list-style-type: none">• Account for Principal & Interest• Similar to homeowner's mortgage payments

Budget Timeline



FY 2022-23 General Fund Budget Assumptions

Revenue

Enrollment +146 students

Funding

- State - 2.0%
- Taxes - 1.0%
- Federal - 0.0% (Title, IDEA)
- Other - 2.0%

Expenses

Salaries - Per contract or negotiated parameters

Health Insurance - 4.0%

Utilities - 6.0%

Transportation - 15.0%

Note: Remaining Federal Pandemic Relief Funding at ~\$3M can only be spent on new expenditures; no supplanting.

FY 2022-23 General Fund Projection (in millions)

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Enrollment	11,912	12,134	11,910	11,912	12,058	12,266	12,739
Revenue	\$151.03	\$169.08	\$164.26	\$169.53	\$175.83	\$175.76	\$182.24
Expense	150.23	162.92	169.06	170.29	179.76	184.16	192.73
Containment					-4.54		
Rev Expense	150.23	162.92	169.06	170.29	175.2	184.16	192.73
Change Fund Bal	1.08	6.10	-4.80	-0.76	0.62	-8.40	-10.48
End Fund Bal	13.55	19.65	14.86	14.10	14.72	6.32	-4.16
Fund Bal Percent	9.02%	12.06%	8.79%	8.28%	8.40%	3.43%	-2.16%

Cost Containment - Idea Generation

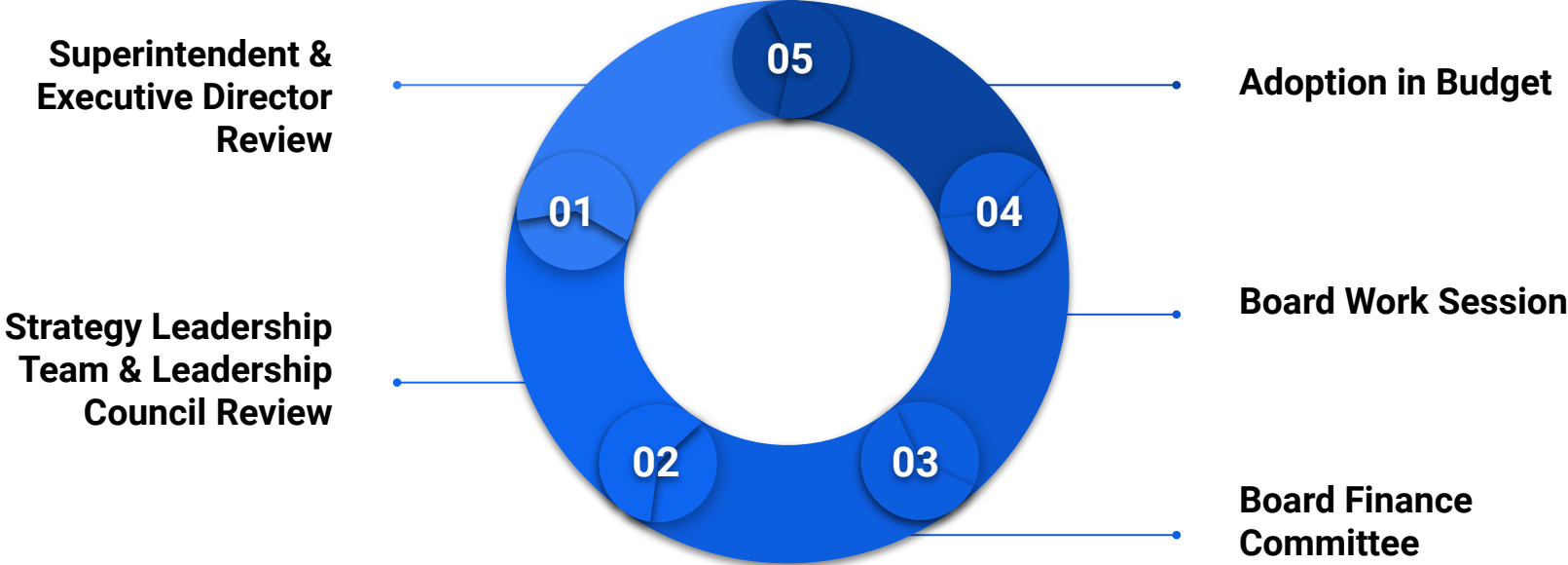
Estimated Gap between Revenue - Expense \$4.0 - \$4.9 million

Generate cost containment ideas from:

- Executive Directors, Associate Superintendent
- SLT Members
- Building Principals
- Managers

Estimate costs associated with containment ideas

Cost Containment - Review & Finalization





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