

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Working Meeting - April 26, 2021 - 4:00 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

### **AGENDA**

1. **ROLL CALL/CALL TO ORDER**
  - A. **Superintendent's Reports**
    1. COVID Updates and Learning Model Overview

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# Wayzata Public Schools

April 26, 2021

## School Board Work Session Update

Pandemic Metrics and Learning Model Update

Chace B. Anderson, Superintendent

Jill Johnson, Executive Director of Teaching and Learning


Dave Lutz, Director of Curriculum and Instruction



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# COVID-19 Hennepin County 14 Day Running Total

Most recent data for dates: March 28, 2021 through April 10, 2021

Hennepin County COVID-19 Data (14 Day Running Total)											
Date of data presentation from MDH:	2/18/2021	2/25/2021	3/4/2021	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	Trend Line
Date Range for this 14 Day Data:	1/24-2/6	1/31-2/13	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	
Hennepin County Parameter Number	21.62	19.08	16.84	17.65	19.03	21.23	25.68	33.46	43.06	48.54	
Hennepin County Points	2.80	3.04	3.27	3.19	3.05	2.84	2.39	1.81	1.32	1.05	

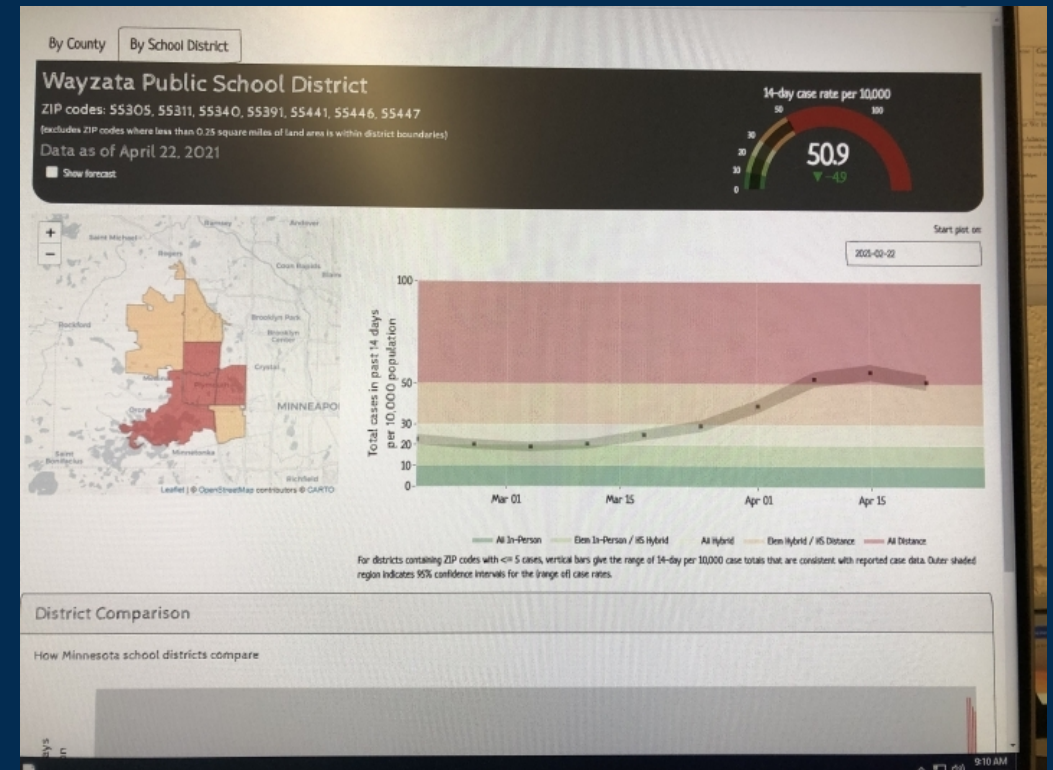
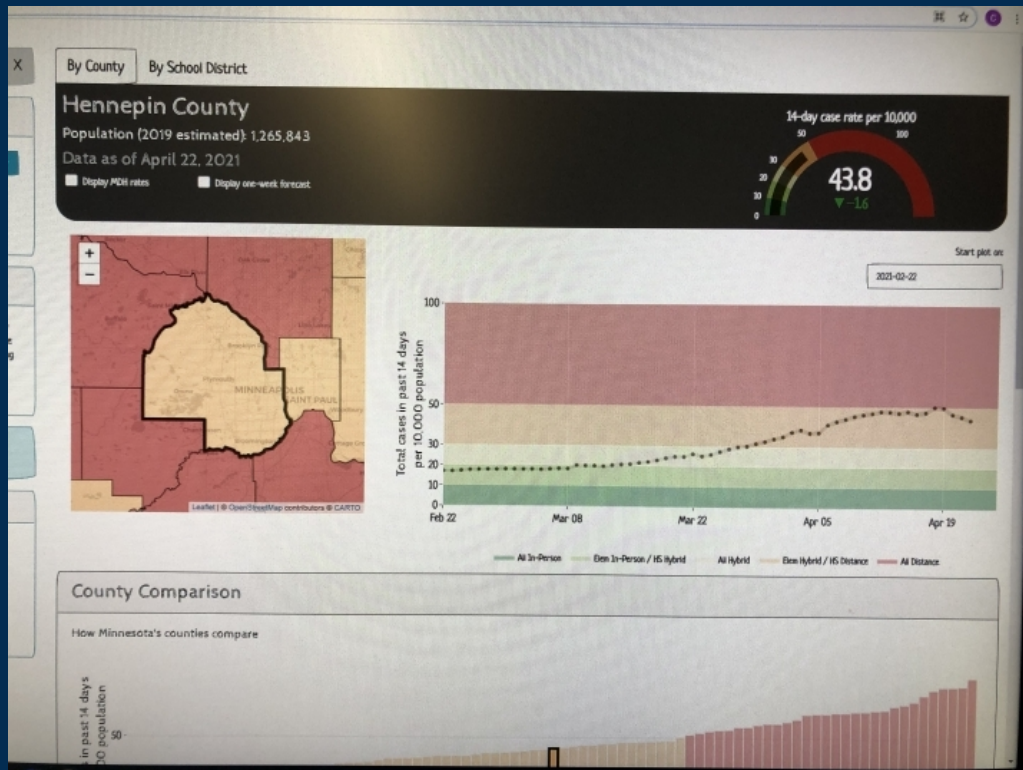


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# COVID-19 Hennepin County and WPS 14 Day Running Total-U of MN Wolfson Model

Hennepin County 4-22-21 (43.8)

WPS School District 4-22-21 (50.9)



