

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - October 27, 2008 - 4:00 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN 55447

AGENDA

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WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

District Directions for 2008-2010

To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – October 27, 2008

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Moroz

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Mr. Greg D. Rye	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT DRESS CODE

POLICY: 506

It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parents(s) or guardian(s). It is the policy of the School Board to permit principals and staff to make and enforce reasonable rules for their building, and review them annually.

ADOPTED: March 9, 1970
AMENDED: January 12, 1987
AMENDED: March 15, 2004
REVIEWED: December 12, 2005

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT DRESS CODE

REGULATIONS: 506-R

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e. physical education)

Inappropriate clothing may include, but is not limited to, the following:

1. Short shorts and short skirts
2. tops that expose bare midriffs and tops that expose cleavage
3. Clothing that show undergarments
4. Apparel promoting products or activities that are illegal for use by minors
5. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
6. Head gear of any kind (i.e. hats, bandanas, etc) (except for medical or religious reasons)

It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

EFFECTIVE:

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.

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. Cyberbullying is defined as misuse of electronic and internet forms of communication, including, but not limited to, cell phones, handheld electronic devices and the internet in all its forms of communication available via the web.

From this point forward in this policy, it is understood that bullying includes cyberbullying and encompasses all acts, physical, verbal, emotional and electronic, that risk the safe and respectful learning environment that the Wayzata District is committed to.

An act of bullying, by either an individual student or a group of students, or an individual adult or group of adults, 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 individuals who, by their indirect behavior, condone or support another's act of bullying. This policy also applies to any individual 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

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BULLYING/CYBERBULLYING

REGULATIONS: 528R

To implement the School Board policy prohibiting bullying, the School District will utilize the following definitions, reporting procedures, School District action and training regulations.

I. GENERAL

- A. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- B. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- C. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- D. False accusations or reports of bullying against another individual are prohibited.
- E. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with School District's policies and procedures. The School District may take into account the following factors:
 - 1. The developmental and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who perform, permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from School District property and events and/or termination of services and/or contracts.

- F. The School District will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.

II. DEFINITIONS

- A. Definition of bullying means any written or verbal expression, physical act or gesture, intentional electronic communication, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more individuals which substantially interferes with another student's educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by an individual against a student that a reasonable person under the circumstances knows or show know has the effect of:
1. harming a student;
 2. damaging a student's property;
 3. placing a student in reasonable fear of harm to his or her person or property; or
 4. creating a hostile educational environment for a student.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On School District property or at school-related functions" means all School District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for School District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events or trips. School District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the School District does not represent that it will provide supervision or assume liability at these locations and events.

III. REPORTING PROCEDURE

- A. Any person who believes he or she has been victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate School District official designated by this policy. A student may report bullying anonymously. However, the School District's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- B. The School District encourages the reporting party or complainant to make a written report but oral reports shall be considered complaints as well.

- C. The building principal or the principal's designee or the building supervisor is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a School District human rights officer or ~~the~~ to the Superintendent.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal immediately.
- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not effect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

IV. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.
- B. The School District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; School District policies; and regulations, and applicable collective bargaining agreements.
- D. The School District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the School District. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

V. REPRISAL

The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VI. TRAINING AND EDUCATION

- A. The School District annually will provide information and any applicable training to School District staff regarding this policy.
- B. The School District annually will provide education and information to students regarding bullying, including information regarding this School District policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.
- C. The Administration of the School District is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.

VII. NOTICE

The School District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

EFFECTIVE: January 9, 2006

DRAFT for Discussion at the October Board Work Session
World Language Proposal

Process

- For the past year world language has been in curriculum review. There have been representatives on the committees from the four languages currently taught in Wayzata—Spanish, French, German, and Chinese; parents, and administration.
- There were sub-groups formed as task forces to study particular issues: immersion vs. early start, which languages should be offered, travel opportunities, world language as a high school requirement
- Surveys were conducted with the world languages review committee and world language department, parents of elementary, middle and high school students, and as a district survey as part of Decision Resources survey.
- Task forces prepared recommendations and presented them to the larger committee.
- Recommendations were forwarded to Curriculum and Instruction department where they were brought forward to representatives of administrators, WL committee, and the teachers' union.

Beliefs

1. Learning a language other than English provides a skill and awareness of the greater world outside of Wayzata that is important for our students to have and know.
2. Increasing world language offerings adds value to our current program.
3. Learning a world language supports the District directions of "providing opportunities for students to engage in global connections", "preparing students in skills that they will need to function effectively in the future, including creative thinking, diplomacy, problem solving and teamwork," and "personalizing the educational experience for our students."
4. Learning a world language addresses concerns that were voiced by our community in our Futures Workshop in December and with our follow-up in May.
4. It is reasonable for a district like Wayzata to have a rigorous world language program like our neighbors and to recognize that the students in our district deserve that foundation as they look forward to living in a global society.
5. Our world language programs should aim to provide skill development for students to be at the novice level as described by ACTFL (American Council of Teachers of Foreign Languages) by the end of middle school which means that students will have completed 150-200 hours in a 2-5 year sequence.
6. If students are at a novice level by the end of middle level, they are able to achieve a pre-advanced level by the end of high school. Students could complete a language at the AP level with success, meaning that they test at Level 3 and above, and can, therefore, earn college credit for Level 1. Students would be able to enter college at Level 2.

Elementary Recommendations

- *Start Spanish in grade 2 with 1 hour of instruction every week. Grade 3 would also have 1 hour per week.*

We did not recommend starting in K and Grade 1 for 2 several reasons:

- a. There is not enough time in a half-day kindergarten program to add a world language.
- b. Wayzata schools emphasize a solid foundation in reading and math literacy in the primary years as a necessary base for future learning. These are important years these are important skills upon which we build.

