

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - March 25, 2013 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|---------------------------------------------------------------------------------------------|----|
| 1. | CALL TO ORDER/ROLL CALL | 3 |
| 2. | ADMINISTRATIVE | |
| 3. | TEACHING AND LEARNING | |
| | A. English Learner Program Review - L. Fildes - <i>30 minutes</i> | 4 |
| 4. | HUMAN RESOURCES | |
| 5. | FINANCIAL | |
| | A. Facilities Updates - C. Anderson, S. McQueen, Lynae Shoen, J. Matson - <i>45 minutes</i> | |
| | 1. Draft Timelines | |
| | 2. Citizen's Task Force | |
| | 3. Construction Projects Update | |
| 6. | BOARD REPORTS | |
| | A. Legislative Action Discussion - <i>45 minutes</i> | 33 |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for April 8, 2013 - <i>5 minutes</i> | 38 |
| 8. | ADJOURN | 39 |

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

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.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – March 25, 2013

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Droegemueller

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Ms. Cheryl Polzin	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

Memo

To: Wayzata Public Schools Board of Education
From: Lori Fildes, Director of Special Services
Ann Fehrenbach, Resource teacher for Title I and English Learner Programs
CC: Dr. Chace B. Anderson, Dr. Jill Johnson
Date: 3/21/2013
Re: March 25, 2013 Board Work Session

Attached, please find materials that will be used to present to the Wayzata Public Schools Board of Education Work Session on March 25, 2013. The materials include a PowerPoint presentation that will provide the Board with an overview of the District's English Learner program, outcome achievement data, and activities that will continue as a part of the English Learner program review. Additionally, you are being provided with a document entitled *Wayzata Public Schools English Learner Plan of Service*. This is a document we are required to submit to the Minnesota Department of Education and is also a document used to communicate the major components of our program.

We welcome the opportunity to address the Board at your upcoming Work Session.

Wayzata Public Schools English Learner Program

March 25, 2013

School Board Work Session



Excellence. For each and every student.

Who are we?

Students

- We serve 200+ students each year.
- Our students speak over 30 languages.
- The most common languages are Somali, Spanish, Russian, and Hmong.

Licensed Staff

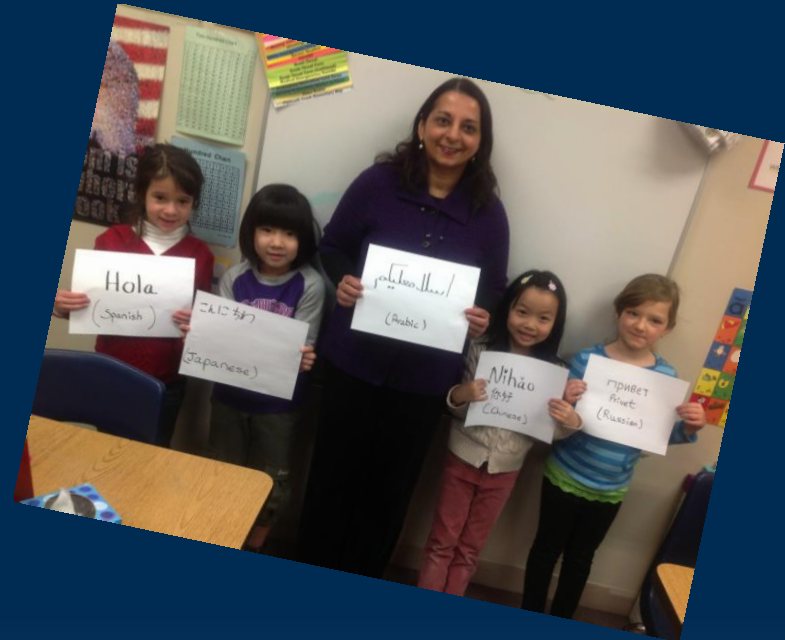
- Lori Fildes - Director of Special Services
- Alison Nisbet – Associate Principal Support
- Fauzia Siddiqui – WHS
- Mary Anderson – WHS and Oakwood
- Lucia Gardner – EMS
- John Brown – Birchview and Plymouth Creek
- Eram Mashadi – Kimberly Lane and Plymouth Creek
- Sue Petersen – Greenwood and Sunset Hill
- Terrie Ziesel – Gleason Lake and Oakwood
- Ann Fehrenbach – Teacher Resource for EL and Title I Programs



Excellence. For each and every student.