# COVID-19 Hennepin County Selected Cities 14 Day Running Total

Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	1/26/2021	2/2/2021	2/9/2021	2/16/2021	2/23/2021	3/2/2021	3/30/2021	4/6/2021	4/13/2021	4/20/2021	Trend Line
Date Range:	1/5-1/18	1/12-1/25	2/9-2/22	2/16-3/1	2/23-3/8	3/2-3/15	3/9-3/22	3/16-3/29	3/23-4/5	3/30-4/12	
Maple Grove	32.20	17.70	15.80	18.00	21.60	32.30	38.20	42.50	54.50	57.80	
Minnetonka	27.20	18.70	18.10	19.60	17.30	16.60	20.60	32.90	37.20	44.90	
Plymouth	28.10	20.70	14.40	13.20	15.70	19.30	26.80	37.00	47.10	54.00	
*Other NW Suburban in Hennepin County	21.40	17.80	20.10	20.70	18.10	19.40	22.70	26.60	31.40	34.70	
**Other W/S Suburban in Hennepin County	25.60	21.50	22.90	20.60	16.70	23.50	34.70	50.00	61.70	64.80	
Average #284 Cities and Local Vicinities	26.9	19.3	18.3	18.4	17.9	22.2	28.6	37.8	46.4	51.2	
Points	2.26	3.02	3.12	3.11	3.16	2.74	2.09	1.59	1.59	0.00	

\*Other NW Suburban in Hennepin County

Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony





\*\*Other W/S Suburban in Hennepin County

Chanhassen, Deephaven, Excelsior, Ft. Snelling, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, 5 Minnetonka Beach, Minnetrista, Mound, Orono, St. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland





# COVID-19

## State Pre-K-12 School Building Cases

### 14 Day Running Total

State of MN Cases Associated with Pre-K through Grade 12 School Buildings											
Date:	2/18/2021	2/25/2021	3/4/2021	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	Trend Line
Date Range for this 14 Day Data:	1/24-2/6	1/31-2/13	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	
Total Pre K-12 School Staff Cases	6912	7050	7195	7316	7465	7581	7731	7851	7998	8201	
Total Pre K-12 Student Cases	7036	7357	7762	8195	8720	9349	10112	10788	11632	12890	
Total Pre K-12 School Building Cases	13948	14407	14957	15511	16185	16930	17843	18639	19630	21091	
Percentage Change		3.3%	7.6%	7.5%	7.4%	7.4%	7.1%	7.0%	6.9%	6.8%	
Points (Hennepin County)		4.00	0.00	0.00	0.00	0.00	0.00	0.00	1.10	1.20	


# COVID-19 Hennepin County and State of MN COVID-19 New Cases Reported

Hennepin County and State of Minnesota COVID-19 New Cases Reported											
Date:	2/18/2021	2/25/2021	3/4/2021	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	Trend Line
Date Range for this 14 Day Data:	1/24-2/6	1/31-2/13	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	
Hnprn County Cumulative Total	98828	99972	101110	102498	104017	105974	108453	111536	114517	117078	
Hennepin Cty Weekly Change		1144	1138	1388	1519	1957	2479	3083	2981	2561	
Hennepin Cty % Change		1.2%	1.1%	1.4%	1.5%	1.9%	2.3%	2.8%	2.7%	2.2%	
Hennepin County Points			2.26	2.28	2.26	2.28	2.22	2.20	2.12	2.04	
	2/18/2021	2/25/2021	3/4/2021	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	Trend Line
Statewide Cumulative Total	476292	481831	487374	494106	501458	510398	521667	535182	549830	562420	
Statewide Weekly Change		5539	5543	6732	7352	8940	11269	13515	14648	12590	
Statewide % Change		1.2%	1.2%	1.4%	1.5%	1.8%	2.2%	2.6%	2.7%	2.3%	
Statewide Points			2.26	2.26	2.26	1.837	2.22	2.20	2.14	2.06	

# COVID-19

## State Likely Exposure - Community Spread

### 14 Day Running Total

State of Minnesota COVID-19 Likely Exposure from Community Spread											
Date:	2/18/2021	2/25/2021	3/4/2021	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	Trend Line
Date Range for this 14 Day Data:	1/24-2/6	1/31-2/13	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	
Statewide Cumulative Total	476292	481831	487374	494106	501458	510398	521667	535183	549830	562420	
Community Spread Cumulative Total	18589	18677	19017	19108	19565	19972	20326	20770	21368	22096	
Community Spread %		1.6%	6.1%	1.4%	6.2%	4.6%	3.1%	3.3%	4.1%	5.8%	
Points		1.94	1.84	2.22	1.27	1.59	1.90	1.86	1.69	1.35	

# COVID-19

## Total Cases and % Change by School Age Group

Total State of Minnesota Cases and Percentage Change by School Age Group											
Date:	2/18/2021	2/25/2021	3/4/2021	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	Trend Line
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0-4 Year Olds											
All Cases	10075	10233	10392	10576	10764	11006	11318	11714	12170	12589	
Weekly Change (New Cases)		158	159	184	188	242	312	396	456	419	
Weekly % Change		1.6%	1.6%	1.8%	1.8%	2.2%	2.8%	3.5%	3.9%	3.4%	
5-9 Year Olds											
All Cases	13138	13386	13635	13878	14228	14668	15163	15789	16565	17278	
Weekly Change (New Cases)		248	249	243	350	440	495	626	776	713	
Weekly % Change		1.9%	1.9%	1.8%	2.5%	3.1%	3.4%	4.1%	4.9%	4.3%	
10-14 Year Olds											
All Cases	18992	19357	19748	20168	20688	21346	22113	23033	24080	25093	
Weekly Change (New Cases)		365	391	420	520	658	767	920	1047	1013	
Weekly % Change		1.9%	2.0%	2.1%	2.6%	3.2%	3.6%	4.2%	4.5%	4.2%	
15-19 Year Olds											
All Cases	37071	37669	38262	38908	39634	40478	41448	42624	44057	45312	
Weekly Change (New Cases)		598	593	646	726	844	970	1176	1433	1255	
Weekly % Change		1.6%	1.6%	1.7%	1.9%	2.1%	2.4%	2.8%	3.4%	2.8%	
All Age Groups											
All Cases	79276	80645	82037	83530	85314	87498	90042	93160	96872	100272	
Weekly Change (New Cases)		1369	1392	1493	1784	2184	2544	3118	3712	3400	
Weekly % Change		1.7%	1.7%	1.8%	2.1%	2.6%	2.9%	3.5%	4.0%	3.5%	
Points		2.16	2.18	2.20	2.16	2.16	2.14	2.08	1.94	1.82	

# Wayzata Public Schools

## On-going Leadership and Decision-Making

- Strategy Leadership Team (SLT)
- Incident Command Team
- Leadership Council (SLT/Principals, Program Supervisors, Department Leads)
- School Board Members/Board Committees
- Leaders from Employee Groups
- Feedback from Parents (Liaison, PTA, Individual Feedback and Inputs)
- Formal/Informal Feedback from Students



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# Wayzata Public Schools Learning Model Update

## Brief Overview of Current Learning Models

Dr. Jill Johnson                      Executive Director of Teaching and Learning