- *We would keep Spanish because is it the fastest growing language in the United States and we already have a foundation for this language.*
- *Students in Grades 4 and 5 would receive 1 $\frac{1}{2}$ hours of Spanish per week.*
- *Elementary Spanish will be required for all students. What about some of our special learners? ELL students? Many students with special needs will be able to acquire some knowledge about social studies and a language in this context. Some individual decisions may be based upon IEPs.*
- *The curriculum must be articulated with middle and high school programs.*
- *There will be consistent delivery across all seven elementary schools to ensure common experiences for all of our students.*
- *World language teachers will use common assessments, formative and summative, to ensure consistent delivery across all seven elementaries.*

Middle School Recommendations

- *We recommend that Grade 6 and 7 students have a semester of Spanish that is required.* Currently, 6th and 7th graders have a quarter of Spanish each year.
- *We recommend that 8th grade students have a semester of Spanish.* Currently, there is a middle school self study in process. As we look at best practices for middle level education, we have talked about keeping the exploratory nature that is crucial to an effective middle school model. It is developmentally appropriate and necessary to provide exposure to different subjects so that students can discover and explore the interests upon which they will build in high school.
- *We recommend that language study be required.* Because we live in a global society, all students need to have the understanding of different cultures, ways of thought, and experiences that the study of a language other than their own may bring.

What about students with special needs or ELL learners? Individual decisions may be made based on the needs of an IEP.

High School Recommendations

- Maintain current languages
- Propose the addition of Arabic. We will put it in the course guide this fall to see if there is interest. If so, Jane Sigford has contacted District 287 to see if they can find a teacher and we would pay them for Arabic 1 from our funding with 287. We began Chinese this way.

Estimated Cost

Elementary

1. For Grades 2 & 3—use the time that is currently devoted to media specialists as Spanish time. Media teachers would become non-load bearing.

2. For Grades 4 & 5—Would reduce other specialists.

There are several questions around this:

a. Would each building be able to make the decision as to what to cut? However, this leads to inequitable programs which is what we are trying to move away from.

b. There would costs in books

c. Space is limited and Spanish teachers would most likely be “on a cart.”

If we use the budget book number of ~\$57,000 for 1 FTE, the cost of the elementary program for staff would be ~ \$79,800.

There would also be costs for books, carts, supplies.

Middle School

1. The cost would be minimal because we would eliminate something else. There is a proposal to do a “block” schedule at the middle school which would eliminate flex time. However, there would be realignment of teachers.

2. We would have to hire more Spanish teachers but there would be a decrease in other areas.

3. There would be some costs in books.

High School

1. Cost of Arabic teacher from intermediate District 287 = ~ 19,000

There would be costs of books as well.

Issues yet to be resolved:

1. The committee recommended adding an additional language at middle school. We have not fully discussed the issue but it seems unlikely that we will be able to afford this.
2. Add an additional starting point somewhere in middle school for students who come with a variety of language skills and/or have never had Spanish. This is yet to be resolved.

Appendix

World Language Curriculum Review Summary of Work in 2007-2008

This is a DRAFT of preliminary ideas that show where we are in our thinking SO FAR on the committee.

The italicized ideas were formed from talks with the School Board Curriculum Review Sub Committee, teachers on and not on the Curriculum Review Committee, Curriculum Director, and Principals.
(There is a summary of these ideas at the end of the document.)

We have gathered data this year to inform our recommendations for World Languages in the Wayzata Schools to be presented in 2008-2009 to the Wayzata School Board.

We have:

- Elicited issues, strengths, and ideas from world language staff.
- Researched best practices in world language teaching.
- Familiarized ourselves with the 21st Century Framework
- Visited schools and developed a list of ideas go consider and concerns to avoid
- Developed task forces and researched the following:
 - immersion vs. early start (K, 1 or 2)
 - which languages should be offered
 - world language as a high school requirement
 - travel opportunities for students
- Conducted and interpreted results from the following surveys
 - The world languages curriculum review committee and the world language department.
 - Parents of elementary school, middle school and high school parents in the Wayzata Schools.
 - The district community around the issue of immersion.
- Attended the Futures Conferences and read the follow-up ideas.

Elementary Early Start in K, 1 or 2

Whereas...

- Early start and articulated and consistent delivery are important (Best Practice)
- Global awareness and developing communication skills at a young are important (21st century skills)
- The earlier a second language is started the better (School visits)
- Spanish is the preferred choice with Chinese as the second preference (Task forces)
- K-5 30 minutes daily is recommended (Task forces)
- Spanish has the highest support for early start with Chinese having the second most support (Committee/ WL Dept survey)
- There is strong support for both K-1 start and 2-5 start (World Languages parent survey)
- Language should be taught daily no less than 30 minutes per day (Research)
- There should be a minimum of 75 minutes per week of language instruction (Research)
- Students should be exposed to language instruction no less than 3 to 5 days per week and no less than 30-40 minutes per class (Research)

But whereas...

- Placement of new students may be an issue (Staff surveys)

- Lack of common curriculum may be an issue (Staff surveys)
- Que Tal students will be at a more advanced level than non-Que Tal students (Staff surveys)
- Not having language all year or language instruction that is inconsistent and not well articulated can be an issue (School visits)
- World language does not have the same status as other academic subjects (Research)

Therefore we recommend that the district implement an early start program in grade levels 2-5 where students receive Spanish instruction thirty minutes daily. After each year, the program will extend to a lower grade level until there is a K-5 program established. The program will include articulated curriculum including benchmarks and common formative and summative assessments. The curriculum and benchmarks will be aligned with middle and high school world language programs. There will be consistent delivery across all elementary schools.

Add at least 2nd and 3rd grade Spanish, at least 30 minutes per day, at least 3 times a week. Add curriculum specifications for clearer benchmarks to ensure that progress is made.