Current Core Program

- Plan of service
 - Identify students
 - Entrance and exit criteria
 - Instructional program
 - Pull-out and push-in
 - Service according to level
 - Professional development
 - Family involvement
 - Non-public schools
 - Program evaluation



Excellence. For each and every student.

What are our goals?

- High student achievement
- Graduation
- Post-secondary success
- Compliance with State and Federal requirements



Excellence. For each and every student.

Accountability Measures

- **Accountability for English Learners is based on:**
 - **Annual Measurable Achievement Objectives (AMAO) as determined by results on the English Learner (EL) accountability test: Assessing Comprehension and Communication in English State to State (ACCESS)**
 - **EL results on State Accountability Assessments**



Excellence. For each and every student.

AMAO

- **AMAO 1: Progress toward English Language Proficiency (ELP)**
- **AMAO 2: Attainment of ELP**
- **AMAO 3: Academic achievement and success**



Excellence. For each and every student.

2012 AMAO Results



Excellence. For each and every student.

2012 AMAO Results

- First year using ACCESS
- Wayzata ELs outperformed state ELs in ACCESS results
- State will likely recalculate targets
- Current state determined ten year targets:

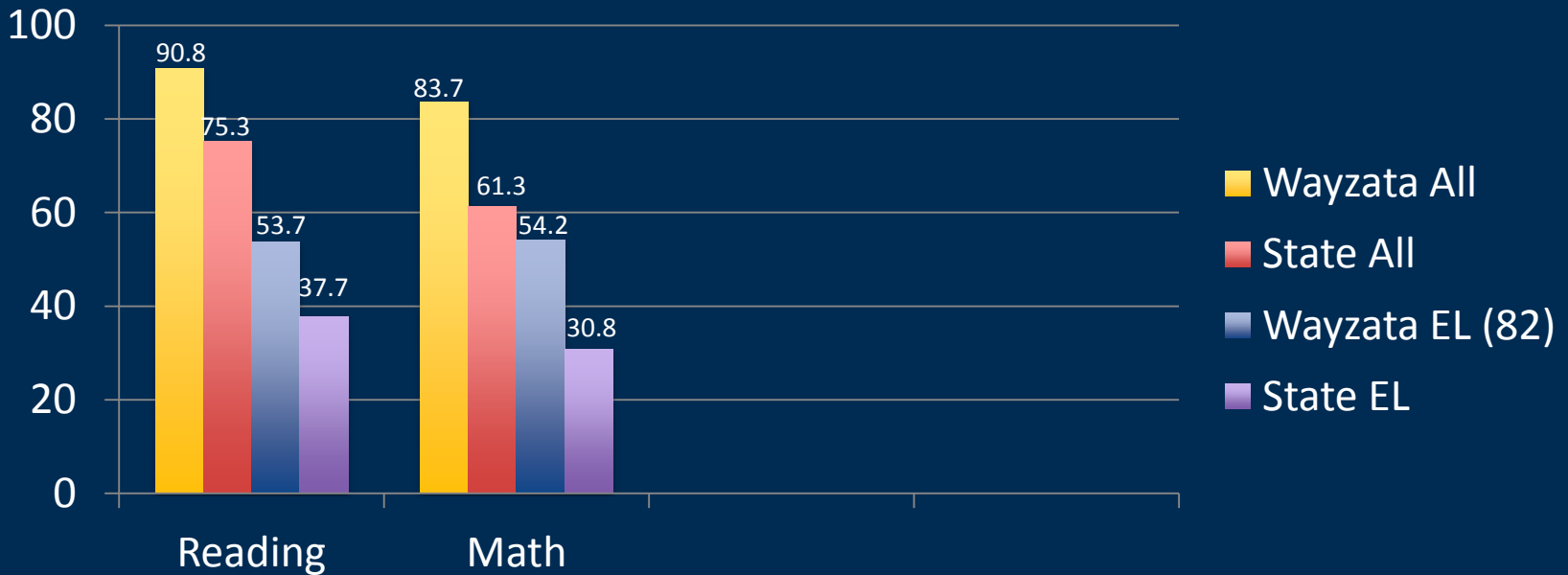
AMAO 1 = 50.4% (50.32%)

AMAO 2 – 27.2% (23.47%)



Excellence. For each and every student.

