



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, February 27, 2023 - 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 27, 2023, 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. FINANCE AND OPERATIONS SERVICES REPORTS	
A. School Nutrition Study (45 minutes)	2
B. Budget Planning Update (30 minutes)	25
3. TEACHING AND LEARNING REPORTS	
A. Wayzata Indigenous Advisory Committee Vote of Concurrence (15 minutes)	43
B. Achievement and Integration Plan Presentation (30 minutes)	47
4. HUMAN RESOURCE SERVICES REPORTS	
5. SUPERINTENDENT'S REPORTS	
6. ADJOURN	

Wayzata Cafés Program Evaluation

School Board Presentation
January 23, 2023



Introductions

Jean Ronnei, SNS, Senior Consultant
Dr. Becky Domokos-Bays, SNS, Consultant



Today's Agenda

- Evaluation Process
- Key Takeaways
- Menus
- Child Nutrition Challenges
- Student Participation
- Financials
- Staffing Levels & Structures
- Opportunities





Evaluation Process

- Operational information survey
- Menu and a la carte offerings review
- Financial position review
- Staffing review

Key Takeaways

- Right people
- Technology upgrade significant
- HS back on the program
- Progress towards menu philosophy
- Challenges will persist





Wayzata Cafés Menu Philosophy

- “Focus on sourcing whole, nourishing, delicious food that is nutrient dense and minimally processed.”
- Food is meant to be enjoyed, and it is not nutrition if it is not consumed. Provide high quality, appealing food that students will consume.”
- “Know the students. Food decisions can be a way to connect personal values for the culture, environment, ethics or supporting local farmers. Value-based eating supports approaching food from a self-loving perspective.”

Menus

- HS back on the program
 - “Around the World Wednesdays”
 - “Try It Days”
 - Locally grown produce
 - Vegetarian choice daily
- District prepares a higher percentage of scratch and speed scratch items than comparable districts
 - Wayzata prepares(lunch) approximately 10% from scratch and 40% speed-scratch)
 - Steady progress being made to eliminate unwanted ingredients of concern. Leader amongst her peers and nationally.



Program Challenges / Realities

Supply Chain Disruptions

Top Significant Challenges - National

- 1) Menu items not available in sufficient quantities
- 2) Supplies and paper goods not available in sufficient quantities
- 3) Manufacturer discontinued items



Local Supply Chain Impact

- Brown & White Rice, Whole Grain Pastas
- Egg Rolls, Orange Chicken, General Tso's Chicken, Lo Mein Noodles
- Egg products: Egg Bites, Omelets
- Many a la carte items
- Limited availability of Around the World items: Tofu Bites, Tamales



Dec 22

10 Open Positions
11% of Total

SY20-21

25% Turnover Rate

Pay Rate

\$22.56/Average
Hourly Rate

Staffing



Staffing Levels - MPLH*

Site(s)	Goal	(Nov 1 - Dec. 20, 2022)
Elementary Full Prep	25 - 27	Gleason 25.63; Kimberly Lake 20.54; Meadow Ridge 26.13; Plymouth Creek 21.31
Elementary Satellite	35	Birchview 25.63; Greenwood 37.64; Sunset Hill 36.75
Elementary That Satellite	15 – 17	Oakwood 10.52; North Woods 20.95
Middle Schools	20 - 22	East 17.44; Central 20.50; West 21.30
High School	18 - 22	22.31
District Actual Overall: 22.16		

13

***MPLH** – Meals per Labor Hour is a calculation used to measure and manage productivity.





Student Participation

Wayzata Breakfast

October 2021 ADP= 24.5%

October 2022 ADP= 15.4%

9.1% Decline

National Trend

23.1% Decline

Wayzata Lunch

October 2021 ADP= 75%

October 2022 ADP= 65%

10% Decline

National Trend

13.2% Decline



Financials

Federal Reimbursement Rates

- MN provides additional funding
 - All lunches: \$0.125
 - Reduced-priced lunches: \$0.40 + above (thus at free status)
 - All breakfasts: \$0.55
 - Reduced-priced breakfasts: \$0.30 (thus at free status)
 - K student breakfasts: \$0.75 (thus all served free)

Federal Reimbursement Rates Drop
SY2022-23



*An additional \$0.40 for lunch through KKFA. (Temporary)

Estimated



Looking Ahead

Meal Prices 2022-23

- Wayzata prices remain the same as they were in 2019-20
- Wayzata prices are higher than similar districts

Meal	ES Full Paid	MS Full Paid	HS Full Paid	Extra Milk
Wayzata				
Breakfast	\$1.90	\$1.90	\$2.40	\$0.55
Lunch	3.05	3.40	4.10	
West Suburban Area Schools Average				
Breakfast	\$1.51	\$1.76	\$1.85	\$0.57
Lunch	\$2.95	\$3.17	\$3.35	

ProTeam recommends holding prices into 2023-24 other than Milk.

A la Carte Sales

Provides 11% of revenue in SY21

Smart Snack Compliance Regs

Most sales at Elementary were water and PBJs

SY18 Proportion of A la Carte Sales

Elementary	\$ 116,391
Middle	\$ 641,265
High School	\$1,165,322
TOTAL	\$1,922,978

Purchasing

- Consider bidding with additional districts that have a similar purchasing philosophy (e.g., clean labels, whole muscle.)
- Consider buying direct from manufacturer
- Develop plan with specific goals to further reduce unwanted ingredients of concern

Scratch &
Speed-Scratch
Expansion

Increase
participation /
student
satisfaction

Implement
Farm to School
Grant

- If bond funding allows, build out kitchens from satellite to full prep
- Expand training of staff utilizing new positions
- Post-Covid return to seeking student input through taste testing
- Budget for necessary equipment

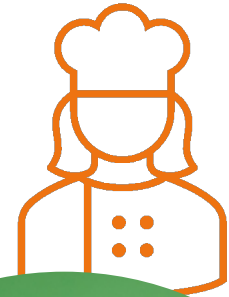
- Grow the program with expertise needed to meet goals.
 - Nutrition Coordinator position added (and hired)
 - District Chef
- Address vacancies
 - Build incentive & retention program
 - Offering higher wages
 - Continue offering a positive workplace culture
 - Prepare staff for summer without work

Staffing Retention & Positions



What's the Future of CN Funding?

- MN - Universal Meals?
- Additional Federal Reimbursements Ending
 - Lunch \$0.40
 - Breakfast \$0.15



Questions?

