



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, September 26, 2022 - 4:05 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, September 26, 2022, beginning at 4:05 PM in the Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447.

- 1. **ROLL CALL/CALL TO ORDER**
- 2. **TEACHING AND LEARNING REPORTS**
- A. 2022 Summer School Update 2
- 3. **SUPERINTENDENT'S REPORTS**
- A. School Year in Review 2021-2022 22
- 4. **SCHOOL BOARD REPORTS**
- A. Legislative Action Committee Update
- 5. **ADJOURN**



Summer 2022 Programming Review

School Board Work Session
September 26, 2022

Summer 2022 Programming Summary

Teaching & Learning

- Camp Explore
- Summer Learning Academy
- High School Credit Recovery

Specialized Services

- Extended School Year (ESY)

Community Ed

- Wayzata Kids
- Classes and Camps
- Preschool Camps and ECFE
- Facility Rentals/Partnerships

Camp Explore

Goal: 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.

Who: Current Kindergarten - 4th Grade Students

When: June 27 - August 4, 2022 (6 weeks, 23 days)

Where: North Woods Elementary School

Enrollment: Students are recommended based on MDE's Targeted Services eligibility criteria

Morning Sessions: Academic focus with reading, writing and math instruction based on individual Continual Learning Plan (CLP) goals

Afternoon Sessions: Choice-Based Camp Experiences

Program Highlights & Next Steps

Highlights:

- Enrollment: Approx 500
- Partnership with TNTP / Teach Minnesota
- Partnership with Community Ed for afternoon sessions
- Volunteer Club

Next Steps:

- Continue partnership with TNTP / Teach Minnesota
- Facilities Review
- Ongoing Curriculum Review
- Measures of student success

Summer Learning Academy

Goal: Summer Learning Academy is a half-day program that offers targeted instruction in math, reading, writing and/or science skills. Through integrated learning and engaging activities, students will grow towards accomplishing personal academic goals.

Who: Current 5th - 7th Grade Students

When: July 5 - July 28, 2022 (4 weeks, 15 days); 7:30-11:30am

Where: Central Middle School

Enrollment: Students are recommended based on MDE's Targeted Services eligibility criteria

Classes: Targeted focus on reading, writing, math and science through instruction based on individual Continual Learning Plan (CLP) goals

Summer Learning Academy | Program Highlights

- High School student volunteers were incredible
 - 4 in each science class, “we couldn’t have done it without them”
 - Great role modeling
- Addition of science
 - rounds out curriculum well
 - allowed for 1 hour long classes and better transitions
- Opportunity to connect with building principal
- Opportunity to practice some middle school skills for incoming 6th graders

Summer Learning Academy | Next Steps

- Strengthen the building team connection and support of summer programming
 - enrollment process
 - identification of students
 - family engagement
- Re-evaluate and adjust as needed
 - full day/half day options
 - model Camp Explore with exploratory options in the PM
 - overall process and staffing, para support, etc.
 - location/logistics - one level/space
- Curriculum
 - ongoing curriculum review
 - engage resource teachers

High School Summer Credit Recovery

High School Summer Credit Recovery

- June 13-24 (10 school days 7:30-2:50)
- In-person attendance
- Transportation was provided
- 135 Students served.
- 235 Credits earned in the areas of Math, Science, English, Social Studies, and Electives.
- Edgenuity online curriculum is used with 11 licensed teachers in each area of content to support students.
- Special Education teacher to support students with IEPs.
- Breakfast and lunch were made available at no cost to students.

Mark Elias is the coordinator for the program with Mary Williams (HS AP)



Wayzata Cafes Meals Provided

Summer Program	Breakfast	Lunch
Camp Explore	5,418	7,161
Summer Learning Academy (AM only)	1,068	
High School Credit Recovery	232	489
Total (14,368)	6,718	7,650

Extended School Year (ESY)

Extended School Year is a service provided to students who have demonstrated Regression over breaks or have a support need in the area of Self-Sufficiency. Services range from embedded academic intervention for 30 mins up to a 3 hour programming block specific to IEP goals and objectives.

