



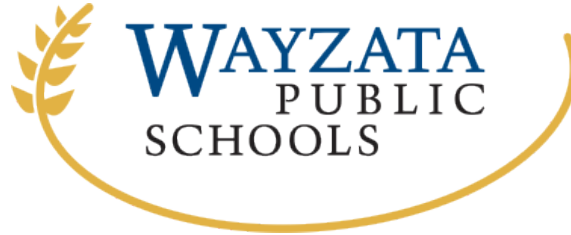
Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - June 26, 2023 - 4:00 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

AGENDA

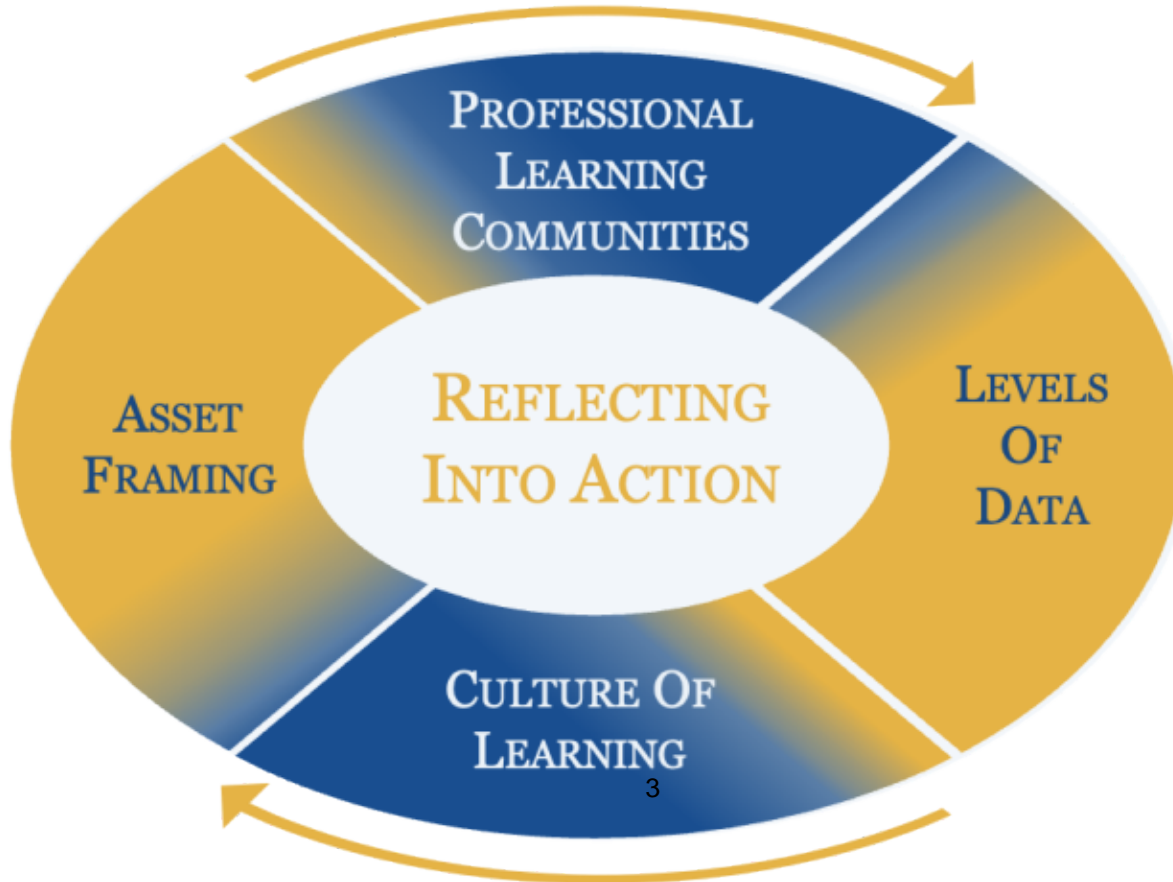
- 1. **ROLL CALL/CALL TO ORDER**
- 2. **TEACHING AND LEARNING REPORTS**
 - A. Q-Comp (20 minutes) 2
- 3. **FINANCE AND OPERATIONS SERVICES REPORTS**
 - A. Technology Levy Planning Update 24
 - B. Attendance Area Proposed Changes for 2023-2024 and 2024-2025 54
 - C. 2023-2024 Budget Presentation 65
- 4. **ADJOURN**



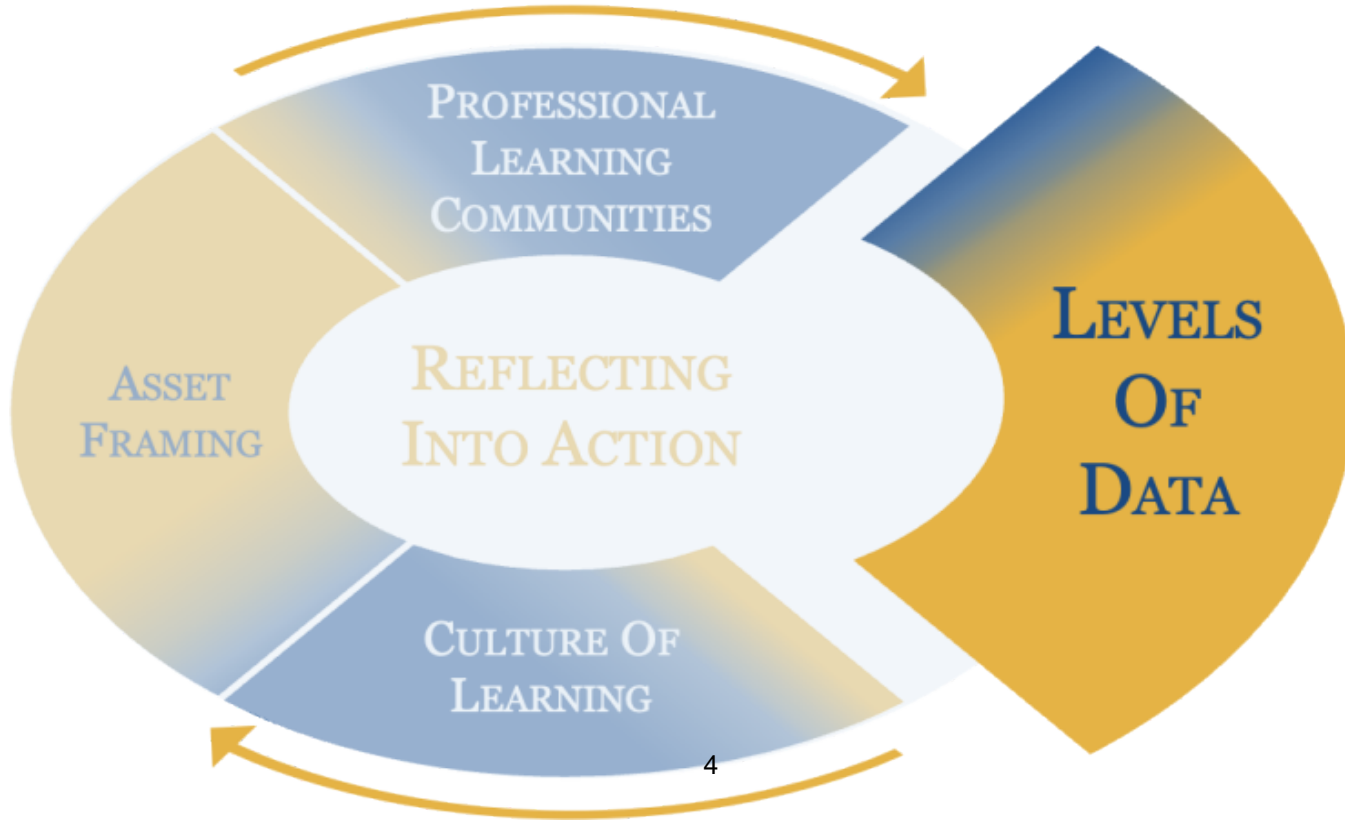
Q-Comp Annual Report

2022-2023

“Excellence. For Each and Every Student.”