Jean Ronnei

Jean@proteamadvisors.com

651.262.4807





District Cost Containment Process 2023-24 & 2024-25 School Years

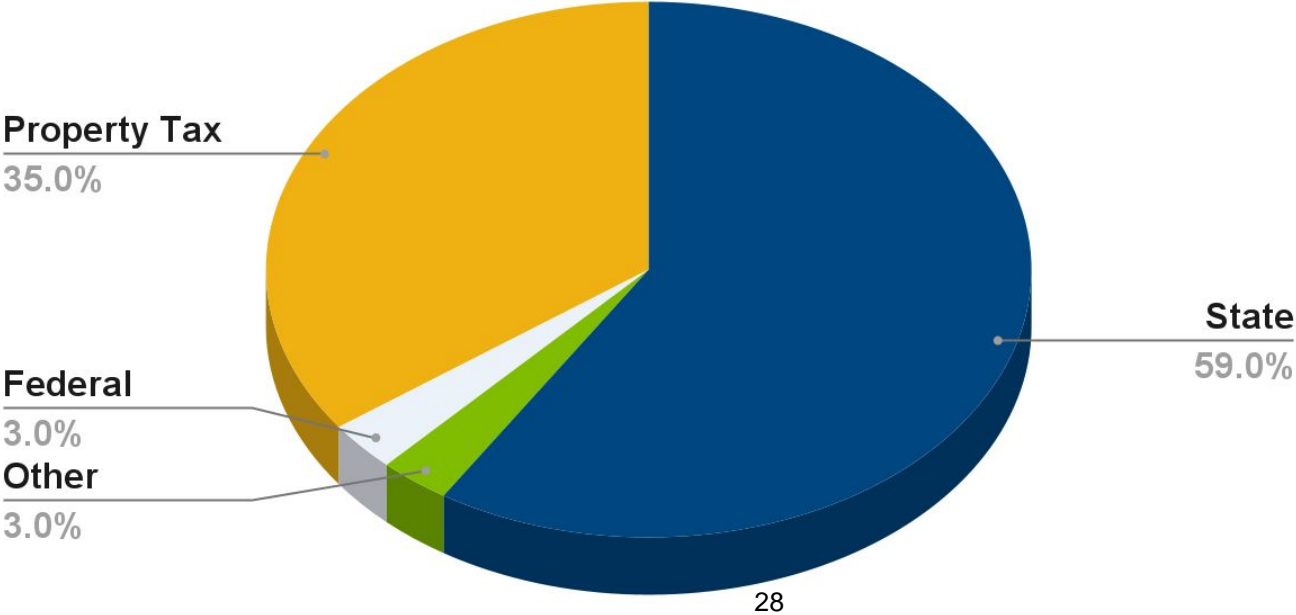
Agenda

- District Finance Facts
- Financial Forecast
- Cost Containment
Process Summary &
Details