Mr. Dave Lutz                        Director of Curriculum and Instruction



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**Thank You!**



# MEMO

April 26, 2021

School Board Work Session

Goal Update

Working Draft In-Progress

To: WPS School Board

From: Chace B. Anderson, Superintendent

Re: 2020-2021 Goal Update-Guidance from 2019-2020 Performance Review

The school board provided me with guidance for goal areas for the 2020-2021 school year. It can go without saying that this school year has been unlike any other. A good deal of focus this school year has been directed toward managing the logistical and academic challenges associated with the pandemic and considering current and future learning models amidst ever-changing conditions. This document is not intended to be “all-inclusive” but to serve as a general overview with some brief updates on the status of the action areas the school board provided as guidance for the current school year. A number of staff have assisted with the development of this document and will also help deliver the update at the 4-26-21 work session and will respond to questions. Specifically, the following leaders will be available to assist and respond to questions:

1. Dr. Jill Johnson, Executive Director of Teaching and Learning
2. Mr. Dave Lutz, Director of Curriculum and Instruction
3. Dr. Stacey Lackner, Director of Research and Evaluation
4. Ms. Stacie Vos, Executive Director of Human Resources
5. Ms. Solveig Harriday, Director of Equity and Inclusion
6. Mr. Sam Fredrickson, Principal on Special Assignment

## **Potential Goals:**

In my final performance review from 2019-2020, the school board stated the following: “After considering your many successes, handful of opportunities, and the mutable landscape of our district and state, we have identified four goal areas for you to work on during the 2020-2021 school year.”

The goal areas are:

1. Improve Racial Equity across Wayzata Schools.
2. Reduce the Opportunity / Achievement Gap
3. Enhance the Focus on Health and Well-Being of Wayzata Students
4. Create a Management Structure Commensurate with the Needs of the Growing District

The performance review document continued to state: “We anticipate that you will adjust these goals to some extent as you are the expert in educational theory and delivery, but we challenge you to keep them measurable, reportable, and achievable. We would like you to strive to provide quarterly updates on each of the goals.

The following dates were identified for quarterly review dates:

## **Quarterly Check-In Dates:**

- |                             |                           |         |
|-----------------------------|---------------------------|---------|
| • Monday, December 21, 2020 | School Board Work Session | 4:00 pm |
| • Monday, February 22, 2021 | School Board Work Session | 4:00 pm |
| • Monday, April 26, 2021    | School Board Work Session | 4:00 pm |
| • Monday, June 28, 2021     | School Board Work Session | 4:00 pm |

The final inputs from the performance review document were: “The board recognizes that these goals may represent a ‘heavy lift’ for you and your team during the pandemic. That said, we must maintain our focus on the items that are most important to us as a district so we can continue to move ahead. As we have all said several times, for the 2020-2021 school year to be a success, we all need to be flexible. If, at any time during the school year, you wish to further discuss these goals or your progress toward them, please reach out to the committee or to Andrea.”

## 1. Improve Racial Equity across Wayzata Schools

1. The board requests a review of applicable curriculum areas (e.g., history, social studies, etc.), across all grade levels to find opportunities to address anti-racism and racial justice. We ask you to work with your SLT, Teaching and Learning team, building principals, the Director of Equity and Inclusion and other administrators to recommend changes in those areas that can have the most impact, even if this means we need to review, change and / or augment our curriculum out of the usual cycle, to bring in more lessons and conversations on anti-racism....
2. ...And the board requests a report on changes or augmentations to materials that occur, at each grade level, by the end of the 2020-2021 school year.

### **4-26-21 Update: Jill Johnson, Dave Lutz and Solveig Harriday:**

A brief overview of the current status and thoughts for the future will be shared by Jill, Dave and Solveig. Specific curriculum updates for Art, Science, Language Arts and World Language will be given at the May work session. Additional information will be shared at that time regarding cultural responsive curriculum materials and instructional practices.

### **2-22-21 Update: Jill Johnson, Dave Lutz and Solveig Harriday:**

Recently, the district appointed Peter McKown, WHS Social Studies Teacher, as the new social studies curriculum resource teacher effective February 1, 2021. He will be the point person for working with members of the Teaching and Learning department in regard to social studies curriculum work. He will lead the team that will be working to review our current social studies curriculum and resources for K-12 with added focus on also identifying immediate concerns/needs. He will be reviewing updates from the state of Minnesota social studies curriculum standards review process and engaging with members of the Teaching and Learning Leadership Team about the State’s work. He will also provide guidance and leadership to the Social Studies department and support the district’s on-going curriculum review process for the next three years.

Executive Director of Teaching and Learning, Dr. Jill Johnson, Director of Curriculum and Instruction, Dave Lutz and Solveig Harriday, Director of Equity and Inclusion, along with other members of the Teaching and Learning Team, have identified the following short term/midterm curriculum review goals specific to social studies:

- Review current curriculum and materials and make any immediate changes necessary, keeping the upcoming review process and work in-mind;
- Stay engaged in the upcoming State of Minnesota Standards Review process and opportunities for feedback/input;
- Work to assemble a review team for Social Studies, and identify foundational professional development opportunities (including collaboration with Secondary Language Arts).

Dr. Johnson, Mr. Lutz and Ms. Harriday have also identified the following long term curriculum review goals for Social Studies:

- Engage in a full Social Studies curriculum review process (and other curriculum areas, including Secondary English Language Arts), in alignment with the requirements of MDE, that delivers on our equity goals and commitments.

Dr. Johnson, Mr. Lutz and Ms. Harriday have also identified the following short term/midterm curriculum review goals for the other curriculum areas:

- The process for text selection requests and other curriculum resource adoptions will be reviewed and updated to be reflective of our equity goals and commitments;
- Review, revise where necessary and articulate specific district-wide beliefs and values about learning, which will inform and ensure culturally responsive practices;
- Articulate a consistent and regular process for reporting progress on site-identified priorities, rooted in these common beliefs and values;
- Engage with the Curriculum and Instruction team to ensure our curriculum review process is aligned to our equity goals and commitments. This will help shape future reviews in all curricular areas.

**12-21-20 Update:**

In progress and future work will continue. The State is currently in the process of reviewing social studies standards and the result of this statewide work is likely to have impact upon our district’s curriculum review process and outcomes.

3. The board would like you to continue working with Human Resources to identify specific ways to attract, hire, and retain more employees of color for teaching and staff positions. Specifically, we would like you to consider identifying a certain percentage of candidates of color to be interviewed for employment opportunities in our district during the 2020-2021 school year.

**4-26-21 Update: Stacie Vos and Solveig Harriday:**

Stacie and Solveig will give an update on this goal area at the work session. A draft document has been added to Boardbook with an update of the work on this initiative.