“Excellence. For Each and Every Student.”



Student Experience

“Think about different and diverse ways to meet all of my students’ needs.”

“Receive genuine feedback regarding my interactions with students and use this information to enhance student experience.”



“Excellence. For Each and Every Student.”



6

Asset Framing

“Take a chance on being me, try new things, be honest about areas of my practice I want to improve and need help with. I value the extra perspective and conversations that will push me out of my comfort zone.”

“Think and talk thru adjustments with someone who is not making judgements but helping me frame situations in a positive way. The conversations are best when the peer coach feels open to point out what went well or how students were reacting or sharing conversations that I missed.”

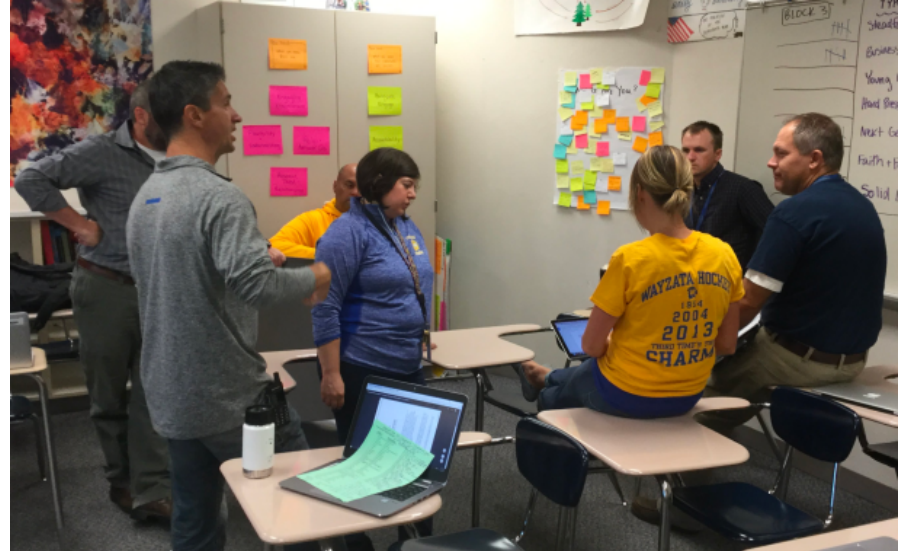


“Excellence. For **Each and Every** Student.”



PLCs

"I would say this year has been the most effective use of my time with my peer coach. Our PLC did a group evaluation involving video recording, self reflection, and discussion. Then we created an action plan to implement a strategy based on the data we collected. Then we came back as a PLC and shared our learning. It was a highly collaborative and reflective experience."



“Excellence. For Each and Every Student.”



10

Collective Efficacy

“Improve my teaching techniques with honest feedback. The goal is to improve student's understanding of the material, not see what you are doing wrong.”

“Being able to observe other teachers teaching the same lesson and then collaborating and processing with them has been valuable for me and has had a positive effect on student learning.”



Thank You!



12

Wayzata School District

Q Comp Annual Report 2022-2023

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

Wayzata's Peer Coaching process prioritizes personalized professional development that empowers teachers to try new instructional practices to support students' experiences better. Building trusting relationships with teachers and Professional Learning Communities (PLCs) was the first step in creating opportunities for staff to reflect upon their practice authentically. Peer Coaches collaborated with the staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional and student experience goals. Peer Coaches structured reflective conversations to help teachers create their team and/or individual SMART goals. Then they followed up with a reflection on data gathered to help teachers and PLCs propel their practices forward. These reflective discussions are designed to promote research-based instructional practices and honor the district's equity commitment to ensuring all students have an outstanding learning experience.

Information was collected on the impact of the Peer Coaching Program through a Peer Coach Survey administered to licensed teachers in the spring of 2023. The following bullets outline the responses from teachers regarding how working with their Peer Coach impacted their classroom instruction.

- *I value the choices I have in the peer coaching program to direct my own professional growth - 95% agree*
- *Working with my peer coach has positively impacted student learning and experience - 87% agree*

Confidential conversations with my peer coach allow me to:

- *“Have professional conversation regarding current and past best practices that provide the best learning environment for students.”*
- *“Try new techniques and acquire new ideas for lessons that might be out of my comfort zone.”*
- *“Reflect and discuss potential ideas and strategies. Share things that aren't working and look for improvement.”*

How did the work of teacher leaders impact student achievement?

According to the Peer Coach Survey, 87% of teachers agreed that the peer coaching program impacts student learning and experience.

Confidential conversations with my peer coach allow me to:

- *“Reflect on what I am doing well or where I can improve to give students the best experience possible.”*
- *“Receive genuine feedback regarding my interactions with students and use this information to enhance student experience.”*
- *“Think about instruction and its impact on student engagement and learning.”*

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

In Wayzata, Peer Coaches are certified in an eight-day Cognitive Coaching Seminar that provides strategies, skills, mindsets, and concepts to establish and support thinking and collaboration. They participate in a professional learning community via weekly meetings that foster professional growth through discussion, reflection and shared learning experiences. Peer Coaches collaborate with Teaching and Learning staff, the district's Equity and Inclusion team and Technology Integration Specialists to develop and maintain ongoing professional growth. Peer Coaches also provided numerous professional development opportunities during the year through the Academy of Wayzata Educators, Building

Leadership Team partnerships, book studies, and district PD opportunities.

Below is a summary of reflections from Peer Coaches regarding the impact of the training they received:

- *“As a new Peer Coach, the Cognitive Coaching Training provided me additional insight into not just the ‘how’, but the ‘why’ we partner with staff to drive their professional self-directedness as means to impact overall student experience and achievement. Further, the training provided me with a clear direction in how to effectively navigate through a reflective conversation. I wish every educator could have both the opportunity to experience the reflective conversation and access the strategies I gained through this training.”*
- *“Equity was the focus of the AWE class I chose again this year. The lens provided in the “Context Matters” course provided me valuable insight and information that I was then able to share with the people I served.”*
- *“When we met as a Peer Coach PLC, we could further discuss and share best practice ideas from our Cognitive Coaching training and how that transferred to our coaching experiences with educators as well as the opportunities to grow and develop new strategies / tools to bring the best experiences to our coaching work across the district.”*

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

Two questions on the Peer Coach Survey addressed teacher perception of the impact of Peer Coaching on their effectiveness.