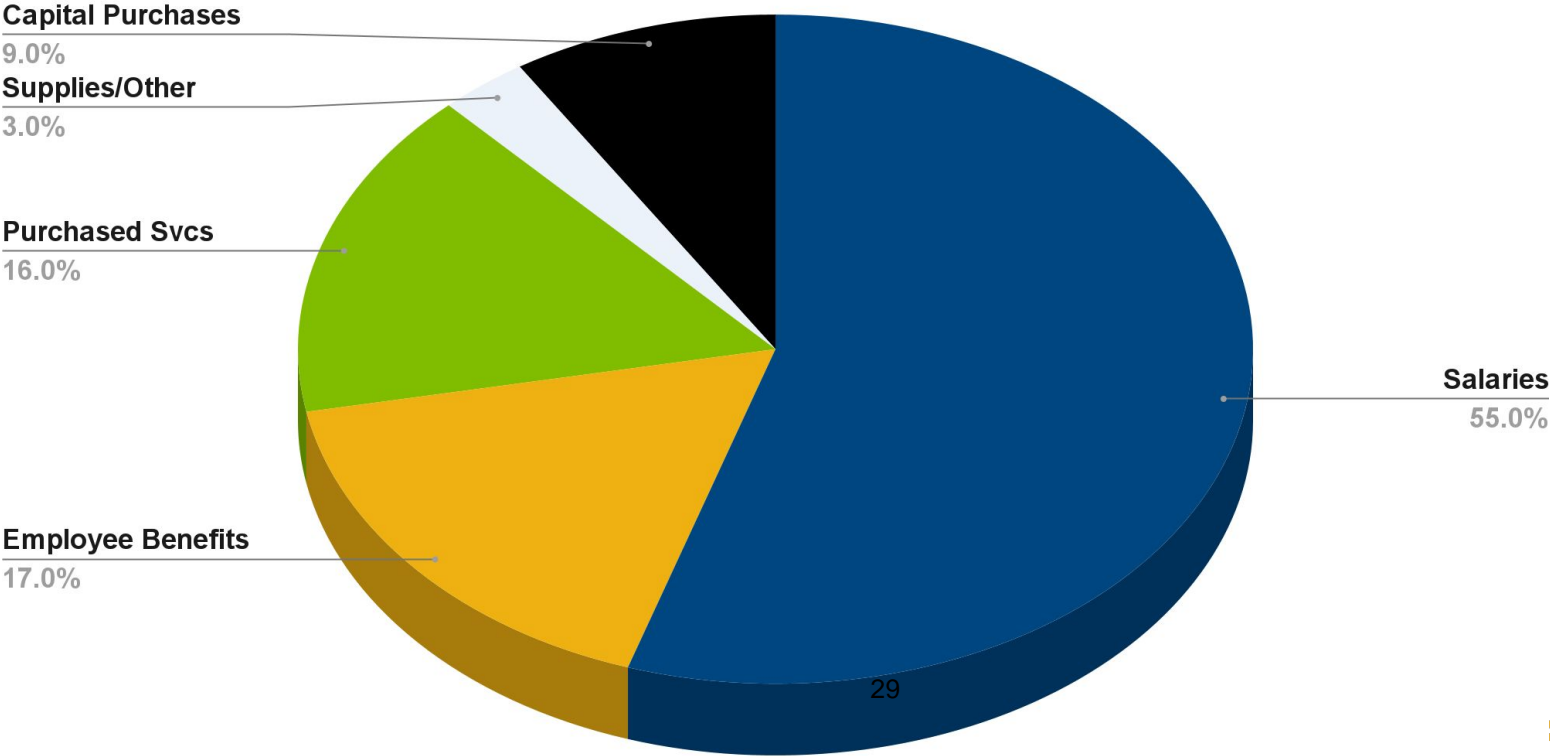
School District Funds

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

General Fund – Source of Revenue 2022-23



General Fund – Expenses 2022-23



General Fund – Expenses by Category 2022-23

77.5 cents of every dollar goes to support students

↓ 16.4 cents
Operations & Fixed Costs



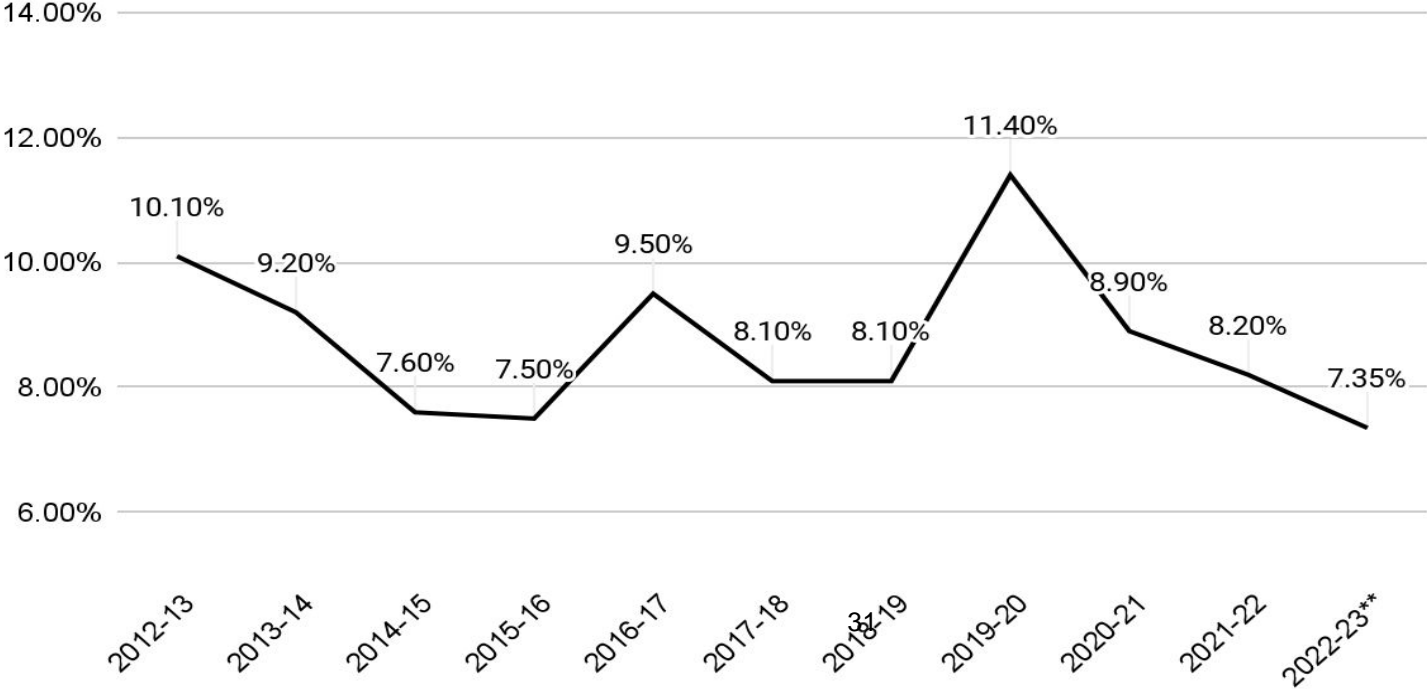
↙ 2.8 cents
District & School
Administration

↙ 3.3 cents
District Support

68.8 cents
Instruction & Instructional Support

↑ 8.7 cents
Pupil Support

Unassigned Fund Balance



**** Estimated**



FY 2023-24 Budget and Financial Forecast

Financial Forecast Assumptions

Budget Projection	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27
Enrollment (LK, HM)	12,281	12,510	12,642	12,836
	Revenue			
State Aid	2.00%	2.00%	1.00%	1.00%
Federal	2.00%	2.00%	2.00%	2.00%
Other	3.00%	3.00%	3.00%	3.00%
Tax Levy	2.46%	5.70%	4.00%	4.70%
	Expense			
Salaries	Per contract or board parameters			
Medical/Dental	5.00%	5.00%	5.00%	5.00%
Utilities	6.00%	6.00%	6.00%	6.00%
Transportation	7.00%	10.00%	10.00%	10.00%
All other	2.00%	2.00%	2.00%	2.00%

Financial Projections - Base

Base	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Enrollment	12,058	12,281	12,510	12,642	12,836
Funding Formula Increase	2.00%	2.00%	2.00%	1.00%	1.00%
Total Revenue	173,072,390	176,320,678	181,722,367	185,792,541	190,795,387
Total Expense	175,245,619	183,147,080	190,083,501	197,070,386	204,389,417
Change in Fund Balance	-2,173,229	-6,826,402	-8,361,134	-11,277,845	-13,594,030
Ending Fund Balance	12,882,818	6,056,416	-2,304,718	-13,582,563	-27,176,593
Fund Balance %	7.35%	3.31%	-1.21%	-6.89%	-13.30%

How did we get here?

Pandemic

- Funding challenges
- Decreased student enrollment

State Funding

- Not kept pace with inflation for several decades
- Unfunded mandates
- Special education - underfunded

Expenses

- Inflationary pressures

General Fund Unassigned Fund Balance

- Minimum of 7% per School Board policy

Cost Containment Committee

Name	Representing	Name	Representing
DeeDee Kahring	Finance	Scott LeSage	Finance
Nate Flansburg	Superintendent's Office	Dana Miller	Teaching & Learning
Stacie Vos	Human Resources	Jenny Berg	Elementary Schools
Karen Keffeler	Elementary Schools	Paul Paetzel	Middle Schools
Scott Gengler	High School	Wade Phillips	Technology
Amy Parnell	Communications	Jill Schwint	Finance