Attendance in Specialized Programming

ECSE: 7

K-5: 73

6-8: 30

9+: 31

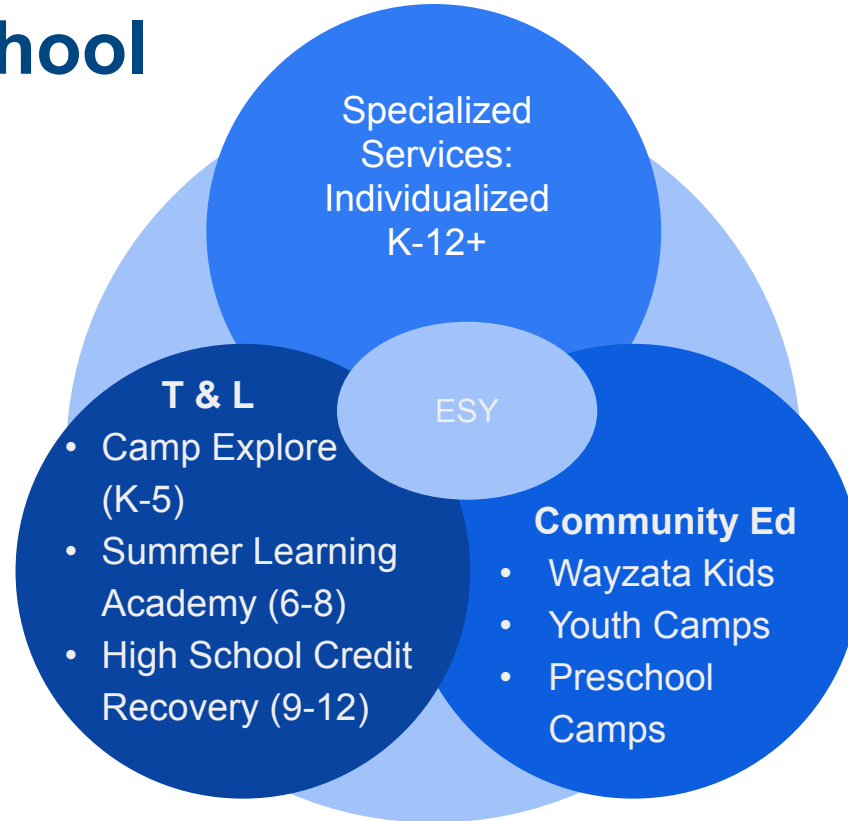
Transition: 10

Schedule: July 5-28th Monday - Thursday (15 days)

Where: Early Learning School, Northwoods Elementary, Wayzata High School and Transition



Extended School Year (ESY)



Extended School Year (ESY)

Models:

ESY services provided in pull-out if a student qualifies for Camp Explore

ESY Individualized Services (30 min to 3 hour block)

- AM - Elementary
- PM - Secondary

ESY CREW - 6 HS student volunteers supported ESY teachers at Northwoods

Summer 23 Upgrades:

Individualized summer services based on needs looking at other environments

Review models that support student access

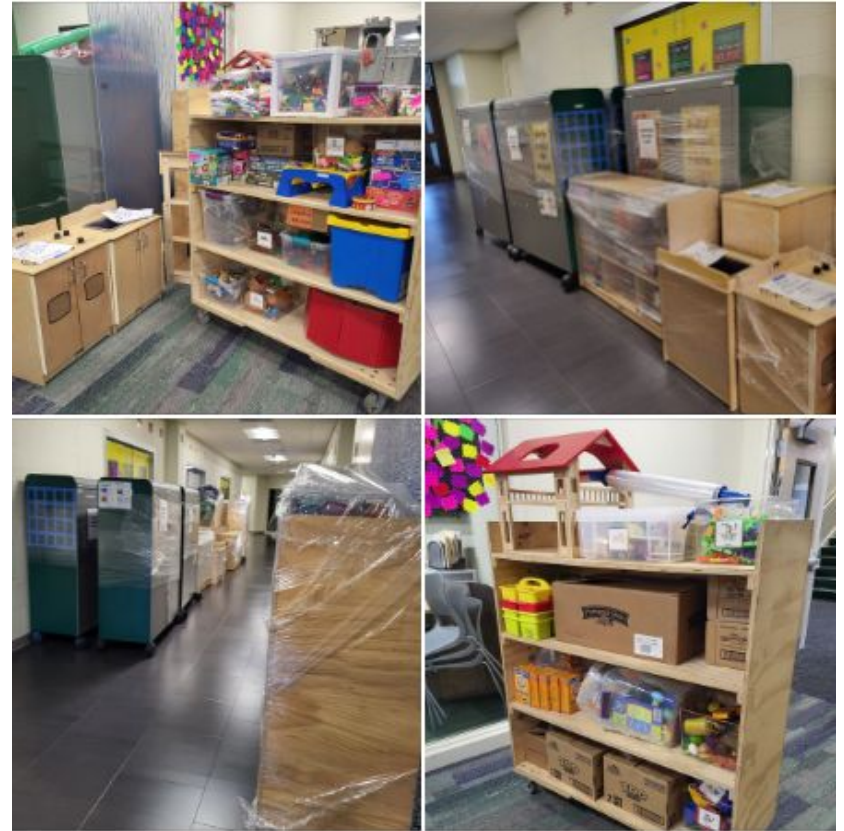
Leadership structure - 52 Supervisors

Community Ed Summer Programs



Wayzata Kids

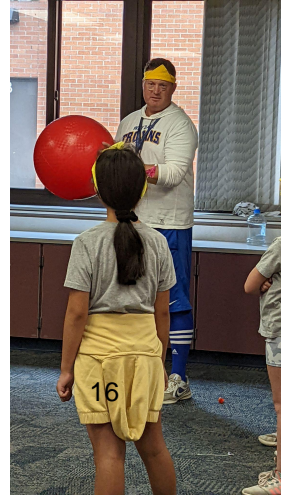
- Primary goal is a safe, fun space for kids
- Secondary goal is an excellent student experience focused on relationship building
- 145 staff worked this summer supporting 970 children
- 208,951 individual hours of care provided over 10 weeks
- Hosted at three elementary schools



Wayzata Kids



School Location	# of students registered	# of staff
Greenwood Elementary	396	59
Oakwood Elementary	299	47
Sunset Hill Elementary	275	39

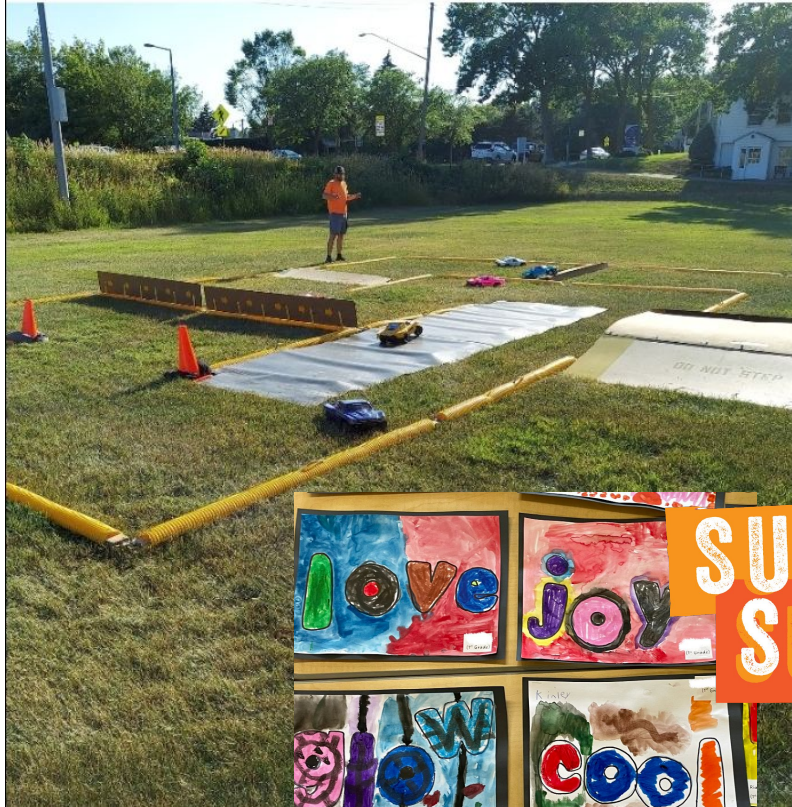


Youth Classes and Camps

- Goal is to provide opportunities for youth to explore new interests in a wide variety of areas
- Program continues to grow with high demand
- Increased program options by 32%
- Expanded to three elementary schools