Elementary Immersion

Whereas...

- The Center for Advance Research on Language Acquisition (UMN) says that immersion programs are the most effective type of language program. (task force)
- Standardize test scores show students surpass their non-immersion counterparts in performance by 5th grade. (task force)
- Based on school visits separate schools provided better learning environment than school within a school because of the exclusivity of the language used. Other schools saw enrollment increase with the start of an immersion program.
- Task Force found research that states immersion accelerates proficiency in communication and comprehension of L2 & L1.
- World Languages Department strongly favors one full immersion school.
- About 40% of parent respondents to language survey want the option for immersion. Spanish is clearly the preferred language based on this survey.
- 37% of parents surveyed in district survey support a language immersion choice.
- According to ACTFL guidelines to achieve advanced language skills one cannot only have K-12 without immersion. s(ACTFL = American Council of Teachers of Foreign Languages)

But whereas...

- 3rd grade state test scores show a lag for immersion students, mainly because of their lack of exposure to English reading. (task force)
- Immersion can create staff animosity (school w/in a school) or feelings of elitism in community (1 single school) (School visits)
- Opinions are split on a single immersion vs. school within a school. (Surveys- community and staff)
- Resources and staffing can be a challenge in immersion. (School visits)
- More parent education about what quality immersion looks like. (Parent and district surveys)
- Integration of program in district and World Languages Dept must be carefully handled to keep everyone informed and feeling included. (School visits)

Therefore we recommend Immersion K-5, in a separate building, educating the public as to what this will look like, non- lottery system (accept all who apply to utilize open enrollment.)

Immersion or non-immersion is not as important as ES students getting WL instruction earlier. Continue to investigate immersion for our district.

Middle School immersion

Whereas...

- Many of the same positives as ES immersion.
- Amity program significantly enhanced all language learners but very important for immersion program.
- Most schools offered 1-3 classes in L2. All offered Language Arts in Spanish. Others offered more classes as teachers were available or program/scheduling allowed.
- One school had MS immersion students not taking Health as a trade-off for immersion language everyday. (School visits)
- World Languages Department strongly agrees the need for daily language for 6-8 grades as a continuation of immersion. (survey)
- Parents on the World Languages survey showed strong support for continuation of immersion in MS if it is offered in ES

But whereas...

- MS students will tend to lose interest due to wanting to fit in/not be different. (school visits)
- May require trade-offs in curriculum. (school visits)

Therefore we recommend middle school immersion should be an option, but not a requirement; daily instruction integrated into regular middle school locations and classes.

Immersion or non-immersion is not as important as MS students getting rigorous WL instruction and making measurable progress. Continue to investigate immersion for our district.

Middle School delivery options

Whereas...

- Best practice is qualified instructors, with a travel piece (peace, school visit).
- Web cams with foreign schools was tremendously positive for intercultural understanding.(School visit)
- The Committee/World Languages Department survey strongly supported qualified instructors.
- The District Survey strongly supported a native speaker supplement.
- **Therefore we recommend incorporating positive delivery options.**

Middle School length of school day

Whereas...

- Parents in the district support an extension of the school day, (survey)
- The world language committee strongly agreed on the importance of daily instruction.
- Best practices call for the “more language, the better,”
- Our school visits showed many schools have language classes scheduled daily.

But whereas...

- Numerous skills (math, sciences, literature) are necessary 21st century skills; there is not sufficient time in the day for all these class to meet.

- Students may be reluctant to have a longer school day should it interfere with after school athletics and activities.
- The school day may be too long for all students to remain at their optimum learning level.

Therefore we recommend investigating the extension of the school day (into the afternoon) to create a stronger language program

Extending the school day, especially at the MS level is an idea to help accomplish the other initiatives.

Middle School daily world language instruction, quarter/semester

Whereas...

- World Languages can be part of an integrated curriculum. For example, in Italy they fly 3 flags; the school flag, the U.N. flag, and the peace flag. Not the national flag. Italy understands the global peace (piece) as a core value of being part of a world community. (school visits)
- The Committee/World Languages Dept. Survey and the World Languages Parent survey strongly agreed daily instruction was preferred in +2 languages.
- Best Practice is daily instruction and more languages.
- Parental experience indicated lack of instruction continuity led to development of vocabulary, but not grammar.
- WL Dept wants articulation to the HS program and the ability for students to reach a proficient level by 12th grade.

But whereas...

- Choice would make hiring quite difficult.
- Parents may be reluctant to pay added cost.
- School day would be long, especially if it begins early, and may result in overload

Therefore we recommend advocating daily instruction at the MS. If not, have an assessment tool to benefit the next teacher.

World Language instruction to be delivered at least every other day, for the entire school year for 6th and 7th grade students and daily for 8th grade students.

Middle School which languages

Whereas...

- More languages would better meet the needs of all learners. (surveys)
- Many neighboring school districts offer multiple language classes. (School visits)
- Our task forces supported keeping all four language programs in the district (F, G, S and C),
- Parental support for increased language programs at the middle school level,

Therefore we recommend investigating multiple languages be offered at MS.

Add at least one more language choice at the MS level to provide an entry point for new students and a language choice for students who have already learned some Spanish.

Middle School world language requirement & Elementary world language requirement

Whereas...

- Best practice is for a language requirement.
- Task force supported all four existing languages.
- School visits confirmed a World Languages was a necessary skill.
- The Committee/World Languages Department advocated strongly for a graduation requirement.
- The World Languages Parent Survey indicated overwhelming support.

Therefore we recommend that Language be required for all students K-8

World Language continued to be required as part of normal course of study for 6th, 7th and 8th grade students.

High School Travel Options

Whereas...