Cost Containment Process Summary

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
Revenue				
Add Open Enrollment Students: Grade 9-10	+4.31	+348,536		
Initiate Transportation Fee		+80,000		
Increase Athletic/Activity Fees: High School				+50,000
Increase Parking Fees: High School				+22,000
Total Revenue - Increases	+4.31	+428,536	0	+72,000
Expenses				
Reduce Administration & Support: Districtwide	-10.10	-1,214,496	-2.00	-299,594
Change in Staffing Ratio: K-12	-27.01	-3,166,732		
Explore Schedule Efficiencies: Secondary	-3.50	-410,332	-19.92	-2,334,954
Reduce Programs: : K-12	-3.00	-351,713	-1.00	-117,238
Reduce Transportation: K-12		-664,760		-40,000
Shift Telecommunication Costs: Technology		-250,000		
Misc Expenses: Districtwide	-2.00	-118,442		
Total Expenses - Containment	-43.61	-6,176,475	-22.92	-2,791,786
Cost Containment Process District Totals	-39.30	-6,605,013	-22.92	-2,863,786

Cost Containment Process Details

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
District Administration				
Reduce Administration & Support: Finance & Operations	-1.00	-189,598		
Reduce Administration & Support: Human Resources	-0.40	-62,296		
Reduce Administration & Support: Communications		-25,045		
Reduce Administration & Support: Superintendent's Office		-38,746		
Reduce Administration & Support: Teaching & Learning	-1.65	-216,258	-1.00	-79,024
Reduce Administration & Support: Technology	-2.00	-159,715		
Shift Telecommunication Costs to Technology		-250,000		
Increase Community Ed Chargeback		-60,000		
Reduce Cell Phone Reimbursement		-38,442		
Total District Administration	-5.80	-1,040,100	-1.00	-79,024

Cost Containment Process Details

	FY 2023-24		FY 2024-25	
Elementary Schools	FTE	Amount	FTE	Amount
Reduce Administration & Support	-0.75	-214,610	-1.00	-220,570
Change Staffing Ratios	-14.00	-1,641,329		
Reduce Programs	-2.00	-234,476		
Total Elementary Schools	-16.75	-2,090,415	-1.00	-220,570
Middle Schools	FTE	Amount	FTE	Amount
Reduce Administration & Support	-1.00	-133,236		
Change Staffing Ratios	-2.86	-335,101		
Explore Schedule Efficiencies	-3.50	-410,332	-9.43	-1,104,966
Reduce Programs	-1.00	-117,238	-1.00	-117,238
Total Middle Schools	-8.36	-995,907	-10.43	-1,222,204
High School	FTE	Amount	FTE	Amount
Reduce Administration & Support	-3.30	-174,992		
Change Staffing Ratios	-10.15	-1,190,303		
Explore Schedule Efficiencies			-10.49	-1,229,988
Total High School	-13.45	-1,365,295	-10.49	-1,229,988

Cost Containment Process Details

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
Transportation				
Increase Walk Zone to 2 Miles		-395,000		
Eliminate Middle School After-School Routes		-195,000		
Reduce Other Bus Routes		-94,760		-40,000
Total Transportation	0	-684,760	0	-40,000
Revenue	FTE	Amount	FTE	Amount
Increase Athletic/Activity Fees				+50,000
Increase Parking Fees				+22,000
Initiate Transportation Fees for Under 2 Miles		+80,000		
Add 100 Open Enrollment Students in Grades 9 & 10	+4.31	+348,536		
Total Revenue	+4.31	+ 428,536	0	+72,000

Financial Projections - Base + Containment

Cost Containment	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Enrollment	12,058	12,281	12,510	12,642	12,836
Funding Formula Increase	2.00%	2.00%	2.00%	1.00%	1.00%
Total Revenue	173,072,390	176,320,678	181,722,367	185,792,541	190,795,387
Expense	175,245,619	183,147,080	183,280,337	187,113,428	194,133,751
Cost Containment 2023-24		-6,605,013			
Cost Containment 2024-25			-2,863,786		
Total Expense	175,245,619	176,542,067	180,416,551	187,113,428	194,133,751
Change in Fund Balance	-2,173,229	-221,389	1,305,816	-1,320,887	-3,338,364
Ending Fund Balance	12,882,818	12,661,429	13,967,245	12,646,358	9,307,994
Fund Balance %	7.35%	7.17%	7.74%	6.76%	4.79%



DeeDee Kahring

Executive Director of Finance & Operations

deedee.kahring@wayzataschools.org

763-745-5023

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), and 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.

In order to be in compliance with this statute, districts, charters, and tribal schools are required to submit annual compliance documents by March 1.

**If you do not have an AIPAC and/or are new to this process, its expectations, and requirements, please contact the Office of Indian Education: 651-582-8280.*

Submission checklist

Each of the following items must be filled out and submitted by **March 1**:

- ✓ The Annual Compliance Documentation page (pg. 2)
- ✓ The AIPAC Resolution page (pg. 3)
- ✓ The AIPAC Representative Roster (separate attachment/available for download on the [Office of Indian Education webpage](#))

Submission remittance

Scan and email to: mde.indian-education@state.mn.us

Mail to: Minnesota Department of Education, Attn: Office of Indian Education, 1500 Hwy 36 W., Roseville, MN 55113

Tips for a successful submission

- Include the district/school name and identifying number.
- Indicate with a checkmark **CONCURRENCE** (Option 1) OR **NON-CURRENCE** (Option 2) OR **Does Not Have an AIPAC**.
- Include dates in **all** of the required areas.
- Obtain proper signatures.
- Submit all required items together.

Annual Compliance Documentation

Wayzata Public Schools #284

District/School Name and Number: _____

AIPAC Resolution Vote

**Please indicate with a checkmark how the AIPAC voted by choosing Option 1 or Option 2.*

Option 1: A vote of Concurrence

The American Indian Parent Advisory Committee issued a vote of Concurrence:

Date of Concurrence vote: 1/18/2023

Date the AIPAC presented the resolution to the school board: 2/27/2023

OPTION 2: A VOTE OF NON-CONCURRENCE

The American Indian Parent Advisory Committee issued a vote of Non-Concurrence: _____

A vote of Non-Concurrence requires the AIPAC to provide specific 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 Non-Concurrence vote: _____

Date the AIPAC presented the resolution **and** recommendations to the school board: _____

Date the school board response is due: _____

THE DISTRICT/SCHOOL DOES NOT HAVE AN AIPAC

Our District/School does not have an AIPAC (indicate with checkmark)

Our 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. The district superintendent will contact the Office of Indian Education to receive guidance on this process, its expectations and requirements.

Required signatures

**Please include a printed name along with your signature.*

School Board Chairperson

Date

Superintendent or Charter/Tribal School Director

Date


AIPAC Chairperson

1-20-2023
Date

American Indian Parent Advisory Committee Resolution

Due annually on March 1

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 Non-Concurrence**. 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.