**2-22-21 Update (Stacie Vos and Solveig Harriday):**

A formal plan is in progress and will be completed in the coming months. Stacie Vos, Executive Director of Human Resources, and Solveig Harriday, Director of Equity and Inclusion, are the two point people working on this initiative with assistance from the larger Human Resources team, members of the Affinity Group, school principals and other staff. The plan that is being written will be anchored to the district’s core values. The plan will articulate details of our hiring process, i.e., our why, how, and how we measure success (data). To help craft the plan, staff of color currently working in the district will be offered the opportunity to complete a survey that will become an annual activity. Further, a more formal exit interview process will be implemented to help the district understand the reasons for our staff members of color choosing to leave the district. Through gaining a better understanding about their experience and reasons for leaving the district, we are hopeful this will help us achieve the highest possible rate of retention for staff of color in the district. Additional budget considerations are underway for how we might be able to include more staff of color to attend Affinity Group meetings and related activities.

**12-21-20 Update:**

This is an initiative that has been in the works for many years. I will be working closely with the Human Resources department leadership to further develop this initiative. As the Board is likely aware, we have an

active Affinity Group composed of teachers and other staff of color that meets regularly. Their insights and inputs have been, and will continue to be, insightful on our quest to diversify our staff.

4. We would also like you to consider elevating the Equity Coordinator role to a place within your administration that maximizes collaboration and engagement with Teaching and Learning, Human Resources and Communications and Community Engagement. This elevated role and the commensurate work may necessitate hiring additional staff to carry out the work.

**Update:** This has been completed. Solveig Harriday was hired to serve as our Equity Coordinator initially in a part time position. The Equity Coordinator position then was elevated to a full time position before being expanded into a full time Director position. The school board received an update from Solveig at the January 25, 2021 school board work session and will receive further updates at the 2-22-21 work session.

5. The board would like you to consider how to expand on the (Director of Equity) Equity Coordinator's capacity for training and dispensing advice, and for offering district-wide professional development in Diversity, Equity and Inclusion for staff and administration.

**4-26-21 Update (Jill Johnson, Dave Lutz and Solveig Harriday):**

Jill, Dave and Solveig will provide an update on current plans for professional development, summer plans and preliminary plans for the 2021-2022 school year.

**2-22-21 Update (Jill Johnson, Dave Lutz and Solveig Harriday):**

Solveig Harriday and Dave Lutz are collaborating to develop a plan for summer (2021) professional development options for staff to lead equity efforts throughout the district. They will also be working on a plan for equity professional development for the 2021-2022 school year. Another key focus area is determining how equity is authentically embedded in all professional development offered through the curriculum and instruction department.

Currently, the Teaching and Learning and Curriculum and Instruction team members are partnering with the district's professional development TOSA, Carrie Lunetta, on a variety of topics. As noted earlier, professional development has not been developed according to our regular schedule due to the efforts directed toward creating and implementing multiple learning models this school year. There has not been the capacity to lead professional development work in the same way we have been accustomed to. However, the work that is being done includes:

- Research & development of the best possible resources and methods for professional development;
- Creating a framework or structure with effective resources and materials;
- Training lead staff to better prepare them to work with colleagues in their school, within their program or across the district to deliver the professional development;
- Conducting pre and post meetings with lead staff regarding their work with staff they supervisor or with colleagues;
- Teaching and Learning and Curriculum and Instruction team members are co-facilitating professional development activities when and where it makes sense to do so.

The Teaching and Learning and Curriculum and Instruction departments have focused their efforts on the following:

- Providing advice daily and/or as needed for individual staff, building-wide efforts, or throughout departments;

- Leading AWE (part of our Q Comp program) classes outside of work day;
- There are also many macro and micro projects right underway right now and will be refined as we move forward.

**12-21-20 Update:**

As was noted in #4 above, the Equity Coordinator’s position has been elevated to a full time Director position. Solveig has become a member of the Leadership Council. Her office has been relocated to the District Administration Building. Solveig’s primary supervisor is Stacie Vos, Executive Director of Human Resources. Solveig and Stacie work closely with Dr. Jill Johnson, Executive Director of Teaching and Learning. A summary of Solveig’s work to date will be provided at the January 25, 2021 school board work session.

6. Finally, the board would like to see you clearly communicate your vision and expectations for district-wide professional development related to Diversity, Equity and Inclusion. We want to see further collaboration between Teaching and Learning and Human Resources to ensure appropriate resource allocation and accountability standards.

**4-26-21 Update (Jill Johnson, Dave Lutz and Solveig Harriday):**

Jill, Dave and Solveig will provide an update on current plans for professional development, summer PD plans and preliminary plans for the 2021-2022 school year.

**2-22-21 Update (Jill Johnson, Stacie Vos, Dave Lutz, Solveig Harriday):**

Professional development planning includes our focus on the importance of “excellence for each and every.” To help us deliver on this foundational premise in our mission statement, staff will have opportunities to participate in cultural competence professional development. Due to the on-going focus on evolving learning models caused by the pandemic, new engagements in professional development have been somewhat limited. It has, however, created additional reflection and refinement time for staff that participated in last year’s formal professional development. Part of this self-reflection was accomplished through “guiding equity questions” provided to staff members. This fall, there will be renewed focus on expanded opportunities for equity professional development which will continue throughout the year. Examples of this work will include asset framing and book studies.

All staff will have a variety of opportunities for professional development. Specifically, paras and Wayzata Kids staff will have opportunities for professional development through Canvas and Zoom. There will also be a professional development series embedded into the onboarding offered to new teachers hired for the 2021-2022 school year. Plans and tentative dates are still being formulated for secretaries (summer/fall 2021), culinary staff (spring 2021), custodial, buildings/grounds, bus drivers, Leadership Council members and other administrators.

**12-21-20 Update:**

As noted earlier, Solveig Harriday has been elevated to a Director level position. Her work this year has been focused on the development of a framework for professional development and instructional delivery. She is working closely with the Executive Director of Human Resources and the Executive Director of Teaching and Learning as she develops this work. Solveig has also been working on our equity plan branding with a professional consultant. This work will be presented at the January 25, 2021 school board work session. This work is in progress and future work will continue.

## 2. Reduce the Opportunity / Achievement Gap

7. The board would like to see a recommitment to last year's goal of a 5% reduction in the opportunity / achievement gap across all student demographics.

### **4-26-21 Update (Jill Johnson, Stacey Lackner and Dave Lutz):**

Jill, Stacey and Dave will provide an update on the current scorecard work and MCA testing. This initiative is in progress and future work will continue. MCA tests are currently being given to in-person and distance choice students. Stacey will speak to the specifics about this and how it is going at the work session.

### **2-22-21 Update:**

In progress and future work will continue. It is yet to be determined if the State of Minnesota will apply for a waiver from the Federal mandate to administer annual standardized tests. We are currently planning as though we will be conducting the MCA tests, but the final decision is pending yet.

### **12-21-20 Update:**

At the November 23, 2020 school board work session, Stacey Lackner, Director of Research and Evaluation, presented the updated scorecard and provided an overview of what is expected for standardized testing this spring. At the current time, standardized testing is scheduled as planned but it is likely to be somewhat dependent upon the on-going evolution of the COVID-19 pandemic. While this remains a mission-critical goal, it is difficult to know until test results come back what impact upon learning the pandemic has had on our students.