Location	Total Registrations	# of Unique Individuals	# of Classes/Camps Offered
Greenwood Elementary	1,291	680	141
Oakwood Elementary	146	121	21
Sunset Hill Elementary	39	35	19
Various Other: Wayzata Parks, Online, WHS, etc.	846	749	74
Total	2,322¹⁷	1,403	255

Youth Classes and Camps



**SUPER
SUMMER**



Early Learning Opportunities

- 3 Sessions of Preschool Camp with 121 students enrolled
- 3 ECFE Summer Long Classes with 25 families enrolled
- Early childhood screening
- Free Park Play and Parent Connection with 120 families enrolled
- Online Classes on Potty Training, Feeding, and Kindergarten Readiness with 42 enrolled
- Kindergarten Bus Ride and Information Night with 1,150 people attending



Facility Rentals & Partnerships

- Some Examples:
 - YMCA Sports Camps all summer at East Middle School
 - Chinese School for five weeks at Plymouth Creek Elementary
 - Camp Invention at Plymouth Creek Elementary
 - West Suburban Summer Schools at West Middle School
 - Youth sports associations - various green spaces

Thank you!

MEMO

September 24, 2022

2021-2022 School Year Overview and Summary

To: Wayzata Public Schools School Board
From: Chace B. Anderson, Superintendent
Re: 2021-2022 School Year Overview and Summary

General Overview Summary of Work for the 2020-2021 & 2021-2022 School Years

This document is intended to provide an overview of work done in the school district during the past school year and, to some degree, the prior school year. The realities of navigating a pandemic during the past three school years has changed most every normal operational protocol. Work done in schools during “The COVID Years” was unprecedented with many heroic efforts of teachers, principals and all school and district staff.

Aside from the core focus of academic excellence and meaningful/rewarding experiences, a key focus area in all schools for many years has been on narrowing/eliminating learning and opportunity gaps for students. While this goal has remained in place, the focus since March of 2020 was largely redirected to the pandemic; specifically how to deliver quality instruction while at the same time keeping students and staff safe and healthy. Standardized testing, and some traditional instructional approaches, took a lesser priority during this time. Despite this, the teachers and leaders in the school district continued to work hard to deliver the very best academic program possible, during very challenging times, and maintained focus on academic growth. The summary information provided in this document is intended to highlight some of the work of the school district from the most recent school year. The tremendous efforts of all staff during the pandemic is greatly appreciated and their efforts are to be commended. Hopefully, we are moving toward much more “normal times!” At the end, some focus areas for the 2022-2023 school year will be highlighted.

Wayzata Public Schools Strategic Road Map

In 2011, the district’s strategic road map was created. Since that time, it has been reviewed and updated in 2015 and 2019. It is due for a review/refresh sometime in 2023. This aspirational document has served the district well for more than a decade. A summary of its component parts are listed below.

The mission of the Wayzata Public Schools states the following:

“The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.”

The district’s vision statement channels efforts toward the following three aspirations:

1. Exceptional Student Learning, Experiences and Relationships,
2. Community Trust, Confidence and Partnership,
3. Operational Excellence.

The district’s six core values are:

- Achievement: Challenging oneself and others for excellence in all we do
- Collaboration: Working together to maximize opportunities and eliminate barriers to learning for all
- Community: Maintaining a sense of belonging to and responsibility for the broader community
- Equity: Meeting the specific needs of all students
- Integrity: Doing the right thing in the right way at the right time, even when no one is aware
- Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints

The district's four strategic directions are:

1. Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.
2. Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
3. Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.
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.

Focus Areas Outlined by the School Board

The school board established four focus areas for the 2020-2021 school year and renewed them for continued focus again for the 2021-2022 school year. The focus areas are generally aligned to the district's strategic road map. They are:

1. Improve racial equity across Wayzata Schools
2. Reducing the opportunity/achievement gap
3. Enhance the focus on health & well-being of Wayzata students
4. Create a management structure commensurate with the needs of the growing district.