AIPAC Chairperson Printed Name and Signature

1-20-2023
Date



Achievement & Integration

FY24 — FY26 Plan

Continuous Improvement for All

Why?

Gaps in outcomes and opportunities that are predictable

Intentional and innovative efforts working:

- to remove these disparities
- toward continuous improvement for all students

MDCC

Multi-District Collaborative
Committee

**Extensive
collaboration with
Teaching & Learning**

Wayzata Team

- Abhi Brar
- Solveig Harriday
- Mai Huynh
- Rebecca Kittelson
- Amanda Kremer — WIAC
- Grace Lephart
- Dana Miller
- Cassie vanKoeverden

Orono Team

- Jeffrey Aman
- Donna Ostvig
- Aaron Ruhland
- Genna Torney

3 Goals

MDE Requirements:

- Specific groups
- SMART Goal structure
- 1 goal per area (Achievement, Integration, Teacher Equity)

Goal #1 — The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026. **Achievement**

Goal #2 — Black/African-American student enrollment in enrichment and intervention will be within 2 percentage points of the district enrollment population by May 2026. **Integration**

Goal #3 — At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026. **Teacher Equity**

5 Strategies for All Students

Goal #1 — Achievement Disparities

Strategy #1 — Inclusive & Culturally Responsive Classroom Communities

Strategy #2 — Family Engagement

Goal #2 — Integration Disparities

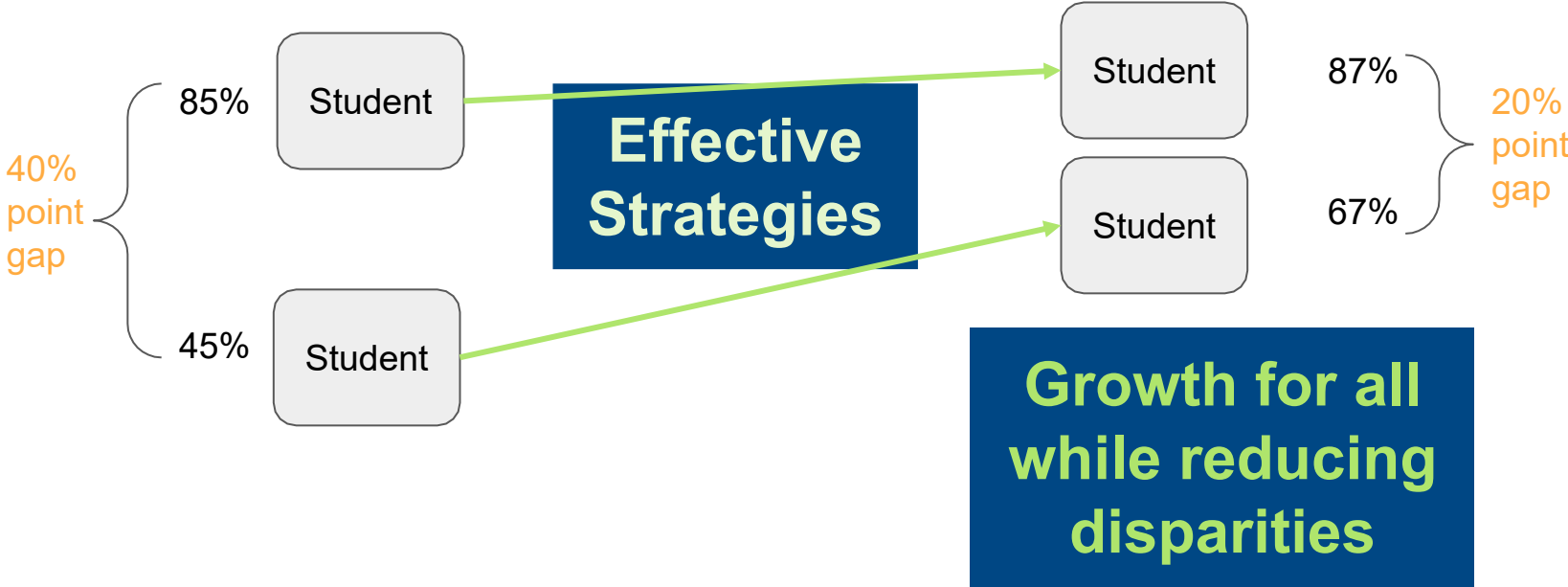
Strategy #3 — Elevating Student Voice

Goal #3 — Teacher Equity i.e. Access to Effective and Diverse Teachers

Strategy #4 — Connected and Job-Embedded Professional Learning

Strategy #5 — Increasing the Number of BIPOC Teachers

Rooted in Research for All Students: What is Possible



Why not already?

The research-based strategies that are most successful in this work:

- require significant learning/training to implement
- are multi-layered

Example: certain **types of feedback** can have this type of impact, but rely on **trust** between the student and teacher. Students' trust of their teacher and knowing that their teacher believes in them, are more complex than the actual feedback.

53

What is in our FY 24-26 plan?

- Strategies tied to research (to get more than 1 year's growth in 1 year's time)
- Multi-layered support for staff, students, and families
- Increased partnerships between stakeholders
- Linked to work already occurring in WPS and MDE
- Improved metrics to monitor progress and adjust as needed

Goal #1 — The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026.

Strategy #1 — Inclusive & Culturally Responsive Classroom Communities

- A. District-wide Support — Coaching, Consulting and Program Development
- B. Classroom Practices to Build Community
- C. Co-Teaching and Direct Support
- D. Resource Development
- E. Early Learning Support
- F. Level-Transition Support
- G. Collaborations with MDE

Goal #1 — The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026.

Strategy #2 — Family Engagement

- A. Focused Outreach
- B. Caregiver Focus Groups
- C. Examine Systems Through Connected Roles
- D. Explore and Pilot Communication Tools
- E. Proactive Partnership Events

Goal #2 — Black/African-American student enrollment in enrichment and intervention will be within 2 percentage points of the district enrollment population by May 2026.

Strategy #3 — Elevating Student Voice

- A. Increased Access to Enrichment Opportunities
- B. Focus Groups
- C. Student Leadership in Collaboration with Orono
- D. College Visits in Collaboration with Orono
- E. Increased Connection to Career and College Dreaming

Goal #3 — At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Strategy #4 — Connected and Job-Embedded Professional Learning

- A. District-Site Teacher Leadership
- B. Professional Learning Workshops, Conferences, and Resources
- C. Collaborations with MDE
- D. Learning How We Can Grow from Our Families and Students

Goal #3 — At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Strategy #5 — Increasing the Number of BIPOC Teachers

- A. Professional Learning to Support Retention and Future Recruitment
- B. Expanded Opportunities to Explore Grow Your Own Programs

“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.”