8. To make this goal more achievable, we are requesting the creation of short-, medium- and long-term plans to reduce the gap as well as quarterly updates on these goals and the scorecard.

### **4-26-21 Update (Jill Johnson, Stacey Lackner and Dave Lutz):**

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### **2-22-21 Update:**

In progress and future work will continue.

### **12-21-20 Update:**

In progress and future work will continue.

9. Now that we are facing a time where MCA scores are not available, we are requesting the re-imagination and refresh of the district scorecard including the determination of metrics other than MCA scores to help measure the gap and target improvements, especially during in the current pandemic.

### **4-26-21 Update (Jill Johnson, Stacey Lackner and Dave Lutz):**

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### **2-22-21 Update:**

In progress and future work will continue.

### **12-21-20 Update:**

As noted above, the updated scorecard was presented at the November 23, 2020 school board work session by Dr. Stacey Lackner, Director of Research and Evaluation. In progress and future work will continue.

10. Additionally, we are requesting data points and measurements to assess if the gap is widening during the pandemic.

**4-26-21 Update (Jill Johnson, Stacey Lackner and Dave Lutz):**

Jill, Stacey and Dave will provide an update on the current scorecard work and MCA testing. This initiative is in progress and future work will continue. MCA tests are currently being given to in-person and distance choice students. Stacey will speak to the specifics about this and how it is going at the work session. It is difficult to know how the gap might be widening during the pandemic given the challenges and limited ability to administer and compare MCA tests/scores, etc. However, Stacey and team will have some insights to share that may help shed some light on the current reality.

**2-22-21 Update:**

In progress and future work will continue.

**12-21-20 Update:**

In progress and future work will continue.

11. We are requesting an updated scorecard by the end of the first semester of the 2020-2021 school year to include non-MCA score metrics as well as metrics which can be measured on a semi-annual basis, at least.

**4-26-21 Update (Jill Johnson, Stacey Lackner and Dave Lutz):**

In progress and future work will continue.

**2-22-21 Update:**

In progress and future work will continue.

**12-21-20 Update:**

In progress and future work will continue.

12. We are then requesting the implementation of the scorecard beginning during the second semester of the 2020-2021 school year.

**4-26-21 Update (Jill Johnson, Stacey Lackner and Dave Lutz):**

In progress and future work will continue.

**2-22-21 Update:**

In progress and future work will continue.

**12-21-20 Update:**

In progress and future work will continue.

13. We would like you and your district leadership team to think creatively about how to measure student achievement and the district's interventions to improve the opportunity / achievement gap during the 2020-2021 school year. One idea to consider is the implementation of pilot programs with specific student cohorts to compare grades and other measures in an attempt to ascertain if the teaching methodologies are appropriate and sustainable to decrease the gap, or are our interventions accomplishing the goals we identified?

**4-26-21 Update (Jill Johnson, Stacey Lackner and Dave Lutz):**

In progress and future work will continue.

**2-22-21 Update:**

In progress and future work will continue.

**12-21-20 Update:**

In progress and future work will continue.

14. As a component of addressing the opportunity / achievement gap, we would like you to work closely with Teaching and Learning to make strides in personalization in education by compiling district-wide learnings about personalization from existing learning plans during the 2020-2021 school year. The board believes that there will be many opportunities during the 2020-2021 school year to observe and evaluate a myriad of personalized plans from which key observations can be gleaned and best practices derived.

**4-26-21 Update (Jill Johnson, Dave Lutz and Stacey Lackner):**

In progress and future work will continue.

**2-22-21 Update:**

In progress and future work will continue.

**12-21-20 Update:**

In progress and future work will continue.

**3. Enhance the Focus on Health and Well-Being of Wayzata Students**

Progress towards improvements in our students' health and well-being has been made in the past year, but more can be done to achieve excellence in this area.

15. The board requests that you define and implement assessment measures for the health and well-being strategic direction, including mental health measures. Your work reviewing the framework suggested by the project with Dr. Ebrahim and the students of Tufts University showed great promise and applicability to the health and well-being objective, including the mental health initiatives.

**4-26-21 Update (Sarah Johansen and Chace Anderson):**

Sarah and Chace will give a brief overview early in the work session on the health and well-being initiative. Also, Jill Johnson and Sam Fredrickson will give an update on the Socio-Emotional Learning work being done in the district.

**2-22-21 Update:**

In progress and future work will continue. One developing initiative is the creation of the SEL Leadership Team. Two school board members are part of this team, Sarah Johansen and Bonita Lucky. Sam Fredrickson, principal on special assignment, is the primary point person with this work. Amy VanDunk and Solveig Harriday are part of this group also.

**12-21-20 Update:**

In progress and future work will continue. I have included the document prepared by graduate students from the Fletcher School of Law at Tufts University. They worked with the school district to develop a draft strategy for student health and well-being.

16. We furthermore request that these metrics are added to the refreshed district scorecard and are reported on quarterly beginning during the second semester of the 2020-2021 school year.

**4-26-21 Update (Chace Anderson, Jill Johnson, Dave Lutz and Stacey Lackner):**

In progress and future work will continue.

**2-22-21 Update:**

In progress and future work will continue.

**12-21-20 Update:**

In progress and future work will continue.

**4. Create a Management Structure Commensurate with the Needs of the Growing District**

17. Due to the district's continued growth and following George Floyd's murder and the pandemic, the amount of extra work points to the necessity of adding additional support to the administration, perhaps in the form of an assistant / associate superintendent. The board appreciates your prudent financial management and ongoing sensitivity to the additional financial demands this would place on the district, but this year has demonstrated the need for an additional resource. The board believes that hiring such an additional resource during the 2020-2021 school year is both justified and warranted.

**4-26-21 Update (Chace Anderson):** The district has hired Dr. Nathan Flansburg to fill the associate superintendent position. On-going considerations are being made for the Strategy Leadership Team (SLT) and Leadership Council (LC) in response to changes to membership of these two leadership groups. Current openings for cabinet level positions in the district include: executive director of business and finance and executive director of teaching and learning.

**2-22-21 Update:**

The district currently has an associate superintendent position posted and the closing date for applications is Wednesday, February 24. Given other administrative changes, plans are being made for some realignment of our Strategy Leadership Team and our Departments of Teaching and Learning and Curriculum and Instruction.

**12-21-20 Update:**

This position was not added for the 2020-2021 school year but planning and consideration is underway for adding such a position for the 2021-2022 school year. This is work in progress and future work will continue.

## Mission

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.

## Our Core Purpose

## Core Values

Achievement:  
Collaboration:  
Community:  
Equity:  
Integrity:  
Respect:

## Drivers of Our Words and Actions

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

## Vision

## What We Intend to Create and Experience

### By Realizing our Vision, We Achieve Our Mission

The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages 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;
- 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;
- Culture of continuous improvement and responsive innovation;
- 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 and clarity in all operations to maximize individual and collective performance;
- Effective and efficient use of time, human, financial and physical resources;
- High performing district governance, management and partnerships.