- *My peer coach provides data/feedback that helps me reflect on my professional practices - 94% agree*
- *As a result of the peer coach process, I have tried new teaching practices - 86% agree*

The following are open-ended responses that relate to the impact of Peer Coaches on teacher effectiveness. Confidential conversations with my peer coach allow me to:

- *“Hear productive feedback on my classroom practices and policies from their perspective. This allows me to make necessary changes to improve my instruction and our course.”*
- *“Be honest about my areas of weakness/growth, along with the real challenges of the work, and problem solve new ways of doing the work to reach the students.”*

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

Peer Coaches analyzed the survey data to support individual and program-wide reflection, planning, and professional growth. Three themes emerged.

1. *Continue to develop and refine processes and approaches that support teacher vulnerability in trying new instructional strategies.*
2. *Support teachers in taking reflective action through Professional Learning Communities and applying professional learning throughout the year.*
3. *Maintain flexibility in honoring teacher choice and voice in seeking opportunities to support student experience goals.*

Peer Coaches will continue seeking opportunities to support building professional development and PLC work, including delivering site-based professional development, partnering with Building Leadership teams, engaging in Professional Learning Community workshops, and participating in district professional development.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, all licensed teachers in the district meet regularly in PLCs. In 2022-2023, Peer Coaches collaborated in PLCs to complete individual/team SMART goals and connected action steps.

The Academy of Wayzata Educators (AWE), including AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan; however, these offerings fall outside contract time.

Each teacher in the district receives personalized job-embedded professional development through meeting with their assigned Peer Coach to complete two coaching cycles.

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Academy of Wayzata Educators (AWE)

Over half of the AWE offerings had implicit or explicit connections to equity.

In 2022-2023, there were 289 participants in AWE courses and 191 in AWE study groups.

In 2021-2022, there were 313 participants in AWE courses and 163 in AWE study groups.

In 2020-2021, there were 465 participants in AWE courses and 138 in AWE study groups.

In 2019-2020, there were 374 participants in AWE courses and 246 in AWE study groups.

Common themes that emerged from staff regarding AWE classes and AWE Study Groups included:

- *Have learned concepts that will increase my effectiveness as a teacher*
- *Blended learning format supported the learning needs of teachers*
- *Appreciation for critical conversations with staff from across the district*
- *Ability to dig into resources and immediately implement them in the classroom*
- *Connection of AWE study group learning to building-site goals regarding student experience*

Peer Coaching

In 2022-2023, there were approximately 900 licensed staff who participated in Q-comp through interactions with their assigned Peer Coach as a form of job-embedded professional development.

Data from Peer Coach Survey:

- *I value the choices I have in the peer coaching program to direct my own professional growth - 95% agree*
- *Working with my peer coach has positively impacted student learning and experience - 87% agree*

Confidential conversations with my peer coach allow me to:

- *“Process ideas, strategize with my PLC using actual data from our students, remind myself of good practices, and get ideas.”*
- *“Share and reflect on my current practices. I feel like our PLC is very collaborative, and our peer coach helps to guide and facilitate conversations around best practices.”*

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

This year, building leadership teams and PLCs focused on student experience goals using street data and the Student Engagement Survey to enhance student learning. Teachers discussed and reviewed student data, directly related to SMART goals, to generate frameworks to impact student learning through daily experiences. This process encouraged teachers to focus on specific students and groups that needed additional support and resources, consider ways to align instruction with culturally responsive strategies, and implement teaching practices that embraced the basic needs and cultural behaviors of individuals in their classrooms.

All teachers reported on and reflected on their SMART goals as part of the TDE or Q Comp evaluation

process. We do not have the individual SMART goal data summarized district-wide. However, all teachers completed the goal setting, data collection, and reflection process.

Data from Peer Coach Survey:

- Working with my peer coach has positively impacted student learning and experience - 87% agree

Confidential conversations with my peer coach allow me to:

- "I would say this year has been the most effective use of my time with my peer coach. Our PLC did a group evaluation involving video recording, self-reflection, and discussion. Then we created an action plan to implement a strategy based on the data we collected. Then we came back as a PLC and shared our learning. It was a highly collaborative and reflective experience."
- "Reflect on how my students are doing...have an extra set of eyes and ears to see what I may be missing (when they do turn and talk or when I work with small groups for example.) It also helps me to verbally process things and maybe see what I am doing that is working well."
- "Improve my teaching techniques with honest feedback. The goal is to improve student's understanding of the material, not see what you are doing wrong."

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Each school set a site goal at the beginning of the school year focused on student experience. Building leadership teams participated in the district's summer Leadership Institute, which included levels of data training, an asset-framing approach, and an emphasis on collective efficacy. Teams shared this information with building-level PLCs and collaboratively determined action steps for supporting growth towards achieving building goals.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Building professional development for the year was planned around levels of data, student experience, and equity practices. SMART Goals were set at the individual teacher, PLC, or department level. PLC and individual work throughout the year supported teachers in meeting their goals.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district will continue to connect job-embedded professional development to teachers' needs. This learning is done through peer coaching cycles using a personalized approach to professional development, goal-setting, and reflective action. Teachers select the AWE courses and study groups based on interest and/or building site goals. Peer Coaches will continue to support teachers through confidential innovative spaces to support vulnerability in building efficacy and reflecting on practices that align and support the district vision and equity commitment.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, due to the ongoing pandemic, an MOU was added to the WEA contract outlining temporary program changes for the 2021-22 and 2022-23 school years. Required components were reduced to accommodate the increase in caseloads for peer coaches, as the number of peer coaches was decreased due to budget constraints. Teachers were still required to submit a SMART goal and complete two coaching cycles. Documentation forms were also streamlined for teachers to ease workload across all parties.

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- *As a result of the peer coach process, I have tried new teaching practices. - 83% agree*
- *My peer coach provides data/feedback that helps me reflect on my professional practices. - 91% agree*

Peer Coaches work to promote teachers' use of evidence-based practices linked to improved student learning. Specific examples include helping teachers design and implement lessons focusing on standards-based learning targets, promoting student discussion using culturally responsive structures, and utilizing formative assessment. We have implemented the Peer Coaching Program since 2006-07. Our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the Peer Coaching Program.

Peer coaches have been active in equity and inclusion, actively supporting the District Equity Commitment.

Through reflective conversation, peer coaches can facilitate a discussion with teachers that focuses on equity within the classroom, truly acknowledging the district's mission of "each and every student".

According to teacher feedback in the Peer Coach Survey, 87% of teachers agreed that the Peer Coaching Program impacts student learning and experience. Below are quotes from Wayzata teachers.

Confidential conversations with my peer coach allow me to:

- *"Think about different and diverse ways to meet all of my students' needs."*
- *"Feel supported and reassured in my practices."*

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the feedback received through evaluation.