This plan will help the mission become the lived experience for even more of our students.

Achievement and Integration Plan July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD 284 Wayzata Public Schools

District Integration Status: RI

Superintendent: Chace Anderson

Phone: 763-745-5011

Email: chace.anderson@wayzataschools.org

Plan submitted by: Solveig Harriday

Title: Director of Equity & Inclusion

Phone: 763-745-5025

Email: solveig.harriday@wayzataschools.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. N/A

2.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: N/A

1. ISD 278 Orono Public Schools, Adjoining

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Enter name here.

Signature:

Date Signed: Enter date here.

School Board Chair: Enter name here.

Signature:

Date Signed: Enter date here

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3). **Wayzata's AIPAC is the Wayzata Indigenous Advisory Committee (WIAC).**

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC (WIAC) Member Signature (if applicable): _____  _____ Date Signed: 02.27.2023

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Solveig Harriday (WPS), Rebecca Kittelson (WPS), Grace Lephart (WPS), Mai Huynh (WPS), Cassie vanKoeverden (WPS), Abhi Brar (WPS), Amanda Kremer (WPS – WIAC), Dana Miller (WPS), Aaron Ruhland (OPS), Donna Ostvig (OPS), Genna Torney (OPS), Jeffrey Aman (OPS).

Community Collaboration Council for Racially Identifiable School(s): N/A

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026. (See KIPs for local assessments).

Aligns with WBWF area: All racial and economic achievement gaps between students are closed

Goal type: Achievement Disparity

Strategy Requirements

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy #1 — Inclusive and Culturally Responsive Classroom Communities

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Classrooms across the district will be supported in implementing proactive, culturally responsive practices that reduce the impact of stereotype threat and open new pathways for learners to access learning opportunities within their primary classroom settings.

A. District-wide Support — Coaching, Consulting and Program Development

To accomplish this, staff around the district will be guided by the Director of Equity and Inclusion along with a district Inclusion Coordinator in building common language that asset frames each student and strengthens the classroom community to improve belonging that opens cognitive access to learning. This mindset shift transforms adult responses/actions around collecting data and making informed decisions for responsive supports in the classroom. With this support we will be able to build on the foundational learning that began in our last plan, and is now part of our new teacher training. The work of the Director of Equity & Inclusion and the Inclusion Coordinator will provide connected supports and learning across the district while having additional direct supports at sites through the Family Engagement Specialist roles.

B. Classroom Practices to Build Community

These approaches include circle practice, restorative practices, Basic Needs, and other culturally responsive learning protocols. Circle practice supports the development of classroom community; in addition to supporting teacher-student relationship building, it also supports student-student relationship building that is necessary for the type of collaboration and academic risk-taking that promotes learning. Restorative practices create

conditions for the community built to thrive and productively navigate through conflict. The Basic Needs provide a common language for understanding motivation in intrinsic ways which support more life-long enjoyment of learning, while also strengthening community. Culturally responsive protocols allow for more than one way to engage in learning. This helps support more students in being their authentic selves in classroom while also providing students the opportunity to learn new ways of learning and interacting which will help them thrive and excel in an ever-changing global society.

C. Co-Teaching and Direct Support

Item B will be further supported by staff in roles such as Family Engagement Specialists who will be able to provide push-in supports within classrooms in addition to direct work with students as needed. Through this approach, all students will receive the benefits of more inclusive collaborative learning experiences while receiving targeted support as needed.

D. Resource Development

Supporting this strategy will require additional materials and resources that help create learning experiences for all students that better represent our diverse student population. One example would include resource development to better support embedding the Basic Needs at all grade-levels.

E. Early Learning Support

We will also be closely partnering with our Early Learning School (ELS) to make sure that these opportunities for growth can benefit all students pre-K-12. Currently, only 40% of incoming kindergarteners participate in Wayzata's ELS programs. We will be examining this to find additional ways to provide connections to the 60% of students not connected to WPS prior to kindergarten. While there are constraints beyond the scope of this funding stream such as space that limit ELS spots, we will examine other barriers we might be able to remove to increase access to our ELS and thereby reduce enrollment disparities. Additionally, we will look into expanding partnerships with the homes and pre-K centers supporting our future students currently in the 60%.

F. Level-Transition Support

Additionally, we will work with principals to further explore supports for students, families and teachers in transitioning from one level to another (Early Learning to Elementary, Elementary to Middle, Middle to High). This transition support could include outreach and/or events. This area will also be connected to our next Strategy as it involves improved partnerships with families. However, it is listed here as well because the increased support for teachers means teachers are better able to message about the positive new experiences coming for students, the similarities to their current experiences, and then build on the past positive experiences of students.

G. Collaborations with MDE

All of this work is interconnected and informed by ongoing partnerships with MDE and Wayzata Public Schools; examples include Minnesota Multi-Tiered Systems of Support, Non-Exclusionary Discipline and Coordinated Early Intervening Services.

Location of services: All school sites within Wayzata Public Schools

Key Indicators Requirements

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP) — Strategy #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Local assessment data K-1, new assessment TBD	TBD	TBD	TBD
Local assessment data grade 2-5, FastBridge Reading & Math gaps between Asian and Black students (2022: aReading — 40% pts, aMath — 45% pts)	aR—35% aM—40%	aR—28% aM—33%	aR—20% aM—22.5%
Local assessment data grade 6-8, MAP MCA Prediction for Reading & Math gaps between Asian and Black students (2022: Reading — 45% pts, Math — 50% pts)	R—40% M—45%	R—33% M—37%	R—22.5% M—25%
Local assessment data grade 9-12, % of grades A's and B's in English & Math gaps between Asian and Black (2022: English — 37% pts, Math — 41% pts)	E—32% M—36%	E—25% M—28%	E—18.5% M—20.5%
Reading Intervention disparities reduced** 1-5 (2022 — 8% pts disproportionate gap for Black students)	7% pts	5% pts	2% pts
Reading Intervention disparities reduced** grade 6-8 (2022 — 19% pts disproportionate gap for Black students)	16% pts	11% pts	2% pts
Intervention disparities reduced grade 9-12	TBD	TBD	TBD

****Black/African-American students are disproportionately overrepresented in intervention and disproportionately underrepresented in enrichment.**

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #2 — Family Engagement

Type of Strategy: Family engagement initiatives to increase student achievement

Narrative description of this strategy.