## Strategic Directions (2019-2022)

## Focused Allocation of Resources

Through Focus on Priorities and Strategy Execution,  
We Achieve Excellence and Realize Our Vision

1. **Achievement:** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.
2. **Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
3. **Personalization:** All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.
4. **Health and Well-Being:** All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.

Approved by WPS School Board: July 8, 2019



# Wayzata Public Schools Equity Commitment

Systemic racism and many inequities exist in our society. This is not a reflection of who we aspire to be in Wayzata Public Schools. It is essential that we address this to fulfill our mission for each and every member of our community.



## We commit to:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

We will facilitate the efforts of staff, students and families to act on our six core values.

<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Create a system for learning, teaching and measuring success that honors cultural differences.</li> <li>• Give each other space to understand our implicit biases as we seek to free ourselves of them.</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Share collective responsibility for empowering all learners to thrive and be their authentic selves.</li> <li>• Build on the strengths we each bring so that together we are more than the sum of our parts.</li> </ul>	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Understand that we all belong here and are critical to each other's success and well-being.</li> <li>• Being accountable to each other in the pursuit of being our best selves.</li> </ul>
<p><b>Equity</b></p> <ul style="list-style-type: none"> <li>• Work to increase our awareness of inequities so we can grow our capacity to become who we aspire to be.</li> <li>• Study and practice anti-racist behavior so that we can continuously learn and improve.</li> </ul>	<p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>• Continually live our shared values, especially when those values are challenged.</li> <li>• Infuse our daily work and planning with equity-thinking through self-reflection and data.</li> </ul>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Learn from and through our differences.</li> <li>• Acknowledge that the lives of Black, Indigenous and people of color matter and this is reflected in our actions.</li> </ul>

We will find ways to create more equitable systems that honor each person's unique mix of overlapping identities, including but not limited to:

- age
- beliefs/religion
- class
- disability/special needs
- ethnicity
- family status
- gender
- gender expression/identity
- height/weight
- home language
- immigration status
- issues specific to women/girls
- mental health
- national origin
- poverty
- race
- sexual orientation

Our mission 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.

- 3. Health and Wellbeing Committee Updates
- B. **Teaching and Learning Reports**
  - 1. District Score Card / MCA Testing Updates

## Superintendent Goal Report - Goal #2

Stacey Lackner, Director of Research and Evaluation

Bullets for April 26, 2021 BOE Work Session

### 9) Metrics other than MCAs for District Scorecard

- [2019-2020 District Scorecard](#)
- Available Data in 2020-21
  - Kindergarten Reading CCC Set Levels
  - ACT all Juniors
  - Student Engagement Survey
  - Graduation
  - College Enrollment
- Data that will not be available in 2020-21
  - Discipline
  - Consistent Attendance
  - MN Student Survey (Tri-annual, next administration is 2022)

### 10) Gather data to assess whether the opportunity / achievement gap is widening during the pandemic

- Stacey Lackner is working with other assessment directors in the state and Dr. Michael Rodriguez, Dean of the College of Education Human Development at the University of MN, regarding the most appropriate and informative way to use student data that we have collected this year.

### State Testing Update Spring 2021

- ACCESS testing for EL students was completed on April 16th.
- MCA testing has started in all of our buildings and will conclude on May 21st.
- We are bringing Distance Choice students into schools to test.
- The Research and Evaluation department has reached out to all Distance Choice families to ask them if they are comfortable with having their child come into school to take the MCA test. If they are not comfortable, MDE is allowing them to opt out of testing due to COVID-related reasons.
- As in previous years, all parents have the right to opt their child out of MCA testing if they do not want them to participate in state-wide testing. We encourage parents of students in the In-Person learning model to have their child participate in testing, as it is helpful information for us to have as we reflect on our practice and plan for adjustments to instruction for next school year.
- MCA Opt Outs as of April 23, 2021
  - Grades 3 - 8
    - Distance Choice Enrollment = 1,625, 506 opt outs, 31%
    - In-Person Enrollment = 3,918, 32 opt outs, 1%
  - High School
    - Too early to report, first day of testing was Friday April 23rd
- We will not be using 2020-2021 individual student MCA scores as part of our decision-making process for course recommendations or programs for the next school year.

11) Updated Scorecard with semi-annual metrics

- In progress

12) Implementation of the Scorecard during the second semester

- In progress

13) Evaluation of our intervention programs

- In-progress



# T&L Update

School Board Work Session:  
April 26, 2021

# Topics


1. Professional Development
2. Social and Emotional Learning
3. Curriculum Update (More in May)

# 1. Professional Development

## Guided by WPS Equity Commitment

### Wayzata Public Schools Equity Commitment

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We will find ways to create more equitable systems that honor each person's unique mix of overlapping identities, including but not limited to:

- age
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- immigration status
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- mental health
- national origin
- poverty
- race
- sexual orientation

Our mission 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.

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April 2021

# 1. Professional Development

## C. PD Planning & Coordination

The image displays a grid of 32 small tables, each representing a professional development plan for a different teacher. Each table has columns for 'Activity', 'Date', 'Time', and 'Location'. The tables are arranged in two main groups: a larger group on the left and a smaller group on the right. The number '32' is centered at the bottom of the grid.

# 1. Professional Development

## C. Workload Impact

		April 2021							May 2021								
April: Impact across district (group   # people—line)		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	May: Impact across district (group   # people—line)		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Art	Early Learning								Art Learning								
Comm. Ed	K								K								
ELA (Elem.)	1								1								
ELA (Sec.)	2								2								
Equity	3								3								
Intervention	4								4								
Math	5								5								
Science	Elem. Total 10-1 day								Elem. Total 94/108-2-4 hrs								
Social Sns	6								6								
Tech	7								7								
World Lang.	8								8								
SpEd & EL	MS Total 2-3 days								MS Total 13-2hrs								
District	9								9								
Art	10								10								
Comm. Ed	11								11								
ELA (Elem.)	12								12								
ELA (Sec.)	WBIS Total								WBIS Total 12-0.5 day MS 16-2hrs, 35-14day								
Equity	Transition								Transition								
Intervention	SpEd								SpEd								
Math	Paras								Paras								
Science	Culinary								Culinary								
Social Sns	Cookbook								Cookbook								
Tech	Leadership								Leadership								
World Lang.																	
SpEd & EL																	
District																	

# 1. Professional Development

## A. Summer Supports

- [“Context Matters” Summer Cohorts](#) for Leadership Council and School Board
- Site Level Teacher Leadership PD and Planning
- Expanding foundation PD to all staff
- *Absent Narratives* for “Humanities” Curric. Review team
- Begin District Equity Committee

# 1. Professional Development

## B. Fall Supports

- [“Context Matters” Cohorts](#) for additional district leadership
- All PD anchored in responding to student needs
- Site & District structures to support Connected Autonomy
- Expand district-wide and personalized equity PD

## 2. Social & Emotional Learning (SEL) District Leadership Team



## 2. Social & Emotional Learning

*If you are talking about social-emotional learning and not equity, you are not talking about SEL yet. SEL and equity are not two sides of the same coin; they're both on the same side of the same coin.*

- Dr. Lorenzo Moore

## 2. Social & Emotional Learning

### Mission: *Our Core Purpose*

To nurture a mindset that we all belong and are all critical to each other's success and well-being.