2012 Accountability Results



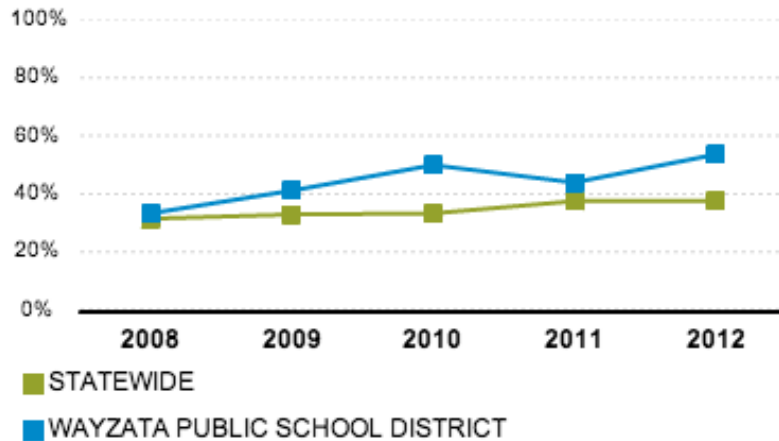
Excellence. For each and every student.

Accountability Trend Data for ELs

Trend Proficiency

Reading All Grades

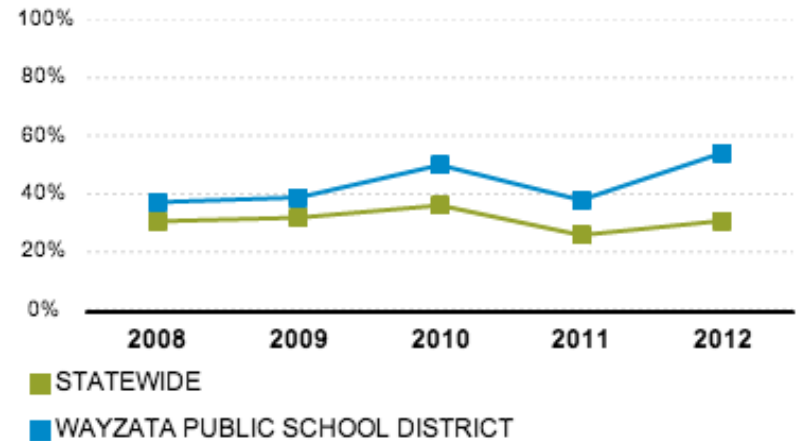
EL



Trend Proficiency

Math All Grades

EL



Excellence. For each and every student.

Accountability Trend Data for ELs

- Wayzata ELs outperformed State ELs in reading and math
- 2010 and earlier data for math is derived from different assessments
- 5 year growth on reading accountability measures = 20.4%
- Although positive results compared to the state an achievement gap does exist between all Wayzata students and Wayzata ELs



Excellence. For each and every student.

What are our challenges?

- Addressing the achievement gap
- New assessment (ACCESS)
- New standards (World Class Instructional Design and Assessment, Common Core)
- We are a “low incidence” district
- Limited State and Federal funding



Excellence. For each and every student.

What are our opportunities?

- We are currently in program review
- Partnering with general education to implement standards
- Partnering with EL Advisory group
- MyWay implementation



Excellence. For each and every student.

What is our plan?

- Link to the District's literacy plan
- Link to MyWay
- Align our program to meet the WIDA standards
- Review and adopt curriculum
- Embed academic English instruction in the general education classroom
- Provide professional development
- Imbed a strong parent involvement component



Excellence. For each and every student.

Your questions?



Excellence. For each and every student.

**Thank you for
supporting our students!**



Excellence. For each and every student.



English Learner Plan of Service

PART I English Learners in Wayzata Public Schools

Mission

The mission of the 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.

Vision

The vision of WPS is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through: Exceptional Student Learning, Experiences and Relationships; Community Trust, Confidence and Partnership; and Operational Excellence.

Wayzata Public Schools' strategic roadmap ensures that the needs of English Learners (ELs) are met through focused allocation of resources. (Appendix A) We aim to increase the high levels of student achievement without predictable gaps, to elevate the consistency and effectiveness of core processes of teaching, assessment, intervention, and learning, and to support all staff in the increasing accountability for individual and collective performance. ELs benefit from our focus on content-rich, rigorous, personalized education.