Through the work of leaders at MDE who are building on the Dual Capacity Framework 2.0 (Karen Mapp, et. al), we will work to improve the partnerships between caregivers and staff in creating more culturally responsive learning experiences. Caregivers are our students' first teachers; we must build on their wisdom to create accessible and relevant learning experiences for students.

A. Focused Outreach

This strategy will involve the work of Family Engagement Specialists and other staff who support outreach to new families and families we have not yet successfully connected with. This involves phone calls, home visits, and follow-ups as needed.

B. Caregiver Focus Groups

This strategy includes the use of focus groups to hear from families about their experiences both positive (that we need to continue and grow) and challenging (where we need to learn and adjust). Most focus groups will involve circle practice to support authenticity and access for all voices. This further builds on Strategy #1 by engaging with families in community-building ways that are also incorporated in classroom communities.

C. Examine Systems through Connected Roles

Because of the link between these roles and the Director of Equity & Inclusion, this will further inform policies that support inclusive and integrated schools. We will use this information to support our continuous improvement and learn how we might remove barriers so we can better partner with families in supporting their children. As an example, completing applications and forms are a challenge for many families. It is possible that some updated technology tools might address this (see D. below). However, we will be looking to implement short-term solutions for this barrier while we look for longer-term system adjustments.

D. Explore and Pilot Communication Tools

Additionally, we will explore and pilot tools that will improve our communication with families, such as texting services and more streamlined systems to improve access for family and thereby remove barriers between staff and families. Both texting and streamlined systems are areas of feedback that have emerged over the last few years. A significant part of this exploration phase is making sure any new system works with our current Student

Information System (Skyward) so that the solution is sustainable from a system perspective and user-friendly for both staff and families.

E. Proactive Partnership Events

We will also explore and pilot events, such as Hopes and Dreams conferences, that can help build proactive and positive partnerships between staff and families. These are intended to be more personalized and authentic spaces for us to learn about families and students so that the learning spaces (in Strategy #1) are transformed to be more inclusive for all students. By making this shift, we can be more responsive to our students’ needs and strengths. This is also why the Family Engagement Specialists will be co-teaching, as listed in Strategy #1 so that more of the learning from focus groups and these types of events will connect to classroom practices.

Location of services: All school sites within Wayzata Public Schools

Key Indicators of Progress (KIP) — Strategy #2

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Family Engagement Survey (to be developed)	TBD	TBD	TBD
Reading Intervention disparities reduced** – See Strategy #1	See Strategy #1	See Strategy #1	See Strategy #1
Local assessment data – See Strategy #1	See Strategy #1	See Strategy #1	See Strategy #1

***Black/African-American students are disproportionately overrepresented in intervention and disproportionately underrepresented in enrichment.*

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Black/African-American student enrollment in enrichment and intervention will be within 2 percentage points of the district enrollment population by May 2026.

Aligns with WBWF area: All students are ready for career and college

Goal type: Integration

Strategies

Strategy #3 — Elevating Student Voice

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Narrative description of this strategy.

This strategy will ensure that as we work to create more integrated and inclusive learning opportunities for our students, we are doing so with their voice at the center of the work. It is through their voices, their dreams, and building on their strengths that we will increase the opportunities we create for students and eliminate current predictability. This will be done through a variety of components, including our partnership activities with Orono Public Schools.

A. Increased Access to Enrichment Opportunities

This is a significant focus at our high school level, supported by the Achievement Specialists. This team focuses on direct support of students. This includes empowering students as self-advocates and encouraging students to see themselves as capable of achieving at high levels. Student voice is a driver in this work. Continuing to support this role and link it to work beginning across the system pre-K-12 is an important next step for continued growth in rigorous coursework for underserved students. We will further examine ways in which we can expand this work. For example, what predictive data do we have that can help us expand student outreach related to opportunities aligned to student strengths that are currently being missed?

B. Focus Groups

In addition to the direct student services, we will expand a small pilot of focus groups for students. These will be very similar to the caregiver focus groups outlined in Strategy #2, allowing us to learn directly from students about their experiences both positive (that we need to continue and grow) and challenging (where we need to learn and adjust). Through the process will find themes that will inform our work in Strategy #1 and simultaneously support rigorous coursework for underserved students. In the buildings with Family Engagement Specialists, this will be part of their work. Additional support across the district will be provided by the Director of Equity and Inclusion and the Inclusion Coordinator.

C. Student Leadership in Collaboration with Orono

The Civil Rights Research Experience (CRRE) connects students to Historically Black Colleges and Universities (HBCUs) and an immersive learning experience at historical sites. This experience creates additional opportunities for students to engage in rigorous learning; furthermore, it provides a leadership opportunity as they share their stories and learning when they return. The Achievement Specialist team from Wayzata will coordinate this experience for students from Wayzata and Orono. Additionally, we will be looking for more ways that our student leadership partnerships can be connected, such as through student clubs.

D. College Visits in Collaboration with Orono

Further, we will work on summer and school-year college visit opportunities that will be primarily coordinated by the Orono team. A new component to this approach will be to incorporate and elevate events such as HBCUs events held in Minnesota and the Native College Fair. These areas do not yet have the same focus as many other college fairs and events; however, they are important for all students to see and learn about the rich diversity of opportunities that exist.

E. Increased Connection to Career and College Dreaming

While many of these components focus on high school activities, we will also be looking for ways to help our younger learners imagine what is possible for their futures. This work will be supported by and connected to our Teaching & Learning department focus on asset framing. It will likely involve experiences for students at the elementary and middle school levels that help students imagine what might be possible for them. It may also

include college visits at the middle school level; there are existing programs at local colleges and universities that have successfully built visit structures that inspire and empower middle school students.

Location of services: Wayzata and Orono Public Schools’ sites and various event locations.