- *My Peer Coach supplies data/feedback that helps me reflect on my teaching practices - 91% agree*

Confidential conversations with my peer coach allow me to:

- *"Be open, honest, vulnerable - all in a self-reflective way. This helps me consider my areas for growth. The time to sit down and have someone ask the right sorts of questions helps me slow down and take the time I might not otherwise."*
- *"Get feedback that pertains to my classroom and is specific to my needs in the classroom."*
- *"Reflect and discuss potential ideas and strategies. Share things that aren't working and look for improvement."*

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

The Peer Coaching team utilized PLC processes to review and refine processes for data collection and feedback to teachers. This included peer coaches engaging in processes with their peer coach to analyze data collection and feedback to teachers in support of individual coaching goals.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

According to information from the Peer Coach Survey, overall teacher satisfaction with the observation/evaluation process in the Peer Coaching Program is very high. Teachers continue to express the need for personal choice in the program and a desire for differentiation in required components. The district will continue exploring ways to offer choices that support the district's equity commitment, including focusing on student experience and voice.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Impact

Per the MOU and teacher contract, teachers in Wayzata earn performance pay for completing the Q-Comp process that includes the SMART goal process and two coaching cycles with their peer coaches.

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? % (Need State Test Data to complete this question)

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 98.7%

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 99.7%

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 93.3%

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? NO

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? N/A

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 98.7%

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 99.7%

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 93.3%

Recommendations

How will the district use the data to improve the effectiveness of this core component?

The district will continue to refine messaging regarding the Q-Comp process in accordance with expectations, alignment with teacher contracts, and connection to district, building, and PLC goals. This messaging will be shared explicitly by the Peer Coaching team at beginning of the year meetings and will be emphasized during the summer Leadership Institute. Additionally, the survey process will continue regarding collecting teacher input and voice in the Q-Comp process.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q-Comp program?

The percentage of teachers who agreed that working with their Peer Coach allowed them to impact student learning and experience positively were 87%% and supported their professional growth was 94%.

AWE course impact on teacher effectiveness - Out of 480 active evaluations completed, 98.9% of participants said they "strongly agree" or "agree" that the course increased their effectiveness as a teacher. For AWE study groups, 99.4% said they "strongly agree" or "agree" that the course increased their effectiveness.

AWE course impact on classroom application - Out of 480 active evaluations completed, 97.5% said they “strongly agree” or “agree” that they took the information learned and applied it directly to their classrooms. For AWE study groups, 99.4% said they “strongly agree” or “agree” regarding this same learning application.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Overall, our district has consistently demonstrated high performance on state standardized tests throughout the implementation of Q Comp. The Q Comp program is designed to promote best practices shown through research to increase student achievement. Based on the self-report of Wayzata teachers, the Q-Comp program has helped them apply these practices in their teaching.

How will the district use the review findings to improve the overall effectiveness of the program?

Based on the data collected in Peer Coaching Survey, AWE course and study group evaluations, and district PLC committee work, the district will work on the following improvements to the Q-Comp program in 2022-23:

- *Differentiate professional employee development to align with staff passion, student engagement and experience, and years of service.*
- *Personalize the coaching process based on expressed staff needs. This personalization may include additional coaching sessions, content-specific resources, assistance navigating Frontline, collaboration with grade level and building leadership teams district-wide, etc.*
- *Collaborate with PLCs to help foster a safe, vulnerable, and innovative culture in which teachers’ contributions are heard, honored, and explored at all levels.*



Technology in our schools

Special Board Meeting

June 26, 2023

District mission

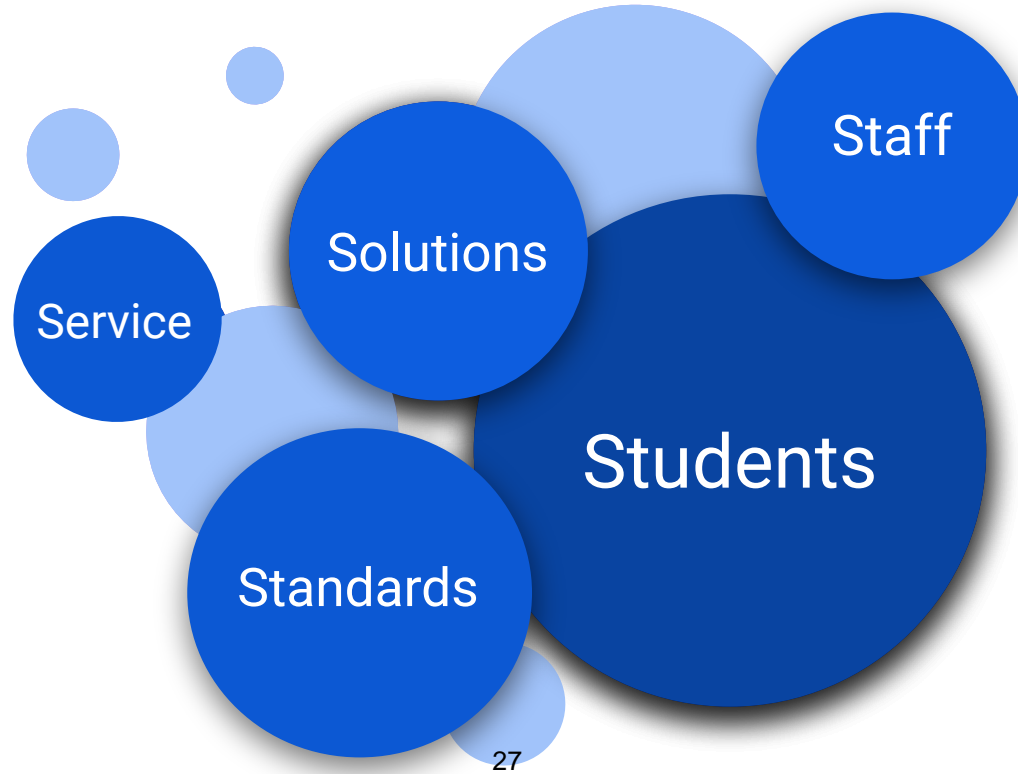
“Excellence. For Each and Every Student.”

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.

District priority goals

- Improve student experience
- Reduce academic disparities
- Use high-quality instructional practices

Meeting the needs of all students



District learning standards



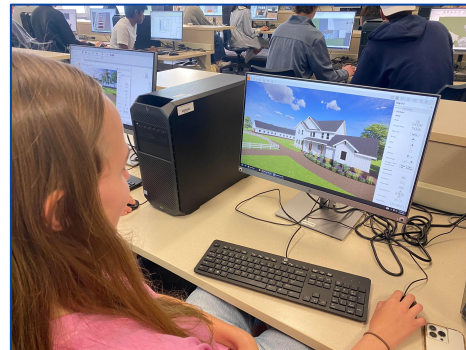
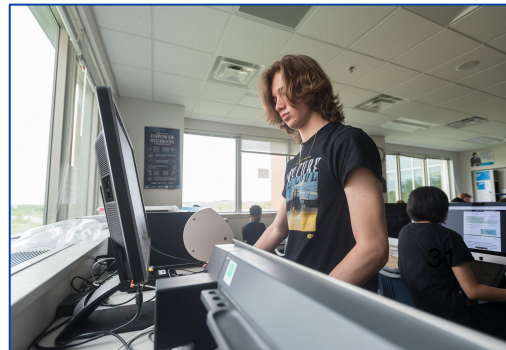
28