College and Career Readiness

The National Governor's Association has challenged schools to prepare students for college and careers after high school. The Common Core standards for English Language Arts that grew out of this work, along with the Next Generation Science standards and Minnesota's academic standards in Mathematics, Social Studies, and the other content areas represent rigorous challenges for Minnesota's students. English Learners require systematic language instruction embedded in core content areas. Wayzata Public Schools works to provide the language skills for ELs to reach proficiency in these standards.

English Learners

An English Learner is defined in the State of Minnesota as a student

A. Who, as declared by his/her parent or guardian (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English,

and

B. Who is determined by developmentally appropriate measures to lack the necessary English skills to participate fully in classes taught in English.



Annually, WPS serves approximately 200 ELs. Our ELs speak over 30 different languages. The most common languages represented are Somali, Spanish, Russian, and Hmong.

Percent Proficient on State Accountability Assessments

Subject	Year	ELs in WPS	ELs Statewide
Reading			
	2010	50.0	33.3
	2011	43.9	37.6
	2012	53.7	37.7
Math			
	2010	50.0	36.0
	2011	37.9	25.8
	2012	54.2	30.8
Science			
	2010	2.4	8.6
	2011	15.8	9.7
	2012	24.2	11.4

Source: Minnesota Department of Education

Beliefs

We believe our schools are enhanced by the presence of students who come from a variety of linguistic backgrounds. Seeking to build on students’ strengths, we design our program to support students learning English in ways that allow them to access the curriculum and develop English Language proficiency.

Our work with students is framed by WIDA’s Guiding Principles of Language Development:

1. Students’ languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students’ home, school, and community experiences influence their language development.



3. Students draw on their metacognitive, metalinguistic, and meta-cultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing inter-dependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Source: <http://www.wida.us/aboutus/AcademicLanguage/>

Staff

Director of Special Services – Lori Fildes

Consulting Associate Principal - Alison Nisbet

Teacher Resource for EL Program – Ann Fehrenbach

Teachers:

Mary Anderson (Wayzata High School)

John Brown (Birchview, Plymouth Creek)

Lucia Gardner (East Middle School)

Eram Mashadi (Kimberly Lane, Plymouth Creek)

Sue Petersen (Sunset Hill, Greenwood, Extended Day Kindergarten)

Fauzia Siddiqui (Wayzata High School)

Terrie Ziesel (Oakwood, Gleason Lake)

Paraprofessionals - Every school that serves ELs in Wayzata has the availability of paraprofessional time for EL students that require this support. Paraprofessionals work under the direction of an EL teacher. Paraprofessionals in WPS meet all criteria for highly qualified under the Elementary and Secondary Education Act.



PART 2 Identification, Placement, and Program Exit

A. Initial Identification

As part of the registration process, all families registering a child in WPS complete the Race/Language Form that includes the Home Language Questionnaire. (Appendix B) This questionnaire identifies students who need to be assessed to determine if they qualify for services in the EL Program. Welcome Center staff notifies EL teachers of students who need to be assessed based on the response to the questionnaire. Welcome Center staff, building secretaries, and classroom teachers are aware of the need to identify students who may require services. In addition, EL teachers check cumulative files when the Home Language Questionnaire indicates a need to assess students arriving from other districts in order to determine if a student received services in their previous district.

B. Ongoing Identification

Once a student is enrolled in the EL program in WPS, EL staff review formative and summative assessments regularly with classroom teachers to monitor student performance in core content areas. Students' growth toward English proficiency is measured annually using state-required WIDA ACCESS testing. Ongoing assessment, including MCAs, classroom assessment in language development and content areas, along with ACCESS testing will determine movement from level to level within the EL program.

C. Proficiency Measures

Students exit the EL program when they are deemed to have achieved a level of English Language proficiency that allows them to be successful without the support of English Language instruction. Teachers use multiple measures, including WIDA's ACCESS, to determine whether a student has achieved the level of proficiency required to be successful without support in developing English Language skills. WPS uses the ACCESS and MODEL assessments for determining levels of English proficiency, with ACCESS as the on-going progress monitoring tool. Based on information from the World-Class Instructional Design and Assessment (WIDA) website, ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment. ACCESS and MODEL for ELLs test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards:



Social & Instructional Language
Language of Language Arts
Language of Mathematics
Language of Science
Language of Social Studies

Measures used for assessment in addition to the WIDA ACCESS and MODEL are selected from guidelines issued by MDE. They include Minnesota Comprehensive Assessments, NWEA MAP, student work, grades, and parent input. If necessary, interpreters are provided to assist in the assessment process. Accommodations are provided to students who may have a disability. Consideration for any accommodations is determined by a multidisciplinary team.