A brief summary and some highlights from each focus area are included below.

1. Improve Racial Equity across Wayzata Schools

The school board approved a newly developed equity commitment in April of 2021. It has served a complementary role in tandem with the district's strategic road map; particularly the core values.

As the district works to achieve the ideals of the strategic road map and equity commitment, with priority focus placed upon academic achievement, the following serve as catalysts to realizing the district's mission and vision; specifically:

Focus on the student experience

- Creating positive, meaningful, and healthy experiences for each and every one of our students.

Focus on reducing academic disparities

- Established Building Instructional Leadership Teams (BILT) at all sites to focus on increased partnership and collaboration in identifying areas for systemic instructional improvement. Seeking and achieving instructional excellence and consistency across the district is a high priority.

Focus on high quality instructional practices

- Continue with principals and district leadership team members attending the Principal Support Academy and Instructional Leadership Academy.

2. Reducing the Opportunity/Achievement Gap

The school district maintains focus on excellence in academics for each and every student. Standardized test scores are one measure the district considers when determining academic achievement of students. During the pandemic, it has been somewhat difficult to administer and use the MCA test results due to disruptions of instruction and in the assessments themselves. While Wayzata has been identified as having impressive academic achievement results on the 2022 MCA tests; #1 in the State in Reading, #1 in the State in Mathematics and #2 in the State in Science, it is recognized that this is just one measure of significance, among the many we consider relating to academic success. Further, there are still many students not meeting proficiency standards in all three of these academic areas. Our students have traditionally done well on standardized tests and in all other aspects of their education including academic and athletic co-curricular activities, performing arts, visual arts and participation in service clubs. Excellence in academic achievement has not been consistent for all students and the district remains focused on strengthening academic results. Given this, we continue to strive for the highest of aspirations, as we are driven by our mission statement of “excellence, for each and every student.” Therefore, our goal remains to ensure our students achieve at the highest possible levels and enjoy their school experience in every regard.

A Strengthened Focus on Instructional Leadership

During the recent years, the district has been fostering a relationship with the Center for Educational Leadership (CEL) from the University of Washington. U-W is working in tandem with the University of Minnesota to provide leadership academies for district leaders (Principal Support Academy) along with school principals (Instructional Leadership Academy). WPS is an active participant in this initiative and will deepen its involvement in the coming year. This work is being overseen by Dr. Flansburg, who has successful experience with this instructional leadership model. It is our intent to bring greater focus on instructional design, delivery and measurement with the overriding goal to maximize student learning. Along with this, the district redesigned its long-standing “data retreat” format into a joint effort of the leadership council members and school building leadership teams whereby principals, school and district leaders and teachers worked on goal-setting and centering the work more specifically on instruction and student learning. We will seek ways to update the school board on this endeavor and demonstrate ways we are making instruction more consistent and effective across the district. This CEL training includes the Instructional Leadership Academy (ILA) which is a year-long, job-embedded, research-based program for principal professional learning that supports the development of equity-driven instructional leaders. Specific objectives of this academy include:

- Develop school leaders’ ability to calibrate and create a shared understanding of the current state of student experience and learning in relation to a vision.
- Deepen schools leaders’ skills in observation, analysis and collaborative conversation.
- Develop school leaders’ skill in providing professional learning and targeted feedback for teacher growth.

In the district’s on-going efforts to deliver exceptional student learning, experiences and relationships, as outlined in our vision, we believe that the most important work done is what happens in classrooms and the quality of the

student experience. It is well known that a student's quality of experience does impact their ability to achieve at a higher level.

Learner Driven Questions for All

As we seek to maximize learning through instruction and engagement with students, the self-posed questions for the district's teachers and other instructional staff include the questions listed below that are kept front and center in our work with students. The learner driven questions were developed by Solveig Harriday, Director of Equity and Inclusion, along with other staff members:

1. How am I creating and building on meaningful relationships with learners?
2. What assumptions do I have about learners that could be misperceptions?
3. How can learners use their strengths and insights as a foundation for learning?
4. How will I encourage, empower, and ensure that every learner incorporates their voice in the learning process?