Technology in action

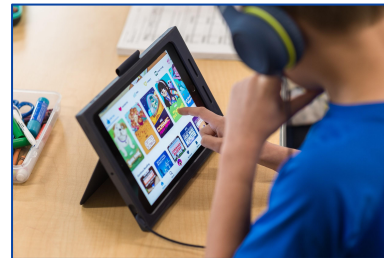
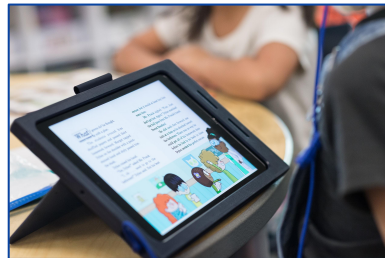
Elementary schools



Secondary schools



Meeting the needs of each and every student



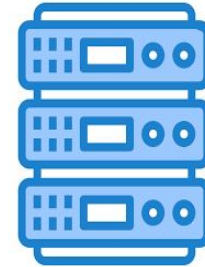
Learning solutions



Technology services

Technology services

- Internet connectivity
- Phone/telecommunications
- Communication systems
- Information systems
- Identity management
- Data centers
- District fiber optics
- Networking systems



Cybersecurity and privacy

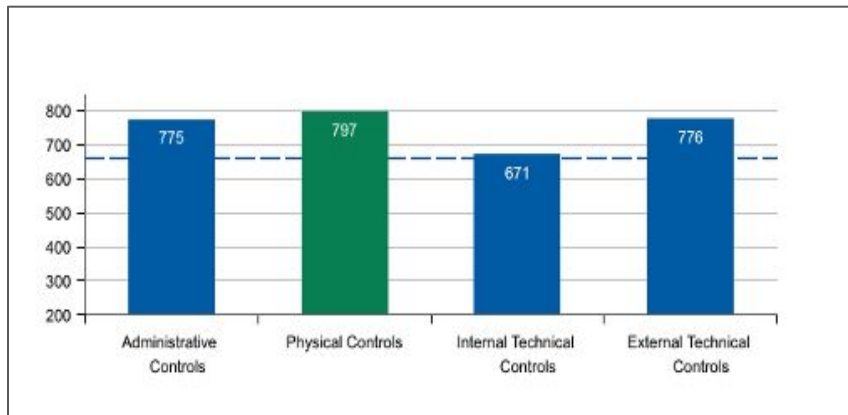
- Security program 2018-2023
- 3-year security roadmap
- Monthly V-CISO consult
- Incident response plan
- 24/7 CyberSOC
- Awareness training
- MN student data privacy



Cybersecurity and privacy

748.85 Satisfactory

Getting Started 300 - 500 Insufficient 500 - 600 Progressing 600 - 660 Satisfactory 660 - 780 Exceeds 780 - 850



- S2SCORE is comprehensive, authoritative, and objective information security risk value.
- S2SCORE enables WPS to quickly identify and relate to the amount of information security risk in the District.
- A "Satisfactory" S2SCORE means that the WPS has spent time, money, and effort building an information security program.

37

Physical security

- Campus security cameras
- Critical event management
- Visitor screening
- Mass notifications
- Campus access control
- Paging systems
- Intrusion detection and alarms
- Building management



Our team and who we serve

Our team

- 9 site support
- 4 help desk
- 5 operations
- 3 information systems
- 3 teaching & learning integration

Who we serve

- 12,300 students
- 50,000 parents and guardians
- 2,500 staff
- All community members
- All prospective families

Service excellence



Help desk tickets received: 18,000

Help desk tickets resolved: 17,800

Average response time: 8 hours

Typical resolution rate: 1 day

Awesome satisfaction rate 97%

Staff development goals

- Foster a culture of innovation
- Encourage educators to explore new tools and strategies
- Leverage technology to enhance teaching and learning



Key messages

Technology is critical to the learning experience

- We rely on technology levy funding to provide:
 - A personalized education
 - Updated access to educational resources
- Continued funding will allow us to:
 - Replace aging classroom technology equipment and student devices
 - Maintain essential technology support for students and staff

Thank You!



Wade Phillips
Director of Technology

Wade.Phillips@wayzataschools.org
763-745-5101



Referendum Overview

School Board Work Session

June 26, 2023

Types of Referenda

School Building Bond

A bond referendum asks voters to support using bond proceeds for the purpose of land acquisition, new construction, building maintenance and general building projects.

Tax spread on NTC

20 or 30 Years

Capital Projects (Tech Levy)

Allows districts to generate additional revenue for technology and capital projects.

Revenue provided through local property tax spread on NTC and max 10 years

Used for items consistent with ballot language

Referendum Revenue (Operating Levy)

An operating levy asks voters to support additional funds for day-to-day school operating costs.

Combination of annual local property tax levies, and for most districts, state aid

Capital Project Referendum (Tech Levy)

- Certain capital projects
- Based on a percent of Net Tax Capacity (NTC)
- Not to exceed ten years
- Levy proceeds placed in special account
- Use only for approved purposes
 - WPS - Technology
- Election can be held 5 years prior to initial tax year

WPS Capital Project Referenda

Tech Levy (2014)

- 2014 - 10 yrs, 1-yr Delay
- Taxes payable 2016- 24
- Renew by Nov 2025
- Provides \$4.32 million

Tech Levy (2017)

- 2017 - 10 yrs, 3-yr Delay
- Taxes payable 2020-29
- Renew by Nov 2029
- Provides \$4.87 million

2023 Tech Levy Information

- Ask voters to renew 2014 Tech Levy on Nov. 7, 2023
- \$4.3 million / year
- 10 years (2025-2035)
- No tax increase for taxpayers

Capital Project Referenda

Category	2023-24 Budget
Teaching & Learning	\$3,800,137
Service & Support	\$980,368
Info & Data Systems	\$578,206
Operations & Infrastructure	\$3,567,386
Leadership	\$265,248
Total Budget	\$9,191,345



DeeDee Kahring

Executive Director of Finance & Operations

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763-745-5023



Welcome Center
295 Highway 55 | Medina, MN 55340-9542
763-745-5240 | Fax: 763-745-5096 | www.wayzataschools.org/welcome

To: Chace Anderson, Superintendent
Nathan Flansburg, Associate Superintendent
DeeDee Kahring, Executive Director Finance and Operations

From: Kristin Tollison, Director of Administrative Services

Re: Possible Administrative Change to School Boundaries

Date: Tuesday, June 13, 2023

Elementary Level

The continued growth in the Corcoran and Medina portions of the district has resulted in two schools, North Woods and Greenwood growing in student population. In order to not exceed the capacity of the buildings the following changes are recommended.

Recommendation 1: New Medina homes to Gleason Lake Elementary School Effective July 1, 2023

Realign new families (families seeking enrollment after July 1, 2023) in the four building developments in Medina (Marsh Pointe, Weston Woods, Woods of Medina, Meadowview) and any new developments. Buses for both elementary schools would run through those neighborhoods.