D. Eligibility criteria

Once the need to assess a student for EL services has been determined, an EL teacher administers the WIDA MODEL English Language proficiency assessment. A composite score of 4.9 or below on the MODEL, together with additional assessment data (NWEA, DRA, teacher observations), grades, work sampling and parent input qualifies students for EL services. These measures are developmentally appropriate - they are selected from WIDA Consortium guidelines and guidelines issued by MDE. In the fall of 2012, the W-APT was used as a transitional screening measure.

E. EL Program Exit

Students exit the EL program when they are deemed to have achieved a level of English Language proficiency that allows them to be successful without the support of English Language instruction. The following are the specific exit criteria for each grade range:

Grades K-2

In order to exit the EL Program, students must achieve a composite score of 5.0 or above on the WIDA MODEL or ACCESS and demonstrate grade-level proficiency by meeting two of the following criteria:

- Proficiency on additional assessments (NWEA, Benchmark assessments, etc.)
- DRA level at grade level
- Student demonstrates the ability to do grade-level work
- Positive teacher recommendation based on content area achievement
- Parent recommendation to exit
- Maturity and confidence level of EL

Grades 3-12

In order to exit the EL Program, students must achieve a composite score of 5.0 or above on the WIDA MODEL or ACCESS and demonstrate grade-level proficiency by meeting two of the following criteria:

- A score of “meets standards” or “exceeds standards” on the MCA II Reading
- An average score above the 40th percentile on the NWEA reading test



- A passing score on the GRAD Reading or Writing tests
- Student demonstrates the ability to do grade-level work
- Positive teacher recommendation based on content area achievement
- Parent recommendation to exit
- Maturity and confidence level of EL

According to federal guidelines, students who exit the EL program will be monitored for two years. We follow MDE guidelines for classifying students in MARSS. The Special Services office manager oversees the data process of reclassification in MARSS.

F. Availability of procedures for stakeholders

Identification procedures are summarized in the Parent Notification letter that is mailed to families when students are identified as qualifying for EL services. The English Learner Plan of Service document and the parent notification process and notification letter are posted on the district website, and building websites are linked directly to that site. Teachers review procedures annually through on-going professional development. Principals and other administrators receive regular updates on procedures at meetings with the EL resource teacher/program coordinator and EL teachers. Assessment results are communicated to families and classroom teachers, placed in students' cumulative folders and are sent home. The attached Parent Notification document illustrates eligibility criteria. (Appendix C)



PART 3 Instructional Program

A. Instructional Goal

Our goal is for ELs to be able to access grade-level content with minimal support and to be able to meet or exceed grade level benchmarks across the curriculum.

B. Rationale

English Learners in WPS come to school with a range of experience and skills. Some students have had the benefit of formal schooling in a language other than English, and some have had very little or interrupted formal schooling. These factors, together with assessment data and skill levels determine the program of study for English Learners in WPS. In consultation with classroom teachers, EL teachers will consider students' English proficiency and academic performance, along with available resources to determine how best to meet the needs of individual students.

C. Program Description

EL instruction focuses on the explicit teaching of listening, speaking, reading, and writing, through content. Our model is primarily a pull-out model with focus on the development of academic language and skills. Some language instruction occurs in the general education classroom. The total amount of EL instruction varies according to the students' needs. The chart below serves as a framework for delivering EL instruction based on levels of English proficiency.

EL instruction is informed by theories of language acquisition, current pedagogy, and current materials. WIDA's Can Do descriptors and students' ACCESS scores, together with formative and summative assessments guide EL teachers' instruction and provide a touchstone for collaboration with mainstream staff. EL teachers focus on literacy and specialized vocabulary and academic language in the content areas. Paraprofessionals support the instruction EL teachers provide according to student needs.

Service from EL Teachers

All ELs, including those who receive Special Education services, may receive English Language Development instruction from a licensed EL teacher. ELs may receive other support services such as Title I and Vision 21. The service an EL receives from EL teachers will depend on the following criteria: the student's proficiency level, previous schooling and the amount of time in the United States, and current academic achievement level. District EL staff collaborate with personnel from other district support services such as Special Education, Title I, intervention



services, and gifted and talented. When appropriate, these services are combined with the EL student's general education program and EL services. For example, a student can receive both EL services and Title I service. Consideration is given to the student's individual need and access to the general education curriculum and standards. Access to these services are determined by a multidisciplinary team.