- Staff surveys: state that travel options are a strength of our program in all 4 languages.
- Best Practice: a best practice is making connections with native speakers and learning about culture.
- 21st century skills: Framework names global awareness and cross-cultural skills as necessary.
- School Visits: concluded the more travel options, the better.
- Task Force: according to the US department of education, there is an increase in the number of MN students who are opting to study overseas, mirroring a national trend.
- Committee/World Languages department survey: the department supports credit for travel connected to a course.
- World Languages parent survey: stated indifference to the idea that students should travel in high school, partial indifference & partial support to the idea that travel should wait, and positive support to the idea of travel opportunities at the high school.

But whereas...

- School Visits: who are the ones who can access travel?
- Task Force: funding is an issue.
- World Languages parent survey: reflected that the opportunity to travel should be given in the middle school, but also stated that the travel should wait until the student is in college.

Therefore we recommend continuing and expanding* travel offerings at HS, investigate opportunities for MS travel, and pursue funding through connection with business partners. *(expand = investigate curricular connections, more student involvement in current programs, more interdisciplinary connections).

Continued and expanded travel offerings in all languages offered at the HS.

High School world language Graduation Requirement

Whereas...

- 21st century skills: Global awareness is named as a core subject.
- School visits: Mention making World Languages a core subject
- Task forces: found Minneapolis Public Schools NCLB sees World Languages as a core.
- Committee/World Languages department survey: survey reflected an opinion supporting a high school graduation requirement, marked as “strongly agree.”
- World Languages parent survey: 70% support making World Languages a requirement

But whereas...

- Best practice: currently there is no World Languages graduation requirement at the high school.
- Task forces: found a requirement isn’t enough to be really able to put language to use.

- Committee/World Languages department survey: survey reflected an opinion supporting no high school graduation requirement, marked as “agree.”
- World Languages parent survey: 50% support not making World Languages a requirement

Therefore, although World Languages can be considered a core, we recommend that we more strongly encourage language study, yet not make it a HS graduation requirement at this time.

No WL HS graduation requirement for all students at this time. Continue to recommend language study for all students, not just college-bound students.

High School which language

Whereas...

- Global awareness is a 21st century interdisciplinary theme and global awareness is taught in World Languages classes,
- Social and cross-cultural skills are 21st century life and career skills and those skills are taught in World Languages classes,
- The “Which Languages” task force reports presented strong reasons for maintaining our Chinese, French, German and Spanish programs,
- The World Languages dept and World Languages Committee overwhelmingly support maintaining Chinese, French, German, and Spanish at the HS,
- There is solid support among Wayzata HS parents for maintaining Chinese, French, German, Spanish, and there are numerous suggestions for additional languages,
- All Lake Conference schools offer French, German, and Spanish, most offer Chinese, and some offer up to 4 additional languages,

Therefore we recommend that WHS maintain Chinese, French, German, and Spanish from Levels 1 through AP and consider offering one of the other suggested languages, such as Latin (68), Japanese (29), or Arabic (26).

Maintain at least all 4 languages currently taught at the HS, levels 1 – AP, and add another (Arabic? – through creative technology or #287)

High School delivery options

Whereas...

- The World Languages Curriculum Committee has determined that highly qualified educators are among the best practices observed,
- In the absence of a MN Department of Education document, WI's Department of Instruction states that teachers should be certified, fluent, and understand effective teaching practices,
- Creativity and innovation, critical thinking and problem solving, communication and collaboration are 21st Century skills, and they are most easily/beneficially taught in a human, not machine, setting,
- There is strong support among WHS parents for a highly qualified, skilled, experienced teacher every day in the classroom and supplementary technology used by him/her,
- There is little support among WHS parents for interactive distance learning, online courses, or computer language instruction software,
- Information, media, and technology skills are 21st Century skills and their use connects us to our world.

Therefore we recommend the primary system of delivering language learning be through a highly-qualified educator with increasing support from technology.

*Continue at least all 4 languages through teacher delivery- method.
Continue technology classes for all WL teachers.*

Summary of italicized ideas:

ES

Add at least 2nd and 3rd grade Spanish, at least 30 minutes per day, at least 3 times a week. Add curriculum specifications for clearer benchmarks to ensure that progress is made.

Immersion or non-immersion is not as important as ES students getting WL instruction earlier. Continue to investigate the immersion option for our district.

MS

Immersion or non-immersion is not as important as MS students getting rigorous WL instruction and making measurable progress. Continue to investigate the immersion option for our district.

Extending the school day, especially at the MS level is an idea to help accomplish the other initiatives.

World Language instruction to be delivered at least every other day, for the entire school year for 6th and 7th grade students and daily for 8th grade students.

Add at least one more language choice at the MS level to provide an entry point for new students and a language choice for students who have already learned some Spanish.

World Language continued to be required as part of normal course of study for 6th, 7th and 8th grade students.

HS

Continued and expanded travel offerings in all languages offered at the HS.

No WL HS graduation requirement for all students at this time. Continue to recommend language study for all students, not just college-bound students.

Maintain at least all 4 languages currently taught at the HS, levels 1 – AP, and add another (Arabic? through creative technology or #287.)

Continue at least all 4 languages through teacher delivery- method. Continue technology classes for all WL teachers.

Health Education K - 10

**Curriculum Review
2006 - 08**

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Do You Remember?