There is capacity at Gleason Lake for the new developments through the 2026-2027 school year unless the growth is exponential.

There is no impact since both Greenwood and Gleason Lake students attend WMS.

Recommendation 2: New Corcoran homes to Oakwood Elementary School Effective July 1, 2023

Realign new families (families seeking enrollment after July 1, 2023) in the three building developments in Corcoran (Ravinia, Tavera and Walcott Glen) and any new developments. Buses for both elementary schools would run through those neighborhoods.

There is capacity at Oakwood for the new developments through the 2026-2027 school year unless the growth is exponential. The students would flow to WMS and capacity issues would likely arise in the 2025-2026 school year.

Consideration was given to realigning to Birchview Elementary, however the additional busing time (5-8 minutes) would extend the bus route even further.

Middle School Level

At the middle school level, much of the district's growth has aligned with Central Middle School. This has resulted in the CMS student population becoming significantly larger than either East Middle School or West Middle School. Future consideration could be given to the following changes to better balance the school populations.

Future Consideration: Kimberly Lane Elementary School to East Middle School Fall of 2024

Realign the middle school for Kimberly Lane from CMS to EMS.

EMS has a capacity of 918 and a May 1, 2023, enrollment of 650 students with approximately 260 seats available. With the influx of the 5th grade from KL the capacity of EMS should hold until about the 2026-27 school year

Future Consideration: Oakwood Elementary School to West Middle School Fall of 2024

Realign the middle school for Oakwood from CMS to WMS.

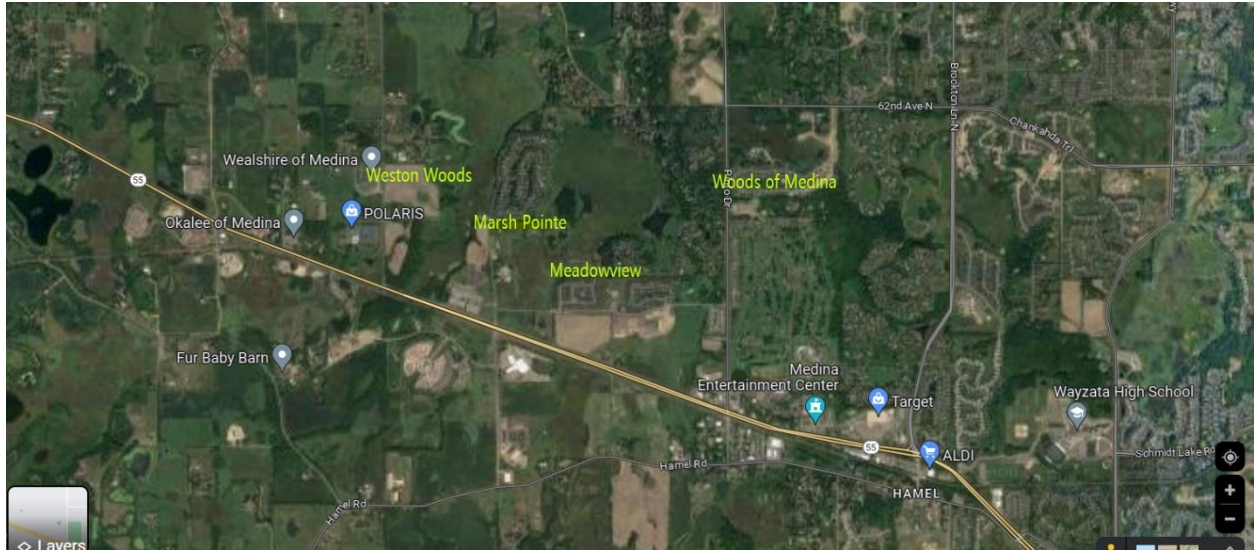
WMS has a capacity of 873 and a May 1, 2023, enrollment of 692 students with approximately 175 seats available. With the influx of the 5th grade for OW the capacity of WMS should hold until about the 2026-2027 school year.

Suggested procedures:

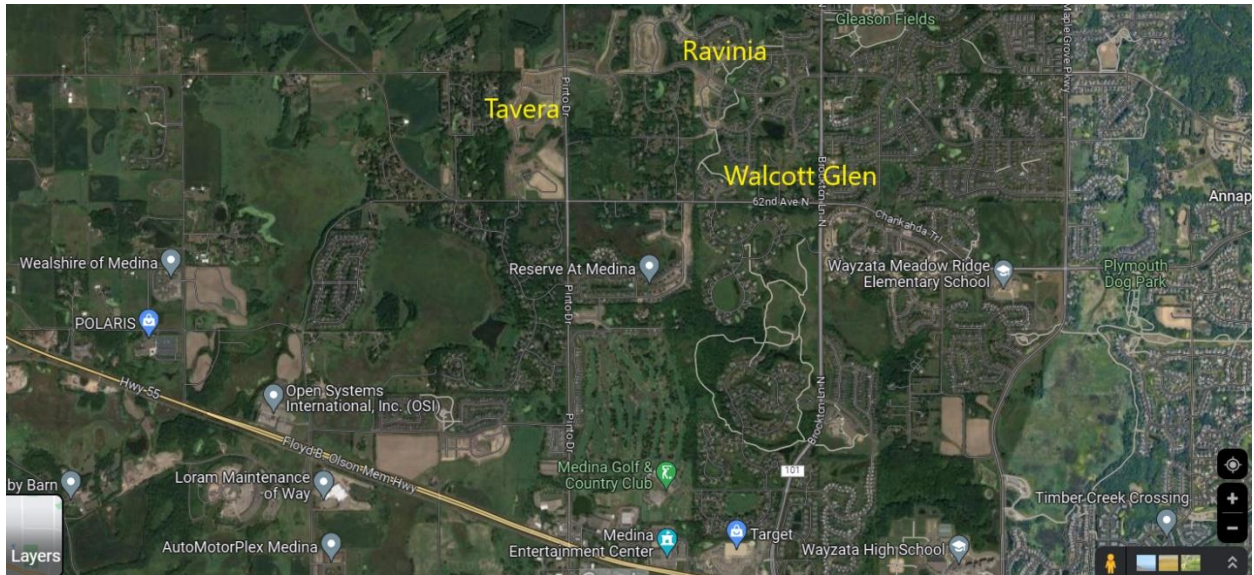
We would use the date that the family completes their enrollment as the guide rather than the date of purchase agreement.

We would allow younger siblings to follow their older siblings to middle school only if that would attend at the same time. We would work with Transportation to determine a cutoff date for dual bussing and "grandfathering".

Families moving into established neighborhoods would NOT be redirected. The extra buses need to be able to focus on specific neighborhoods for efficiency and not go into every neighborhood.