3. Enhance the focus on Health & Well-being of Wayzata Students

School Safety and Security

The district continues to place great focus on the health and well-being of our students and staff, as well as their safety and security. Associate superintendent, Nate Flansburg, and Kristin Tollison, director of administrative services, conducted training sessions in every school and facility for the emergency app called "CrisisGo." It is a communication system intended to quickly inform staff about current emergency situations and provides quick access to important emergency information. This was a significant effort and Nate and Kristin's efforts are greatly appreciated. The district continues to maintain excellent working relationships with our local police departments and are serviced by School Resource Officers from the Plymouth and Wayzata Police Departments in each of the district's four secondary schools.

COVID and Pandemic Management

The on-going challenges posed by the pandemic required school district administrators to expend a great deal of time and energy toward keeping students and staff safe. At the same time all worked hard to deliver the best possible education for students. In-person learning ended abruptly in March, 2020 as the pandemic made its way into Minnesota. The 2020-2021 school year brought new challenges associated with the development of three learning models including 1) in-person learning, 2) hybrid learning, and 3) distance learning. It was no easy task. The 2021-2022 school year brought a larger degree of normalcy but it became evident, as the school year unfolded, that the impact of the pandemic was not behind us. Students needed some time to settle back into their normal routines and teachers, principals and other staff found themselves responding to unique challenges brought back to school by students who had been through a couple of difficult years. Teachers and other staff worked incredibly hard to bring things back to a more normal setting and did their very best to meet the unique needs of each and every student. They did heroic work to help the system to regain its momentum.

Incident Command Team

During the pandemic, the district developed an Incident Command Team that was led by associate superintendent, Nathan Flansburg. The team was originally established in the spring of 2020, continued through the 2020-2021 school year and then again through the 2021-2022 school year. It will continue on an "as-needed" basis for the 2022-2023 school year. The district will undergo continuous monitoring throughout the coming school year to determine any necessary implementation of mitigation strategies and/or special provisions that may need to be considered to ensure safety for students and staff and also to ensure delivery of an excellent educational program where students thrive academically and social-emotionally. At the current time, the school district's operations and protocols are nearly back to normal. All are very grateful for this! Despite the positive current reality, we will continue to monitor closely and do our best to ensure our students and staff are safe.

4. Create a Management Structure commensurate with the needs of the growing district.

Hiring/HR Functions/Team Leadership

In a recent performance review, the Board encouraged prioritizing time to build a deep understanding of the skills and passions of the returning and the new leadership team members. The 2021-2022 school year saw many new leadership team members join us after retirements of colleagues from key administrative areas. New team members joining Wayzata Public Schools, or existing staff moving into new positions, at the start of the 2021-2022 school year include:

- Nathan Flansburg, Associate Superintendent
- DeeDee Kahring, Executive Director of Finance and Operations
- Dana Miller, Executive Director of Teaching and Learning
- Meghan Potter, Director of Activities and Athletics
- Xavier Reed, Central Middle School Principal
- Julie Johnson, Central Middle School Associate Principal
- Solveig Harriday, Director of Equity and Inclusion

New team members joining Wayzata Public Schools, or existing staff moving into new positions, at the start of the 2022-2023 school year include:

- Ginny Nyhus, Director of Student Support Services
- Michele Bedor, Director of Early Education
- Kaela Loo, West Middle School Associate Principal
- Scott LeSage, Director of Finance
- Alana Welch, Student Support Services Program Supervisor
- Abhi Brar, Director of Teaching and Learning
- Austin Tollerson, Director of Teaching and Learning
- Jean Parsons, Health Services Supervisor

An important part of the superintendent's role is to provide leadership to the Strategy Leadership Team (SLT), who in turn do the same for their program supervisors and other direct reports. Providing leadership to the larger Leadership Council, which includes principals and associate principals and other district leaders, in addition to the SLT members, is also the responsibility of the superintendent and the associate superintendent, Dr. Nathan Flansburg.

Dr. Flansburg works closely with the school principals and associate principals. The district has nine elementary schools, three middle schools and one high school. Nate supervises the principals in each of these buildings. Further, he works closely with the Building Instructional Leadership Teams to provide guidance in helping each school accelerate student learning. The district also has one early learning school which is part of the Community Ed department. It houses students in all types of early education programming including Early Childhood Special Education (ECSE) programs.