Elementary Schools

At the elementary level, EL services are available in all seven buildings and are provided by EL teachers and supported by EL paraprofessionals. Teachers use the pull-out model, push-in model, or both to support content area learning. In Wayzata, elementary EL teachers are itinerant.

Pull-out model: Students are in mainstream classes for the majority of the day. EL teachers work with small groups to target specific English language needs. Beginning ELs receive more EL instruction than intermediate or advanced students. Instruction is given using the EL component of the Language Arts curriculum as well as other curricular areas.

Push-in model: Students are in mainstream classes for the majority of the day. The EL teacher may work with students in the mainstream classroom to improve academic English in content areas and paraprofessionals may support generalization of skills previously taught by an EL teacher.

Middle School

East Middle School serves as the center for EL services at the middle school level. EL coursework emphasizes an integrated approach including listening, speaking, reading and writing. A separate Academic Support class taught by the EL teacher provides individualized support for content areas taught by qualified licensed staff for EL students as needed. EL paraprofessionals work with students to support progress in mainstream classes. Entering and Emerging level students receive more intensive support than Developing and Expanding level students. EL classes are based on proficiency level. See appendices D and E for EMS EL class descriptions and scope and sequence.

High School

At the high school level, EL courses and support are offered for students at the Entering, Emerging, Developing, Expanding, and Bridging levels of English proficiency. All courses include instruction in the four domains of listening, speaking, reading, and writing with an emphasis on academic language and skills. Technology tools for academic success are also taught at all levels. Classes taught include EL 1 for levels 1 through 3, EL 2 for level 4, and EL 3 for level 5. Academic Skills, a workshop style course emphasizing the skills needed for academic success and providing content area support is also offered. In addition, a sheltered



Social Studies class, Cultural Literacy, is offered for EL students. The curriculum focuses on government, citizenship and current events. Reading, writing, listening, speaking and academic skills are also taught.

EL teachers monitor EL students' progress in content area classes and collaborate with general education teachers to maximize student growth. EL paraprofessionals, under the supervision of EL teachers also provide academic support for EL students in their content area classes. Content area learning is supported using both the pull-in and push out models. See the attached Pathway to Graduation and EL course descriptions. (Appendices F and G)

Amount of direct service from EL teachers

Proficiency Level Determined by WIDA assessment	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Kindergarten	60-90 min /week	60-90 min/week	30-60 min/ week	30-60 min/ week	10- 30 min/ month Services at this level are primarily co-planning or consultation with a mainstream teacher.
1-5	90-120 min/week	90-120 min/week	60-90 min/week	60-90 min/ week	10-40 minutes/ week Services at this level are primarily co-planning or consultation with a mainstream teacher.
6-8	135 min/day	90 min/day	90 min/day	45-90 min/day	Services at this level are primarily co-planning or consultation with a mainstream teacher.
9-12	86 min/day with EL support in at least one content class	86 min/ day with EL support in at least one content class	86 min/ day with EL support in at least one content class	86 min/day	86 min/day



K-12 EL Curriculum

Our curriculum is currently under review. At this time, Elementary EL teachers use a variety of materials, including content area texts and materials from the mainstream classroom, the EL component of the mainstream Scott Foresman Reading Street curriculum, leveled readers, RAZ kids, Evan-Moor Educational Publishers Non-fiction Reading Practice materials, and Reading A to Z. The Middle School uses Pearson's Shining Star curriculum, Time for Kids and novels, along with content area curriculum resources. High School EL teachers use a Language Arts based curriculum and content area curriculum resources. At every level, our focus is on explicit teaching and learning of academic language - vocabulary, forms, and functions of language. We provide opportunities for oral and written interaction among students and between students and teachers. Our instruction focuses on the use of research-based strategies. Moving forward in our curriculum review process, we will evaluate the extent to which our curriculum is aligned with WIDA ELD standards and MN Standards in Language Arts, Mathematics, Science, and Social Studies. Information about the EL program is available for parents and community members on the WPS website, and is presented at parent meetings and at parent-teacher conferences. The program is communicated with district staff at faculty meetings and at PLC meetings.

Coordination with other support services

District EL staff collaborate with personnel from other district support services such as Special Education, Title I, intervention services, and gifted and talented. When appropriate, these services are combined with the EL student's general education program and EL services. For example, a student can receive both EL services and Title I service. Consideration is given to the student's individual need and access to the general education curriculum and standards. Access to these services is determined by a multidisciplinary team.