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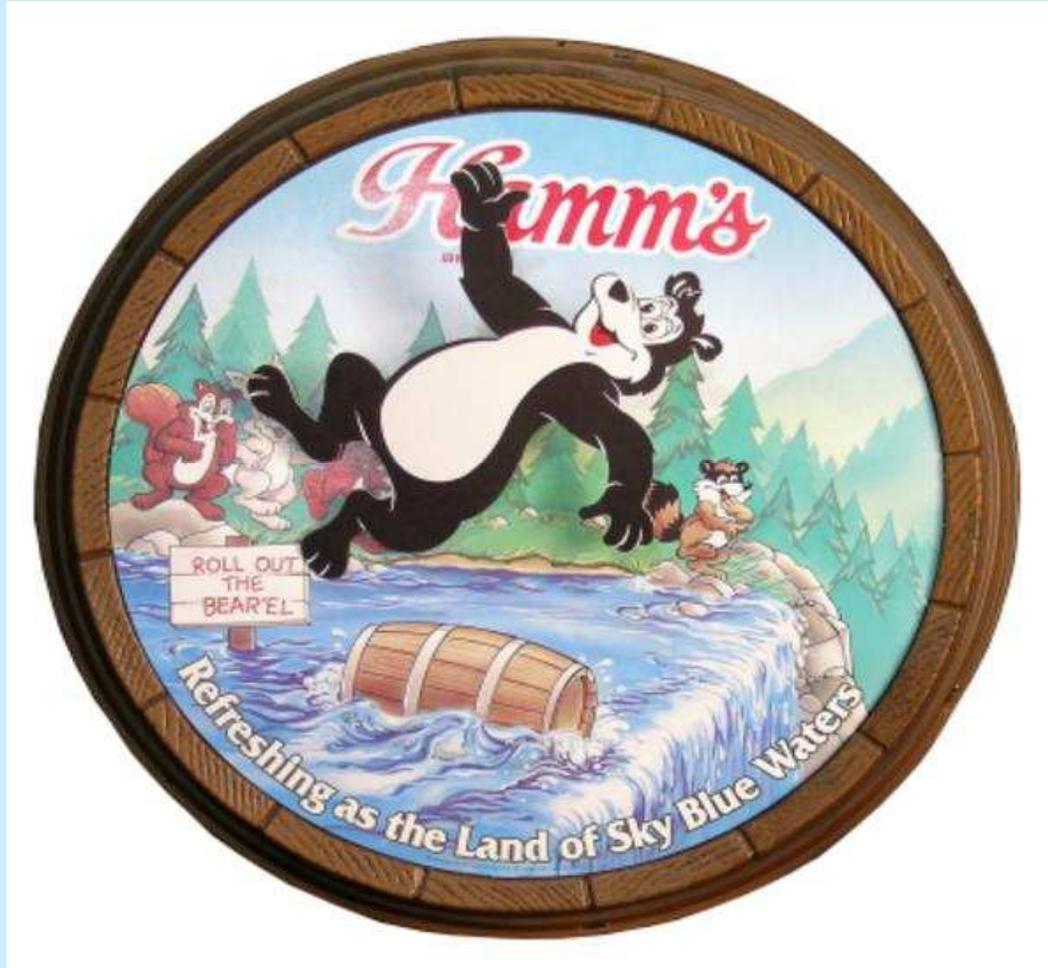
Joe Camel – So Cool!



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Can you still sing the song?



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Two All Beef Patties!



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2008 Images



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Only 8 Bucks!

**Red Bull
& VODKA**

\$8

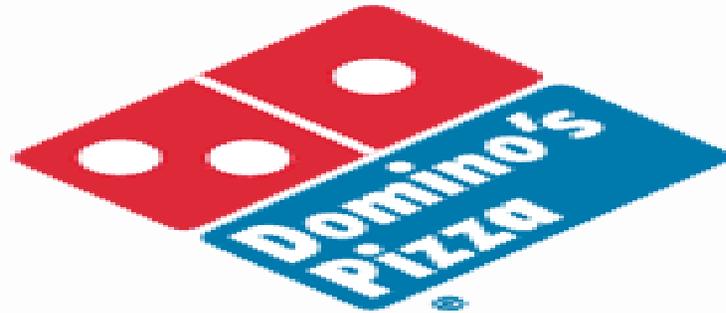
Vladivar
CLASSIC VODKA



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**\$1 Billion Dollars are spent annually to advertise food.
ONLY \$333 million are spent on nutrition education!**



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Is it any wonder this happens?

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"I guess it's an OK job. Minimum wage plus all you can eat. I tried to quit once but couldn't get out the door."

National Statistics to think about.....

★ It is estimated that children view between 20,000 and 40,000 commercials annually

★ 360,000 by the time they graduate!

★ During a combined 52.5 hours of Saturday morning programming there are 564 food advertisements

★ 11 commercials per hour to sell to our children: candy, soft drinks, chips, cakes, cookies and pastries.

Of the 20 – 40,000 commercials young people view each year nearly 2,000 are for beer and wine.

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"Now, kids, don't look until you're twenty-one."

Adolescent sexuality and the media

- ★ Teenagers spend more time with the media than they do in any other activity except sleeping.
- ★ By the time they graduate from high school, they will have **15,000** hours of TV time versus **11,000** hours of classroom instruction.

Division of Adolescent Medicine, University of New Mexico School of Medicine,
Albuquerque

- ★ Watching sex on TV predicts and may hasten adolescent sexual initiation.

www.pubmed.gov

Wayzata Public Schools Provide

- ★ **K – 6: 30/45 minutes of health education per week**
- ★ **8th Grade: Two terms of health education**
- ★ **10th Grade: 1 term of health education**

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Year One - Research

- ★ Self Analysis
- ★ Review of current curriculum
- ★ Attended local health education conferences
- ★ Evaluated National Standards & Minnesota Benchmarks

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Year 2

New Curriculum K - 10

- ★ Aligned curriculum with National Standards and Minnesota Benchmarks
- ★ Invested in the training of all K - 10 teachers
- ★ Created curriculum maps unique to Wayzata
- ★ Initial creation of common assessments
- ★ Placed curriculum on the staff web site
- ★ Completed E Curriculum website

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Recommendations

- ★ Adopt “*The Great Body Shop*” - The Children’s Health Market. Grades K – 6

- ★ Adopt “*Decisions for Health*”- Holt, Rinehart & Winston. Grade 8.