Medina Developments-approximate locations



Corcoran Developments-approximate locations



Attendance Area Realignment

Monday, June 25, 2023

Uneven Growth Pattern

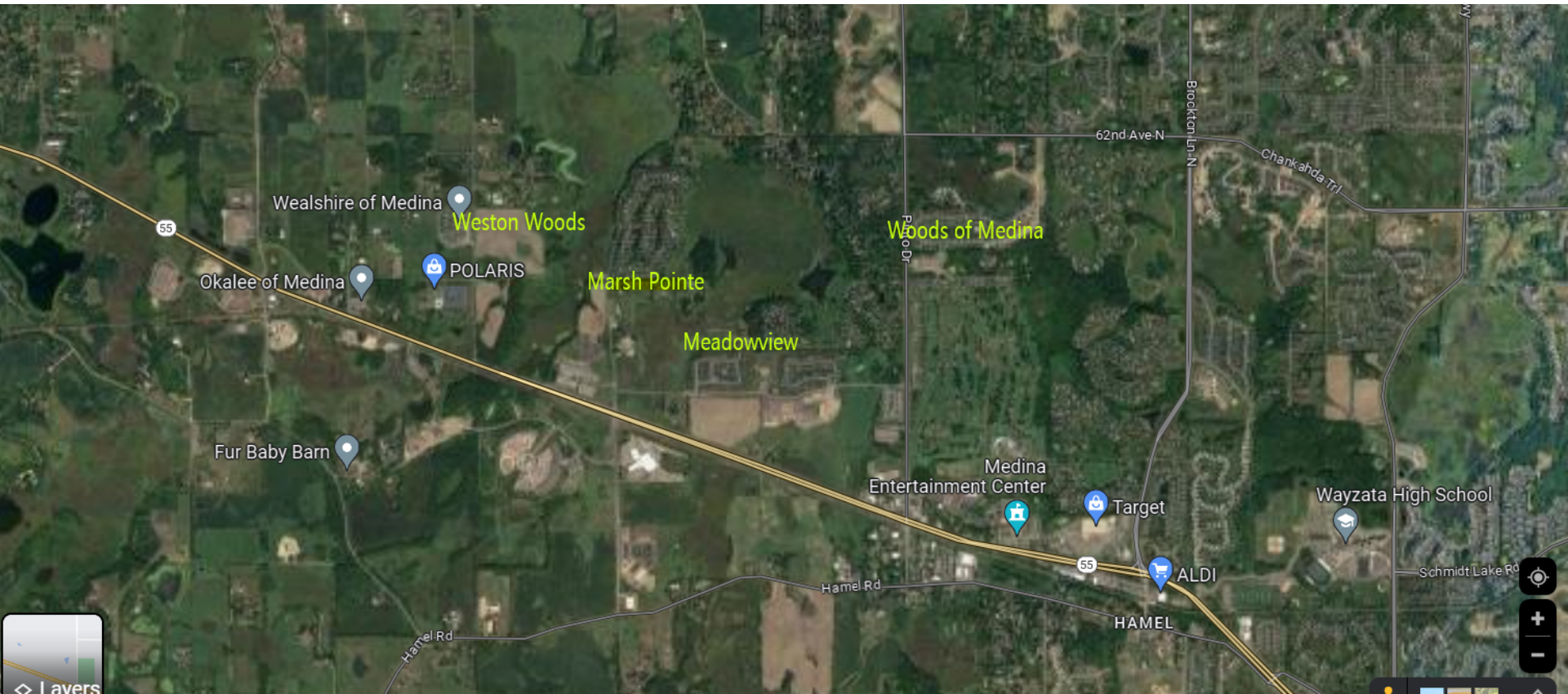
- Several cities are limited in available space
 - Wayzata, Plymouth, Medicine Lake, Minnetonka, and Orono
- Two cities have significant growth and additional space
 - Medina and Corcoran
 - Almost all of Medina students attend Greenwood Elementary School
 - Corcoran students attend North Woods Elementary School

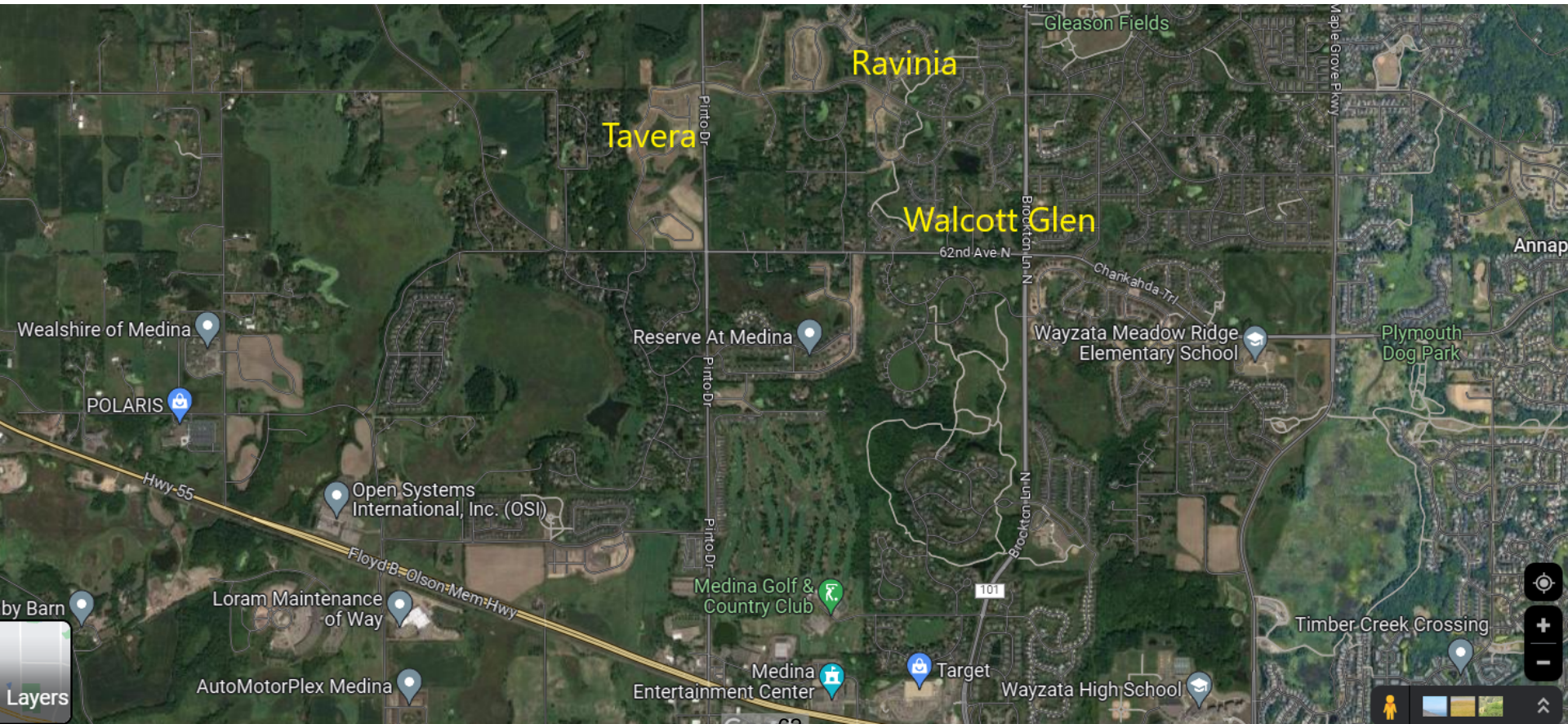
Building Capacity of GW and NW

- Both building have a current capacity of 907 (all classrooms full)
- Previously the buildings had a capacity of 837
 - Greenwood May 1, 2022 788
 - Greenwood May 1, 2023 830
 - North Woods May 1, 2022 702
 - North Woods May 1, 2023 789