Key Indicators of Progress (KIP) — Strategy #3

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Enrichment*** program enrollment data 2-5, (2023 — 5% pts disproportionate** gap for Black students)	4% pts	3% pts	2% pts
Enrichment*** program enrollment data 6-8, (2023 — 6% pts disproportionate** gap for Black students)	5% pts	3% pts	2% pts
Enrichment*** program enrollment data 9-12, (2023 — 5% pts disproportionate** gap for Black students)	4% pts	3% pts	2% pts
Reading Intervention program enrollment data** – see Strategy #1	See Strategy #1	See Strategy #1	See Strategy #1
ACT Black/African-American students at or above 21 composite, (2022 Black — 25%) (2022: 2 or more races – 77.8%, Asian – 85%, Hispanic/Latino 45.7%, White – 72.8%)	30%	40%	55%
Orono collaborations enrollment, disaggregated by race/ethnicity and FRP. Baseline to be established during 2023-2024 school year.	TBD	TBD	TBD

***Black/African-American students are disproportionately overrepresented in intervention and disproportionately underrepresented in enrichment.*

****Enrichment is specific to school-day offerings such as honors, AP, etc.*

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Both of the strategies that are part of Goal #1 will support Goal #2 as well.

Strategy #1 — Inclusive and Culturally Responsive Classroom Communities

Strategy #2 — Family Engagement

Goal #3: At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed

Goal type: Teacher Equity

Strategy #4 — Connected and Job-Embedded Professional Learning

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Narrative description of this strategy.

We will continue to expand the culturally responsive teaching and asset framing foundational professional development (PD) series. The purpose of this strategy is to transition from general awareness into daily classroom practices. We will be creating an Innovation Configuration (IC) map for Culturally Responsive Learning Experiences. This type of assessment and reflection tool supports continuous growth. As such, we use the levels: Discovering, Emerging, Embracing, and Living. Baseline data for this goal will first be collected Fall 2023.

A. District-Site Teacher Leadership

To support this ongoing learning for both licensed and non-licensed staff, we will utilize staff leaders at the site level (Professional Development Leads and Site Equity Team Leads) to collaborate with the departments of Equity & Inclusion and Teaching & Learning to expand a system of professional learning that is both aligned and responsive to staff and student needs. This will involve developing key practices, refining areas of focus, and collaborating with buildings to make the learning connected to site-level work. Through these structures our learning will become a way of being and not “one-and-done.” Our PD structures are aligned to the Learning Forward *Standards for Professional Learning*. There will be regular meetings for developing plans and structures that will empower day-to-day reflection and practice by teachers based on their learning. Family Engagement Specialists will also support this through co-teaching and push-in supports. While their work is directly with students, teachers have the benefit of seeing a colleague support student learning in new ways. By being built into the school day, this supports job-embedded learning.

B. Professional Learning Workshops, Conferences, and Resources

At times, there will be professional workshops/conferences that staff will attend to support our learning and growth in this area. This will include workshops hosted by education leaders and those hosted by Wayzata for Wayzata staff. Some of this will also be done through professional learning books. These are two ways we can stay informed by and connected to the updated research on best practices in this area to support student learning and success.

C. Collaborations with MDE

As in Strategy #1, all of this work is interconnected and informed by ongoing partnerships with MDE and Wayzata Public Schools; examples include Minnesota Multi-Tiered Systems of Support, Non-Exclusionary Discipline and Coordinated Early Intervening Services.

D. Learning How We Can Grow from Our Families and Students

Connected to all of this work will be the learning that comes through Strategies #2 and #3. Job-embedded learning must connect to the practices and learning environments we are seeking to create. Furthermore, for family and student voice to impact Strategy #1 (classroom communities) we need to incorporate both into the job-embedded professional learning.

Location of services: All Wayzata Public Schools Sites

Key Indicators of Progress (KIP) — Strategy #4

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Innovation Configuration map for Culturally Responsive Learning Experiences – to be developed before Fall 2023	TBD	TBD	TBD
Peer Coach Survey – “strongly agree” taking risks/trying new strategies (2022: 52% strongly agree, 39% agree, N=470)	55%	60%	70%
Elementary intervention referral data — baseline data coming Spring 2023 (looking to see a decrease in disproportionate referrals)	TBD	TBD	TBD

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #5 — Increasing the number of BIPOC teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Narrative description of this strategy.

Research indicates that teachers who are Black, Indigenous or people of color (BIPOC) regularly incorporate culturally responsive practices which support the academic success of underserved students. Research further supports that the benefits brought by BIPOC teachers extend to all students. Increasing our number of BIPOC teachers will support our overall growth in this area. Currently, only 4% of our teaching staff is BIPOC.

A. Professional Learning to Support Retention and Future Recruitment

We will provide unique professional development and leadership opportunities for our current BIPOC staff (licensed and non-licensed). This will include focused professional development to support BIPOC teachers related to additional teaching challenges they face. This supports retention. Additionally, this improved retention will open opportunities for recruiting additional BIPOC teachers. This is due to BIPOC teachers recruiting those in their professional networks. We have also learned from outreach and job interviews that having such support is something many BIPOC teachers look for in a potential employer.

B. Expanded Opportunities to Explore Grow Your Own Programs

In addition to supporting our current BIPOC staff, we also want to recruit staff of color that better represent our student demographics. One way to increase our number of BIPOC teachers is through Grow Your Own (GYO) programs. Specifically, creating opportunities for BIPOC staff in non-licensed roles to explore getting a teacher license. By beginning our work through this program, we will be able to build interest in such possibilities that we can further explore (such as the MDE supported GYO programs and grants). An additional way to we plan to recruit BIPOC teachers is through increased partnerships with teacher preparation programs, including alternative teacher licensure programs such as Teach Minnesota.

Location of services: All Wayzata Public Schools sites

Key Indicators of Progress (KIP) — Strategy #5

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Percentage of licensed BIPOC staff (2022-2023: 4%)	5%	7%	10%
Number of non-licensed BIPOC staff participating (2022-2023: 2)	5	10	15

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

These strategies will also support Goal #3.

Strategy #1 — Inclusive and Culturally Responsive Classroom Communities

Strategy #2 — Family Engagement

Strategy #3 — Elevating Student Voice

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

This plan seeks to create or expand innovative approaches to addressing Achievement and Integration disparities so that we can deliver on our mission of excellence for each and every. While the existing approaches in our system are working for some, they are not working for all, and Achievement and Integration disparities persist. With this plan we are seeking to change that pattern by trying new things (no duplicative programs) while still connecting meaningfully to work in the system. The connectedness of this plan to existing programs and structures is essential to avoid innovation fatigue among staff that would impede this plans' implementation and efficacy. As written in some of the strategy narratives, we will be exploring new approaches within the strategies. As we work through that ongoing process, we will continue to examine the effectiveness of the approaches and what that means for longer-term programing in Wayzata Public Schools to continue supporting excellence for each and every student.