D. Family Involvement

WPS recognizes that parents are an integral part of students' educational program. There are many ways for parents to be involved in our schools and programs. Schools communicate with parents regularly via newsletter, website, curriculum nights, and PTA meetings. Elementary and Middle School teachers hold biannual formal parent-teacher conferences in addition to communicating by phone and email as needed. High School teachers hold conferences every term. Documents are translated and interpreters are used as needed. Meetings for parents of ELs are held twice a year at minimum. At these meetings, parents are informed about the program, and are invited to give input. In addition, teachers provide strategies for working with their children at home to support their academic achievement. Transportation to these meetings and interpreters are available if needed.

E. Program Assessment

WPS analyzes data to assess the effectiveness of the EL program annually. ACCESS scores, MCAs, input from families, teachers, paraprofessionals, and students all provide information on



progress toward program goals. Additionally, the EL program is formally reviewed as a part of the District's program review process approximately every four years.

F. Non-Public Schools

Wayzata Public Schools receives Federal funding under Title III. It is required that we consult annually with non-public schools located within the WPS boundaries. Non-publics are given an opportunity at the annual meeting to accept or decline services. (Appendices H and I)

G. Professional Development

Professional development necessary for supporting ELs is provided for EL teachers and paraprofessionals, classroom teachers, administration, and other personnel deemed appropriate. Professional development is determined based on an annual needs assessment and, is available in the form of district level workshops and regional and state offered workshops. Content for professional development includes, but is not limited to: The English Learner Plan of Service, Can-do descriptors and English Language Development (ELD) standards, integration of technology, cultural proficiency, etc. These opportunities include:

District Level

- Alternative compensation book studies
- Alternative compensation teacher-led courses
- Training provided to classroom teachers
- Training provided to administrators
- Minimum of ten hours training annually provided to paraprofessionals

Regional and State Level

- Participation in EL Advisory Group
- MDE offered workshops
- MAASFEP
- Minnesota ESL, Bilinugual, and Migrant Education Conference
- WIDA training

H. Translation and Interpreting Services

Wayzata Public Schools recognizes the responsibility for schools to respond to the needs of all community members. To the greatest extent possible, all families should receive district communications in their primary language or language of understanding. This allows for families to appropriately and effectively participate in the learning community and to make informed decisions about their children's education. When this is not possible, and/or additional translation/interpreting is needed, the district utilizes the Language Line (Appendix J) and other professional translation/interpreting services. In addition, the district utilizes translated documents created by MDE. The district's website has an on-demand translation feature, and the MyWay initiative provides iPad technology that features translation applications.



I. AMAO

WPS accepts federal Title III funding which requires the district to meet Annual Measurable Achievement Objectives (AMAOs) that report English Learners (ELs) progress toward and attainment of English proficiency and academic achievement standards. WPS follows rules established under Title III for parent notification of EL proficiency and the district's AMAO status. Families would be notified by the district if a school fails to make AMAO.

List of Appendices

- A. Wayzata Public Schools Strategic Roadmap
- B. Race/Language Form with Home Language Questionnaire
- C. Parent Notification
- D. East Middle School EL Course Descriptions
- E. East Middle School Scope and Sequence
- F. Wayzata High School Pathway to Graduation
- G. Wayzata High School EL Course Descriptions
- H. Non Public Consultation
- I. Non Public Agenda
- J. Language Line brochure

LAC Update

Board Work Session 3/25/13

The following issues have been/are being addressed by our LAC. Where applicable, bill numbers and associated documents are noted. Also included are names of Wayzata district legislators who are listed as an author on any bill referenced.

Health Insurance (PEIP)

HF573 – As of 3/21/13: Mandatory w/ opt-out provisions
SF466 - Currently, voluntary participation status

Compensatory Funding:

HF1103 Would provide minimum compensatory funding of \$1600/FRL pupil to every district (would replace our \$1400/FRL pupil of one-time funding given to 20 largest districts ending 2013)
SF933 – Senate companion (Limmer an author)

Integration Funding Over-all Budget/Education Omnibus

Education Shift Payback

HF1 – restore payment schedule to 90/10 (no Senate companion)

HF134 – restore payment schedule to 90/10 + property tax recognition shift eliminated (no Senate companion)