To cultivate an equitable community of belonging, acceptance, and perseverance where we all build on our strengths to become confident and empathetic learners.

## 2. Social & Emotional Learning

### Core Educational Values:

*Drivers of our Words and Actions*

## 2. Social & Emotional Learning

### We Believe.....

- All staff can experience, teach, and model SEL given common language, training, and ongoing support.
- SEL and equity must be intertwined to affirm, include, and honor all cultures.
- SEL is about a way of being that creates the conditions for all humans to feel included and safe in mind, body, and spirit.
- SEL supports staff and students in finding and growing their voice, becoming aware of their strengths, and valuing who they are.
- SEL fosters growth in acceptance of self and others through empathy and perspective taking.
- SEL creates relationships where we can meet both individual and community needs to help us learn and achieve more together.
- SEL is found at the root of all learning and is best achieved through both explicit and embedded instruction.

# 3. Curriculum Updates

Curriculum Update Presentations Planned for the May 24 School Board Work Session

- Art
- Science
- World Language
- Elementary ELA
- Secondary ELA
- Social Studies
- Literacy Intervention Update
- Overview of Revised Curriculum Review Timelines

# 3. Curriculum Updates

Also in May...

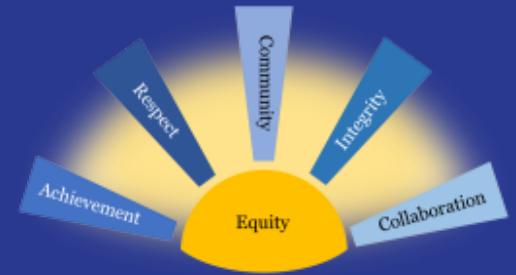
- Updating the Curriculum Review Process with the C&I Team to Increase Connection with Equity Commitments
  - Use of Culturally Inclusive and Responsive Instruction in Screening Criteria - during and between review cycles
    - Example - [Elementary Science Screening Tool](#) (Criterion 4)
    - Example - HS Text Selection in ELA - 9th Grade Lit Circles
  - Honoring the Cultural Heritage and Backgrounds of Students with Programs, Offerings and Resources
    - Example - New Global Seals Program in World Language
    - Example - Resources for embedding Black history all year
- Reviewing “Day After” Preparedness for Student and Staff Support - Navigating Trauma
- Brainstorming Foundations for Teaching and Learning Commitments (Complementary to Equity Commitments)

3. Professional Development for Diversity, Equity and Inclusion Updates
4. Social-Emotional Learning (SEL) Committee Updates

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# Social and Emotional Learning (SEL) District Leadership Team

Board Presentation - April 26, 2021



*If you are talking about social-emotional learning and not equity, you are not talking about SEL yet. SEL and equity are not two sides of the same coin; they're both on the same side of the same coin.*

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# Core Educational Values:

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## **We Believe.....**

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C. **Human Resource Services Reports**

1. Recruiting and Retaining Teachers of Color

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# Teacher Hiring Guide Draft

2021-2026

Presented to the School Board on April 26, 2021

To be updated annually

## TABLE OF CONTENTS

2. Overview
3. The hiring environment
4. Strategy #1: Research and listen
5. Strategy #2: Collaborate
6. Strategy #3: Reach out and support
7. Wayzata Public Schools Equity Commitment

For the latest updates of this plan, visit [www.wayzataschools.org/xyz](http://www.wayzataschools.org/xyz)

# We're All In On Hiring

Systemic racism and many types of inequities exist in our school district and beyond. This is not a reflection of who we aspire to be. We are committed to hiring teachers who can partner with us to fulfill our mission of equity for each and every student.

## As a department, we commit to:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

## Our vision

- Our workplace reflects and celebrates the diverse perspectives, talents and strengths of all of our employees and the families we serve.

## Goals

- Increase the percentage of teachers of color from 4% to 7% (approximately six hires per season) by 2026.
- See **xxx** improvements on surveys of teachers and students of color.
- See **xxx** changes on surveys from students and staff about school culture/learning environment.
- Establish a Grow Your Own program

## Audiences

- BIPOC high school students in our district and those who influence their career decisions
- BIPOC college students pursuing teaching and related careers and new graduates
- BIPOC working professionals who are interested in transitioning a career in education
- All current teachers, administrators and leaders in our district
- Local chambers of commerce, rotaries and other community organizations that bring together working professionals and community influencers

## Key Messages

- As a district, we're all in on embracing diversity.
- We recognize that we have an opportunity to grow and change with the help of teachers, administrators and staff who
- We know that families and students benefit from having teachers who share and reflect their cultural experience.
- We want to work as partners with our teachers, supporting your career development as you support our growth and development as a district.

## Strategies

1. **Research and listen:** Conduct research on state, national and district trends and attitudes while listening to the voices.
2. **Collaborate:** Collaborate with departments and people throughout our organization, community and state to create new pathways to employment for aspiring teachers.
3. **Reach out and support:** Take the time to identify and understand the new pool of teachers and find effective ways to reach out and connect with them.

## The hiring environment

- State statistics indicate that 85% of those completing teacher education programs in 2019 identify as white.
- Teacher shortages exist in critical areas, including:
  - Special education
  - World languages
  - CTE
- Millennial candidates rely less on news media, career fairs, or other types of recruiting events than their Gen X or Baby Boomer counterparts.
  - 75% say they rely heavily on referrals from friends and family.
  - 74% say they prioritize referrals from current employees within an organization.
  - 62% rely on general online searches to find job opportunities.

# Strategy #1: Research and listen

Conduct research on state, national and district trends and attitudes while listening to the voices of our current and former BIPOC students and staff.

## 2021–2022 Tactics

1. Implement an annual survey for BIPOC teachers and staff.
2. Review and update the district’s exit survey to include questions specific to BIPOC staff.
3. Create an HR hiring committee to give feedback, create criteria on current hiring practices and identify implicit bias in our processes, including our:
  - a. Job descriptions
  - b. Job Postings
  - c. Understanding and education of bias throughout the interview process.
  - d. Evaluation criteria
  - e. Education of hiring committees

## 2021–2022 Evaluation and Timeline

1. Develop a baseline in response to the BIPOC survey. Establish focus groups to dig deeper into areas of concern.
  - a. Survey will be shared at the end of May.
  - b. Focus groups will be held over the summer into the fall based upon feedback.
  - c. Development of continuous improvement plan.
2. Updated exit survey - October of 2022.
3. Establishment of HR hiring committee - September of 2022
4. Hiring procedure recommendations - May, 2022

## Strategy #2: Collaborate

Collaborate with departments and people throughout our organization, community and state to create new pathways to employment that embrace diversity.