School Board and Administration Alignment

It is important that the school district's administrative leaders work in good relationship with the school board. District administration works closely with board members on committees. The administration serves as a resource to board members and offering support, expertise and assistance. They work in tandem while maintaining good balance and appropriate separation between governance and management. Below is a list of board committees with which there is deep engagement with the superintendent, associate superintendent and other district administrators.

School Board Committees

- Facilities Development and Long Range Planning
- Finance and Operations
- Human Resources
- Policy and Regulation Review
- Stakeholder Relations
- Superintendent Evaluation/Compensation
- Teaching and Learning
- Ad Hoc Committees
- Health and Well Being
- Equity Ad Hoc Exploratory Committee

School Board Appointments and Engagement with Strategic Partners

During the 2021-2022 school year, engagement continued with a number of internal and external strategic partner groups. Nate Flansburg and I made a number of PTA, parent advisory group, and Liaison presentations and will continue with that tradition in the current school year. The two of us also were participants in the Great Expectations endeavor as well as attending Partners for Healthy Kids and the Caring for Kids meetings. The purpose of these presentations is to update constituents on the happenings of the school district. Such groups are important strategic partners with the school district. The superintendent has also been a regular attendee of the Wayzata Education Fund (WEF) meetings and am deeply involved in the fund raising for the annual Drive 4 Excellence golf event. The district is a member of District 287, AMSD, MSBA, MASA, MASE, Metro ECSU and the Performance Excellence Network (PEN). Engagement with State and National organizations is a priority for the administration and the school board. Below is a list of school board appointments with a number of strategic partners and professional organizations. They are:

- Association of Metropolitan School Districts (AMSD)
- Caring for Kids (CfK)
- Citizen's Finance Committee (CFAC)
- Community Ed Advisory Council (CEAC)
- Curriculum, Instruction, and Technology Advisory Committee (CITAC)
- District Liaison Committee
- Incident Command Team (ICT)
- Intermediate District 287
- Legislative Action Committee (LAC)
- Metropolitan Educational Cooperative Service Unit (Metro ECSU)
- Minnesota School Boards Association (MSBA)
- Minnesota State High School League (MSHSL)
- Partners for Healthy Kids (PHK)
- Wayzata Education Fund (WEF)

Superintendents/District Administrators Work with the School Board and Executive Assistant

The superintendent and the school board work closely to ensure students and their families have a great experience with the school district. Specifically, attending and assisting with the development of school board meeting agendas and presentations. The superintendent and associate superintendent are in attendance at most board advisory groups and working committees. A governance/management workshop was recently conducted with a consultant where Dr. Flansburg and I participated with the school board. Although not integrally involved, I offer assistance to school board candidates by making my team and myself available to answer questions and provide information that equips candidates with accurate information for them to use as they campaign. The Board and superintendents work closely with the executive assistant. As is known, there is a current posting vacancy for this position and a time of transition. Temporary plans for navigating this support staff change will be put in place until a replacement can be found for this important role.

Achievements and Destinations

National Merit Program

For the second consecutive year, a record-high number of Wayzata High School students have been named Semifinalists in the 2023 National Merit Scholarship Program. High school juniors entered the 2023 National Merit Scholarship Program by taking the 2021 Preliminary SAT/National Merit Scholarship Qualifying Test, which served as an initial screen of program entrants. The nationwide pool of 16,000 Semifinalists, representing less than one percent of high school seniors, includes the highest-scoring entrants in each state. About 15,000 of these semifinalists are expected to advance to the finalist level in February. National Merit Scholarship winners will be selected from the group of finalists beginning in April.