HF53 – 3/5 vote needed to drop payment schedule below 90%
(Anderson an author)

SF88 – Senate companion

HF235 – same as HF53 + increasing property tax recognition shift
SF482 – Senate companion

Early Childhood Funding

HF1058 – Early Childhood scholarships; bill which is evolution of the MELF funding which ended last year. (Winkler an author)

SF481 – Senate companion

HR393 – “Compensatory” funding for Early Childhood education including parent outreach programming. (Benson, Winkler authors)

SF419 – Senate companion (Bonoff an author)

ADK Funding

HF105 – Provides funding for voluntary ADK programming
SF2 – Senate companion bill

HF821 – Provides for flexibility ADK \$ to be used for Early Childhood programming if community's ADK needs are met.
SF162 - Senate companion (Bonoff an author)

Bullying: HF826/SF783

See current MN State Law @

<https://www.revisor.mn.gov/statutes/?id=121A.0695>

See WPS current policy @ <http://www.wayzata.k12.mn.us/Page/3643>
and scroll down to Policy 528. Both of these documents are also attached to the board packet.

Q-Comp Over-all Budget/Education Omnibus

Location Equity Index:

HF383: Adjustments made for additional revenue for districts w/ higher costs based on region/location (Benson Chief Author)

SF221: Senate companion (Bonoff Chief Author, Latz author)

Epi-Pen:

HF688 – Allows districts to have “open stock” epi-pens (Winkler, Anderson, Zellers authors)

SF512 – Senate companion

Football Scheduling Minimum Requirement:

HF399 – requires league to schedule 8 (min) football games per season

SF233 – Senate companion (Bonoff an author)

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BULLYING/CYBERBULLYING

POLICY: 528

The Wayzata School District is committed to a safe and respectful learning environment for all. A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships.

The purpose of this policy is to assist the School District in its goal of preventing and responding to acts of bullying, cyberbullying, intimidation, violence, and other similar disruptive behavior.

Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. It is the School District's intent to prevent bullying and to take action to investigate, respond to, remediate, and discipline those acts of bullying which have not been successfully prevented. The School District cannot monitor the activities of students at all times and places and eliminate all incidents of bullying between and among students. However, to the extent such activities or incidents affects the educational environment of the School District and the rights and welfare of its students and is within the control of the School District in its normal operations, it is the School District's intention to respond to those acts of bullying which have not been successfully prevented

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

ADOPTED: January 9, 2006
AMENDED: November 11, 2008
AMENDED: February 13, 2012

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

2012 Minnesota Statutes

121A.0695 SCHOOL BOARD POLICY; PROHIBITING INTIMIDATION AND BULLYING.

Each school board shall adopt a written policy prohibiting intimidation and bullying of any student. The policy shall address intimidation and bullying in all forms, including, but not limited to, electronic forms and forms involving Internet use.

History:

1Sp2005 c 5 art 2 s 28; 2007 c 53 s 1

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - April 8, 2013 - 7:00 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS**

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:

 - A. Approval of Minutes
 1. Regular Meeting - March 11, 2013
 - B. Finance and Business Recommendations
 - C. BID AWARD - Greenwood Elementary - Masonry Restoration
 - D. BID AWARD: Wayzata High School - Replace Turf Field Site Prep.
 - E. BID AWARD: East Middle School - Replace & Waterproof Slabs on Small and Large Gym Floors
 - F. BID AWARD: East Middle School - Replace Elevator
 - G. BID AWARD: East Middle School - Classroom and Restroom Remodel
 - H. BID AWARD: East Middle School - Storm Sewer Pipe Replacement
 - I. Human Resource Recommendations
3. **STUDENT CURRICULUM PRESENTATION**
 - A. Elementary School
4. **RECOGNITIONS**
 - A. April Employee of the Month -
 - B. WPS 2012-2013 Retirees
5. **REPORTS FROM ORGANIZATIONS**

This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.

 - A. Student Council
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
 - A. Superintendent
 1. Board Policy - First Reading
 2. Board Policy - First Reading
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. **OTHER BOARD ACTION**
 - A. RESOLUTION ESTABLISHING COMBINED POLLING PLACES FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION
8. **AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD**

This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. **BOARD REPORTS**
10. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – March 25, 2013

AGENDA SECTION: _____

ITEM: _____

COMMENTS BY: Board Chair Droegemueller

8. Adjourn

If there is no additional business before the School Board, the Chair will adjourn the meeting.

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____