### 2021–2022 Tactics

1. Research and begin planning a Wayzata Grow Your Own program.
  - a. Bring education and awareness to students regarding teaching opportunities.
    - i. Engage in conversations with teachers about how we are promoting our profession.
    - ii. Promote mentorships for students interested in teaching.
    - iii. Review what the high school currently has in place and create collaborations with counselors and department leaders.
2. Continue and support the district’s partnership with TNTP, an alternative preparation pathway, to secure teaching licensure.
3. Seek out higher education partnerships to continue the Grow Your Own pipeline.
4. Establish community partners with specific roles and expectations for student success—academically, socially, and within the Grow Your Own program.
5. Create marketing lens and materials to bring awareness to our district and career possibilities.
  - a. We’re All In – How do we bring this to life through our website and social media?

### 2021–2022 Evaluation and timeline

1. Wayzata Grow Your Own Program - establish working committee to begin the process of articulating what this looks like in Wayzata Public Schools - September, 2022
2. TNTP has been approved by the state for teacher licensure. Wayzata will engage in this partnership throughout the 2021-2022 school year.
3. Develop a list and be specific in our desire to work with higher education programs to further promote our students interested in a career in education.
4. Create marketing materials to promote the district when involved in hiring events and the website to illustrate inclusion within our district so all BIPOC staff can see themselves in our school district.
5. Collect data around the number of BIPOC applicants and hires. Include data collection about where they learned of the position and what drew them to apply.

## Strategy #3: Reach out and support

Take the time to identify and understand the new pool of teachers and find effective ways to reach out and connect with them.

### 2021-2022 Tactics

1. Continue to grow and develop our Affinity Group(s)- Ongoing
2. Develop more intentional time and space for new BIPOC staff and their mentors.
3. Establish more opportunities for District Leader and Board listening opportunities.
4. Provide more opportunities for input and collaboration to create an inclusive work environment.

### 2021-2022 Evaluation and timeline

1. The annual survey will provide documentation of progress.

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- Transforming our core values from words to policies and actions that improve equity

We will facilitate the efforts of staff, students and families to act on our six core values.

<b>Achievement</b> <ul style="list-style-type: none"><li>• Create a system for learning, teaching and measuring success that honors cultural differences.</li><li>• Give each other space to understand our implicit biases as we seek to free ourselves of them.</li></ul>	<b>Collaboration</b> <ul style="list-style-type: none"><li>• Share collective responsibility for empowering all learners to thrive and be their authentic selves.</li><li>• Build on the strengths we each bring so that together we are more than the sum of our parts.</li></ul>	<b>Community</b> <ul style="list-style-type: none"><li>• Understand that we all belong here and are critical to each other's success and well-being.</li><li>• Being accountable to each other in the pursuit of being our best selves.</li></ul>
<b>Equity</b> <ul style="list-style-type: none"><li>• Work to increase our awareness of inequities so we can grow our capacity to become who we aspire to be.</li><li>• Study and practice anti-racist behavior so that we can continuously learn and improve.</li></ul>	<b>Integrity</b> <ul style="list-style-type: none"><li>• Continually live our shared values, especially when those values are challenged.</li><li>• Infuse our daily work and planning with equity-thinking through self-reflection and data.</li></ul>	<b>Respect</b> <ul style="list-style-type: none"><li>• Learn from and through our differences.</li><li>• Acknowledge that the lives of Black, Indigenous and people of color matter and this is reflected in our actions.</li></ul>

We will find ways to create more equitable systems that honor each person's unique mix of overlapping identities, including but not limited to:

- age
- beliefs/religion
- class
- disability/special needs
- ethnicity
- family status
- gender
- gender expression/identity
- height/weight
- home language
- immigration status
- issues specific to women/girls
- mental health
- national origin
- poverty
- race
- sexual orientation

Our mission 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.

D. **Business and Finance Services Reports**

1. Facilities and Finance Updates

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SCHOOL BOARD INTERNAL WORKING DOCUMENT

FALL 2026 OCCUPANCY

DRAFT: BOND ELECTION TIMELINES Considerations

	<u>August 2022 Election</u>	<u>November 2022 Election</u>	<u>February 2023 Election</u>	<u>April 2023 Election</u>	<u>May 2023 Election</u>
Board Establish Task Force	August 2021	December 2021	March 2022	July 2022	August 2022
Community Survey #1 (Test Climate/Needs/Awareness)	September 2021	December 2021	March 2022	August 2022	September 2022
<b>Community Taskforce</b> (3 Months)	October-December 2021	January-March 2022	April-June 2022	September-November 2022	September-November 2022
Report from Taskforce (Board Meeting)	December 2021	March 2022	June 2022	Late November 2022	Late November 2022
Community Survey #2 (Test Tolerance/Priorities)	January 2022	April 2022	July 2022	December 2022	December 2022
Board Work Session(s)	February-March 2022	May-June 2022	August-September 2022	November-December 2022	November-December 2022
<b>Board Finalize Proposal</b>	<b>March (April (latest)) 2022</b>	<b>June (July (latest))</b>	<b>September (October (latest))</b>	<b>November (December (latest))</b>	<b>December (January (latest))</b>
Submit Review and Comment	May 2022	August 8, 2022	November 2022	January 12, 2023	February 10, 2023
Community Survey #3 (Optional: Test Messaging)	June 2022	September 2022	December 2022	Mid-January 2023	Mid-April 2023
Early Voting	June 2022	September 2022	December 2022	February 2023	March 2023
<b>Special Election</b>	<b>August 9, 2022</b>	<b>November 8, 2022</b>	<b>February 14, 2023</b>	<b>April 11, 2023</b>	<b>May 10, 2023</b>
Timing Considerations	<b>Benefits:</b> <ul style="list-style-type: none"> <li>• Could possibly have partial occupancy in 2025</li> </ul> <b>Challenges:</b> <ul style="list-style-type: none"> <li>• Enrollment Confirmation October 2021</li> </ul>	<b>Benefits:</b> <ul style="list-style-type: none"> <li>• Concurrent with an existing election.</li> </ul> <b>Challenges:</b> <ul style="list-style-type: none"> <li>• Sometimes Other Elections on Ballot</li> <li>• Evolving Pandemic Considerations?</li> </ul>	<b>Benefits:</b> <ul style="list-style-type: none"> <li>• Favorable Construction Schedule</li> </ul> <b>Challenges:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Benefits:</b> <ul style="list-style-type: none"> <li>• Good Time for Information Campaigns</li> </ul> <b>Challenges:</b> <ul style="list-style-type: none"> <li>• Tax Day – April 15</li> <li>• Spring Break</li> </ul>	<b>Benefits:</b> <ul style="list-style-type: none"> <li>• Good Time for Information Campaigns</li> </ul> <b>Challenges:</b> <ul style="list-style-type: none"> <li>• End of the year is busy: Scheduling Challenges</li> </ul>

2. **ADJOURN**

# 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.