- ★ Adopt “*Health*” - Prentice Hall. Grade 10.
 - ★ Incorporate: Good Touch Bad Touch curriculum
 - ★ Incorporate: Comprehensive Sex Education

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The Great Body Shop

K – 6 Curriculum

Jim Hebeisen – 3rd Grade Teacher

Plymouth Creek Elementary

Why students (and teachers) enjoy the curriculum

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Good Touch Bad Touch

Kristy Maas & Lori Burros-Shoultz

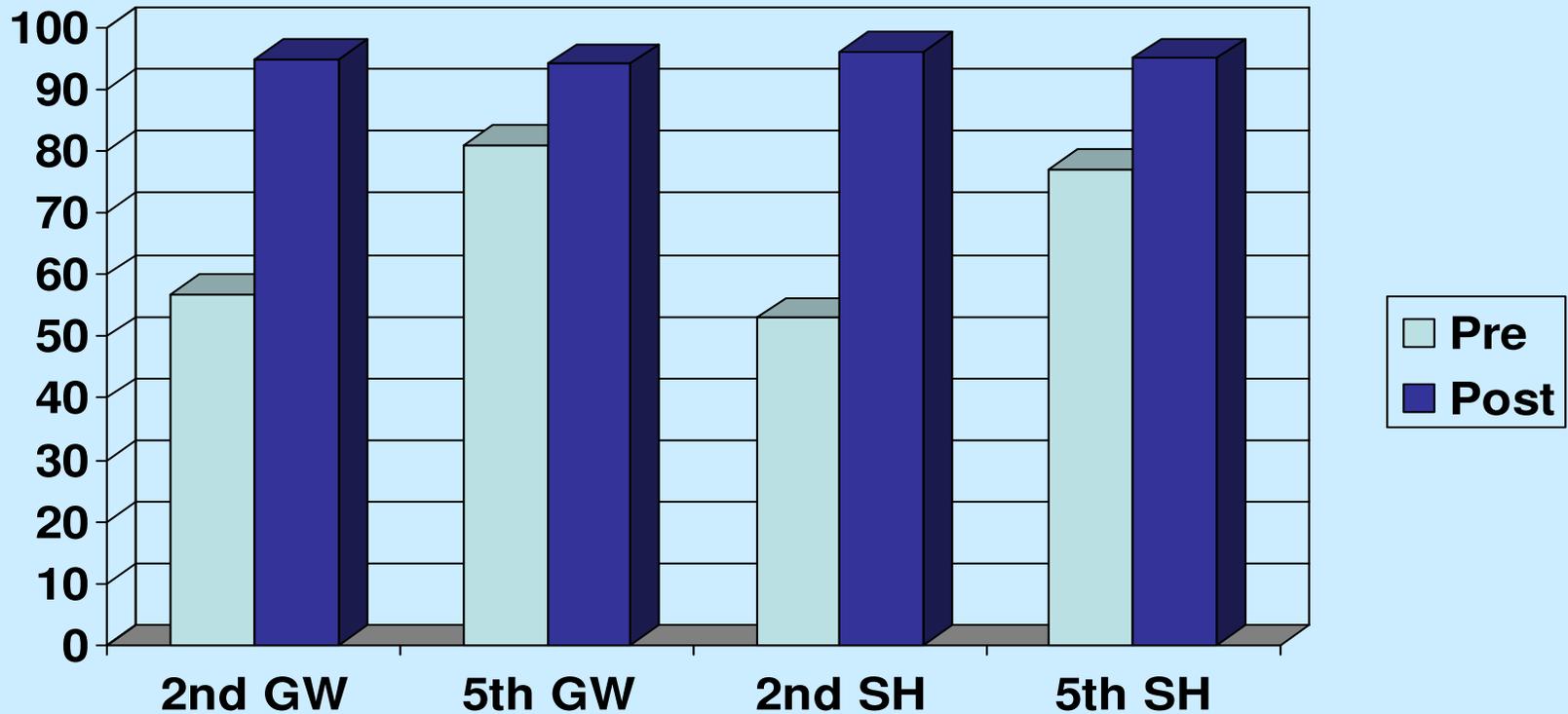
- ★ **GT/BT has been researched extensively and has consistently demonstrated an increase in student knowledge as well as reporting behaviors.**

Why incorporate GT/BT?

Sexual Abuse Statistics

- ★ As many as **1 in 3 girls** and **1 in 5 boys** are sexually abused by the age of **18**.
- ★ The mean age for children who are victims of sexual abuse is **9**.
- ★ **1 out of 8 women** have been the victim of rape. **6 out of 10 cases** occurred before the victims reach the age of **18**. **29%** occurred when the victim was less than **11 years old**.

Good Touch Bad Touch Pre and Post Test Scores – It Works!



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An overview of the Curriculum

- ★ K-5 taught by the classroom teachers
- ★ 1, 2 or 3 thirty minute lessons depending on the grade
- ★ Includes touch cards, storybooks, videos
- ★ Same concepts are reinforced and expanded each year
- ★ Focus is on body safety and includes discussions of bullying, harassment and internet safety

Concepts Reinforced and Defined Throughout GTBT

- ★ Good Touch
- ★ Bad Touch
- ★ Physical Abuse
- ★ Sexual Abuse
 - ★ Force, trick, private parts of the body
- ★ Emotional abuse
- ★ Neglect
- ★ Bullying
- ★ Harassment
- ★ Internet Safety

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Learning Objectives of GTBT

- ★ Identify threats to personal safety
- ★ Identify support system concerning personal safety
- ★ Recognize possible dangers associated with strangers
- ★ Demonstrate skills in avoiding personally threatening situations

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Learning Objectives of GTBT, Con't

- ★ Identify basic emotions
- ★ Discuss the importance of saying “no” assertively
- ★ Focuses on helping children gain the knowledge and skills necessary to participate in their own body safety.