Post High School Destinations

A large number of Wayzata High School graduates go on to further their formal educations in a two or four year college or university. The information below summarizes the higher education destinations for the Class of 2022. More than 90% of the 906 graduates in the Wayzata High School Class of 2022 made plans to attend two or four year colleges or universities. The summary of post-high school plans for the class of 2022 includes the following:

1. University of Minnesota, all campuses: **173**
2. Minnesota four-year state universities: **26**
3. Minnesota four- year private colleges/ universities: **79**
4. Minnesota one- and two- year colleges: **47**
5. Out-of-state four-year public colleges/ universities/ academies: **320**
6. Out-of-state four-year private colleges/ universities: **116**
7. Out-of-state one- and two-year colleges: **6**
8. College bound, school undecided: **48**
9. College bound, non-U.S. colleges: **3**
10. Total college bound students: **818**

The remaining Wayzata students have indicated the following choices for their post-high school plans:

- Other education: **32**
- Military: **4**
- Employed: **8**
- Other plans: **44**

The top 10 colleges and universities chosen by 2022 Wayzata graduates were:

1. University of MN- Twin Cities **(144)**
2. UW Madison **(48)**
3. Iowa State **(32)**
4. University of St. Thomas **(30)**
5. University of MN- Duluth **(29)**
6. University of Iowa **(28)**
7. North Dakota State University **(21)**
8. Indiana University- Bloomington **(19)**
9. Normandale Community College **(19)**
10. St Olaf College **(12)**
11. University of North Dakota **(12)**
12. UW Stout **(10)**
13. UW Eau Claire **(10)**
14. Arizona State University **(10)**

15. MN State University- Mankato (10)

16. Hennepin Technical College (10)

Other Notable Updates

Finance and Operations

District Facility Demographic and Housing Study

In a recent performance review, the Board encouraged a post pandemic and continuous facility study (refresh) to ensure the district's readiness for future student enrollment growth. Such a study should include a demographic and a housing study. Both of these studies will be conducted in the fall/early winter of the 2022-2023 school year.

Long Term Facilities Maintenance

During the past decade, the district has been involved in a number of Long Term Facilities Maintenance Projects (LTFM). Every year, the facilities in the school district are improved through the LTFM work being completed. During the late spring through early fall of the past several months, the following work was completed:

- Second half of Gleason Lake Classrooms
- Tennis Courts & Track resurface @ WHS
- Mechanical upgrades @ East MS (phase 3 of 4)
- Parking lot work at 7 sites
- Roof replacement @ GL & WHS
- Dust Collector replacement @ West MS
- Kitchen dish machine @ GL and WHS
- Flooring/ Painting at various sites (on-going due to supply chain delays)
- Lighting replacement to LED at various sites

Technology Services

Instructional Support

The district's technology department provides a number of support services to ensure excellence in operations and instruction. During the past year, the following work occurred:

- Learner, Community, Instructional Support
- Professional Learning and Growth for the technology team and other staff members in the district
- Student Information System Rollout, Skyward, which was major initiative which has been in the works for many years
- Learning Management Systems Upgrades
- Updates to Connected Systems
- 3000 new Student Learning Devices were rolled out across the district
- 100 spaces received classroom AV updates

Cyber Security

The district places a keen focus upon cyber security. This is a big concern for school districts, and all enterprises. Our technology department does an excellent job of doing everything it can to help ensure the safety of our

students and staff and the essential data systems of the school district. The district works with a consultant, who engages closely with our technology team, to maximize student and staff security. While it is impossible to 100% guarantee that there will be no cyber security issues, the district's technology team never takes this for granted and proactively works to ensure maximum safety.

Summary and Focus Areas for the 2022-2023 School Year

As can be seen, there are a number of moving parts within the academic program and the operations of the school district. Despite the challenges associated with the pandemic, there has been a lot of excellent work done during the past 2-3 years. While this document summarizes some of the key happenings of the district, the list could have been expanded to include a number of other activities and accomplishments of our students. This document is not intended to be all-inclusive for all of the impressive happenings in the school district.

Goals will be Developed for 2022-2023 School Year Based on Engagement with the School Board during the scheduled Evaluation Process. Some focus areas under consideration for the current school year include:

- Reviewing/Updating the Strategic Road Map
- Focus on literacy and continued implementation of CCC (English Language Arts Curriculum)
- Managing the pandemic/COVID
- Health/Safety/Security
- Intervention Programming
- Middle School Review
- Continued on-boarding of new team members
- Facilities Planning
- Continue to prioritize health and well-being, as the Board acknowledges that the nature of the pandemic limited the District capacity to address health and well-being within the framework of education (as opposed to public health/infectious disease science).
- Other(s) as determined