Skill Development

★ 5 Body Safety Rules

- 1) It's MY Body
- 2) The Uh-Oh Feeling
- 3) Say No! Get Away!
- 4) Tell Someone and Be Believed
- 5) It is NEVER the Child's Fault!

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Comprehensive Sexuality Education

Given the diverse ideas in our communities about what constitutes “appropriate” sexuality education, we must all understand that research has repeatedly demonstrated that comprehensive, factually accurate sexuality education DOES NOT increase the sexual activity of our young people. Our educational efforts must be based on curricula and teaching/learning strategies that have been rigorously evaluated and found to be effective.

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Comprehensive Sexuality Education

**Our young people expect and
deserve no less from us!**

**-building a Minnesota state plan for teen pregnancy prevention and
parenting**

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Sexuality Education Checklist

- **Focus on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STI.**
- **Base programs on theoretical approaches that have been demonstrated to influence other health-related behavior and identify specific, important sexual antecedents to be targeted.**

Sexuality Education Checklist

- **Deliver and consistently reinforce a clear message about abstaining from sexual activity and using condoms or other forms of contraception. This appears to be one of the most important characteristics that distinguishes effective from ineffective programs.**

Sexuality Education Checklist

- ★ Provide basic, accurate information about the risks of early and unprotected sex and about methods of avoiding intercourse or using protection against pregnancy and STI's.
- ★ Include activities addressing social pressures that influence sexual behavior.
- ★ Provide examples of and practice good communication, negotiation, and refusal skills.

Sexuality Education Checklist

- ★ Employ teaching methods designed to involve participants and help them personalize messages about prevention and health.
- ★ Incorporate behavioral goals, teaching methods and materials that are appropriate to the age, sexual experience, and culture of the students.
- ★ Structure programs so that they last a sufficient length of time.
- ★ Select teachers or peer leaders who believe in the program and then provide them with adequate training.

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Ongoing

★ Common Assessments

★ K – 6 The Great Body Shop

★ 8th Grade – Continuous discussions between teachers at West, Central and East Middle School

★ 10th Grade – High School teachers placing common assessments unit by unit

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Additional Resources

Minnesota Organization on Adolescent Pregnancy, Prevention and Parenting

<http://www.moappp.org/>

Support materials include: All found at the above website

- 1. 2005 Report on Minnesota Adolescents:**
- 2. STD, HIV and Pregnancy**
- 3. Support Comprehensive Sexuality Education**
- 4. Building a Minnesota State Plan for Teen Pregnancy Prevention and Parenting**
- 5. Impacts of Four Title V, Section 510 Abstinence Education Programs**

West Suburban Teen Clinic

<http://www.westsuburbanteenclinic.org/>

The Abstinence Resource Center

(651)730-4342

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Additional Resources Con't

International Journal of Behavioral Nutrition and Physical Activity

<http://www.ijbnpa.org/content/1/1/3>

Analyzing Alcohol Advertisements & Marketing

<http://www.frankwbaker.com/alcoholads.htm>

Adolescent sexuality and the media.

<http://www.ncbi.nlm.nih.gov/pubmed>

Social Workers

Lori Burros-Shoultz: Plymouth Creek Elementary

Kristy Maas: Greenwood elementary

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Good Touch Bad Touch Program

Support Materials/Statistics for GT/BT

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Mental and Chemical Health Grant

★ **\$85,000 Awarded**

- ★ **High School – Crisis intervention**
- ★ **Middle School**
- ★ **Elementary – Primary Prevention**

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What do we Know?

- ★ 80% of people with substance abuse problems **also have sexually abusive histories (Frank Putnam, M.D., Senior Clinical Investigator, NIMH)**
- ★ 40% of those diagnosed with mental health **diagnoses have histories of childhood sexual abuse**
- ★ Teenagers **specifically with alcohol and drug problems:**
 - ★ 6-12 times **more likely to have a history of being physically abused and 18-21 times more likely to have been sexually abused than those without alcohol and drug problems**

What do we Know?

- ★ **“Whether abuse of a child is physical, psychological or sexual, it sets off a ripple of hormonal changes that wire the child’s brain to cope with a malevolent world...”**
- ★ **“...abuse molds the brain to be more irritable, impulsive, suspicious, and prone to be swamped by fight or flight reactions that the rational mind may be unable to control” – M. Teicher (2000)**

Sexual Abuse Stats

- ★ **As many as 1 in 3 girls and 1 in 5 boys are sexually abused before the age of 18 years old. (Fergusson & Mullen, 1999)**
- ★ **The mean age for children who are victims of sexual abuse is 9 years old. (Berliner & Elliot, 2001)**
- ★ **1 out of 8 women have been the victim of rape. 6 out of 10 cases occurred before victims reach 18 years old.**
 - ★ **29% occurred when the victim was less than 11 years old**

Sexual Abuse Stats: Offenders

- ★ **Only 10% of child molesters molest children they don't know. They are not strangers to these children. 90% of the child molesters know their victims. (Abel & Harlow, 2001)**
- ★ **There is no specific profile**
- ★ **60-80% of adults sex offenders began offending as adolescents. (Rasmussen, Buron, Christopherson, 1992).**
- ★ **40% of sexual assaults to children 6 years old and younger are attributed to juvenile offenders**

Sexual Abuse Stats: Offenders

- ★ Juvenile offenders commit 30-50% of child molestations and 20% of rapes
- ★ Only 6-12% of sexual abuse cases are ever reported to authorities. **Research has found that among school age children, educational awareness programs that included discussions about inappropriate behaviors, and stressed assertiveness and personal rights had a dramatic effect on the number of children who purposefully told.**

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Good Touch Bad Touch Curriculum

- ★ Identify threats to personal safety
- ★ Identify support systems
- ★ Recognize possible dangers
- ★ Demonstrate skills in avoiding personally threatening situations
- ★ Identify basic emotions
- ★ Discuss the importance of saying “no” assertively

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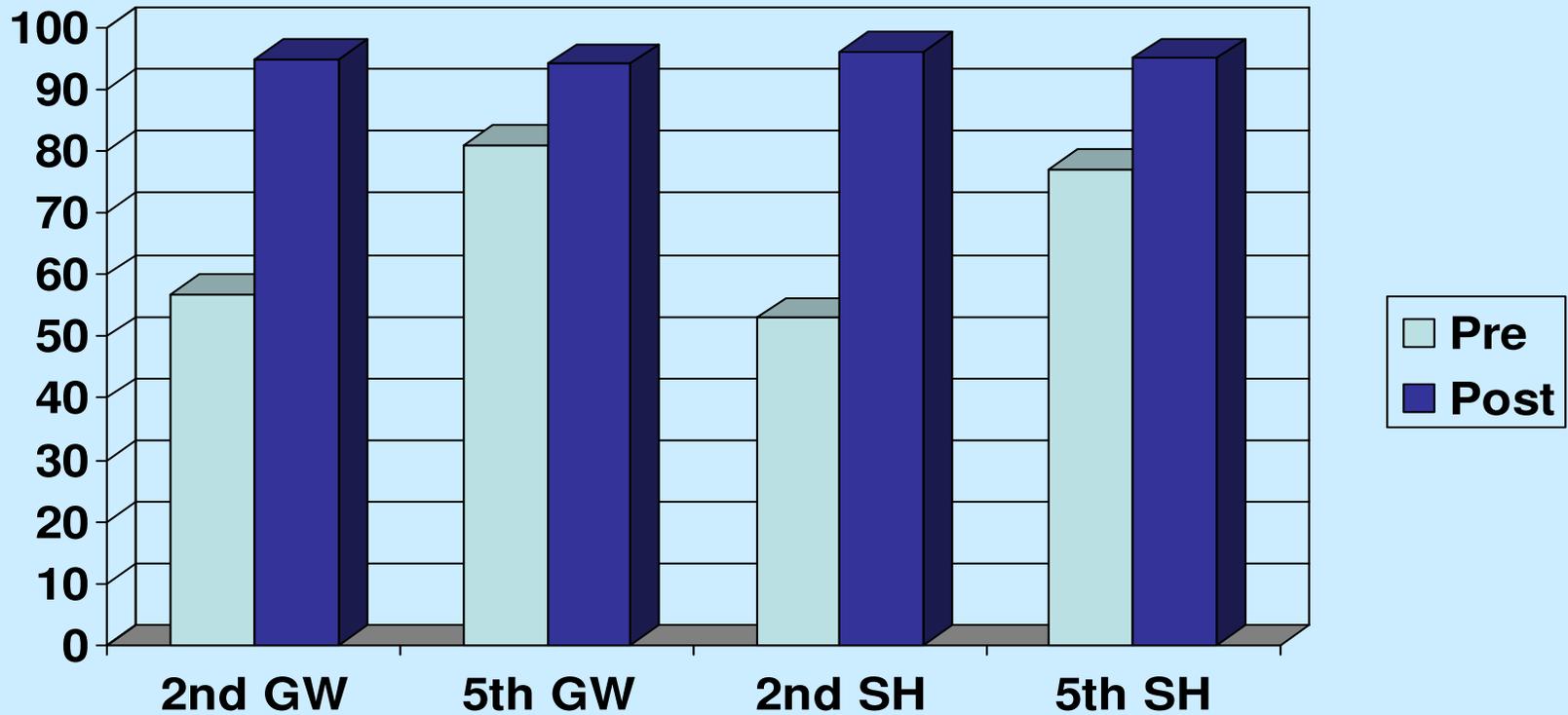
Good Touch Bad Touch Curriculum

- ★ **Research based K-5 curriculum taught by classroom teachers**
- ★ **Used in 34 States and over 4,000 educators have been trained**
- ★ **Focuses on helping children to gain the knowledge and skills necessary to participate in their own body safety**

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GW and SH Statistics



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How does this impact me?

- ★ **Meet with Social Worker in your building**
 - ★ **Review grade level curriculum**
 - ★ **Mandated reporting**

- ★ **Implement next year**

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - November 10, 2008 - 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 - October 13, 2008
 - B. Board Policy and Regulations 506 and 506-R - "Student Dress Code" - Second Reading and Adoption
 - C. Board Policy and Regulations 528 and 528-R - "Bullying/Cyberbullying" - Second Reading and Adoption
 - D. Finance and Business Recommendations
 - E. Approval of Summary Plan Document - 403b
 - F. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
 - A. West Middle School - Theatre Arts Presentation
4. RECOGNITIONS
 - A. November Employee of the Month - East Middle School -
 - B. Wayzata Public Schools 2008-2009 Retirees
 - C. PSAT Perfect Score
 - D. ACT Perfect Score
 - E. Blue Ribbon School - Plymouth Creek Elementary
 - F. District Bond Rating Upgrade - Alan Hopeman, Jr.
 - G. Esteemed Teachers and National Merit Scholarship Semi-Finalists
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 - Lauren Wilvers
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Curriculum and Instruction
 1. Health Curriculum Review Update - K. Jones
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. OTHER BOARD ACTION
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. NEW BUSINESS
11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – October 27, 2008

AGENDA SECTION: 8. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Chair Moroz

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