Realignment of new homes

- Redirect the new homes in Corcoran to Oakwood Elementary School
 - Tavera, Ravinia, and Walcot Glen and any new developments
- Redirect the new homes of Medina to Gleason Lake Elementary School
 - Meadowview, Woods of Medina, Marsh Pointe, Weston Woods, and any new developments





62



Process

- Families completing enrollment after July 1, 2023, would be redirected
- Developers would be notified
- Language added to website, address look-ups and other reference locations
- Mature neighborhoods would not be affected to allow for efficient transportation

Middle School Realignment

- Continued growth at Central Middle School
- Future consideration of feeder schools
- Both East Middle School and West Middle School are below capacity
- An additional elementary could be directed to East and West to alleviate the continued growth of Central



FY 2023-24 Budget

Work Session
June 26, 2023

Topics

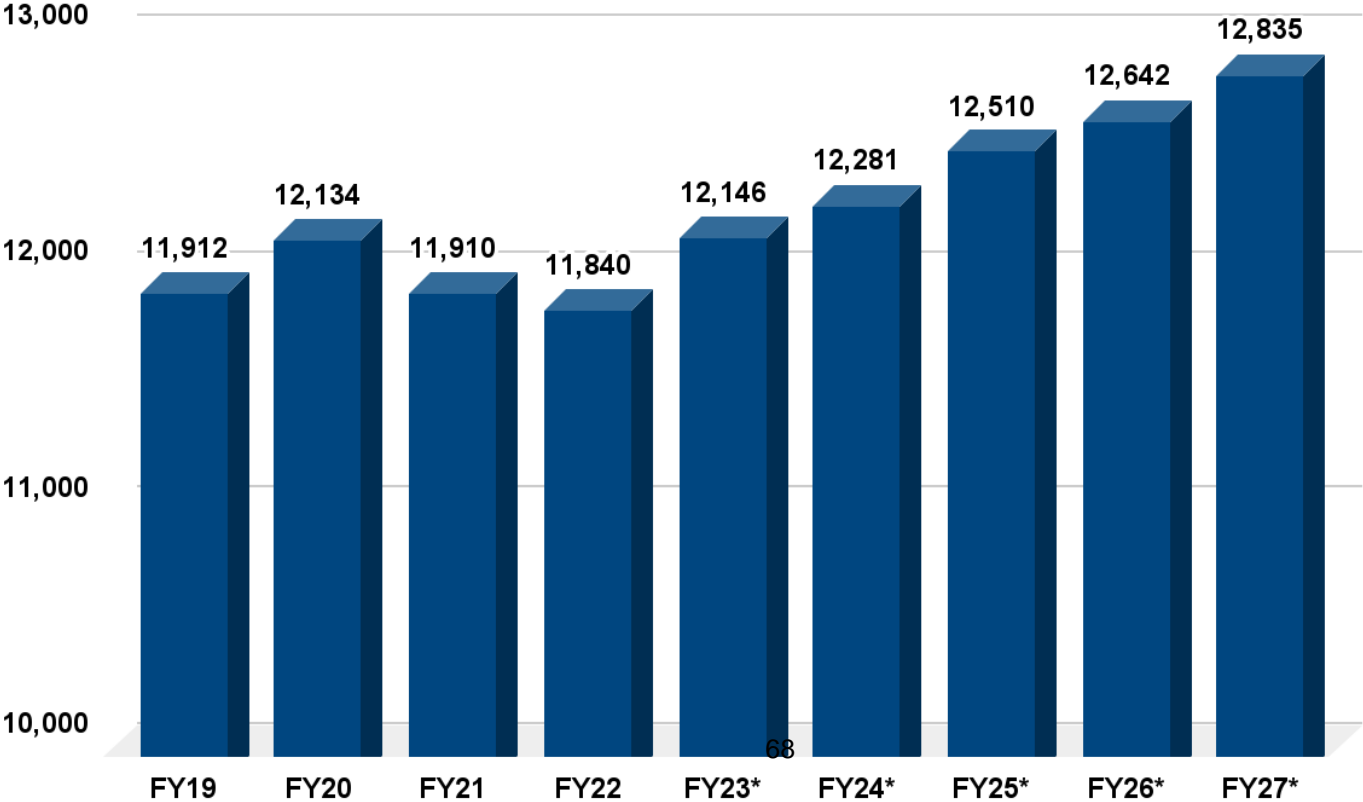
- School District Funds
- General Fund
- Revised Cost Containment
- All Funds

School District Funds

01	General Fund	<ul style="list-style-type: none">• General School District Operations• Salaries/Benefits, Supplies, Transportation• Utilities, Equipment, LTFM < \$2.0M
02	Food Service	<ul style="list-style-type: none">• Wayzata Cafes• Salaries/Benefits, Food, Supplies, Equip• Revenue - Primarily from Meal Sales
04	Community Services	<ul style="list-style-type: none">• ECFE, ABE, Wayzata Kids, Youth Classes• Community Ed Classes• Revenue - Primarily from Fees
06	Construction	<ul style="list-style-type: none">• Major Building Projects• Revenue from sale of bonds• LTFM > \$2.0M
07	Debt Service	<ul style="list-style-type: none">• Account for Principal & Interest• Similar to homeowner's mortgage payments

67

General Fund Enrollment



*Projected Enrollment



General Fund Financial Forecast Assumptions

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



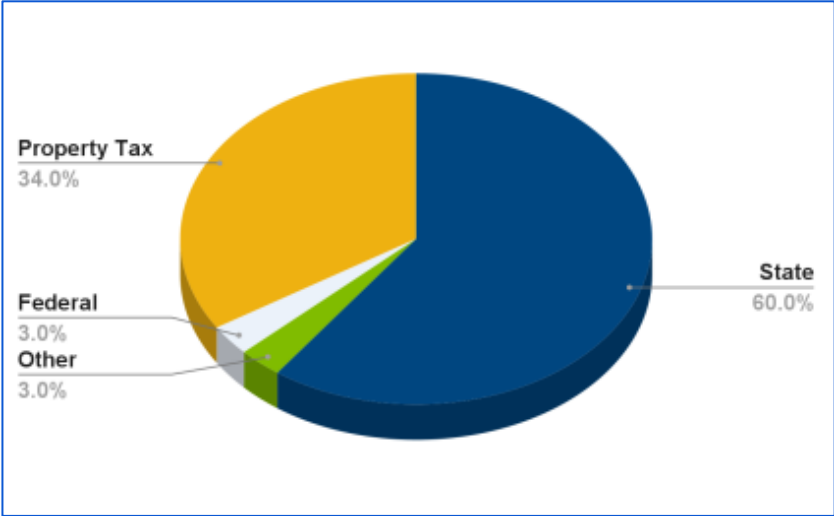
FY24 Preliminary General Fund Budget

	2021-22 Actual Amounts	2022-23 Revised Budget	2023-24 Preliminary Budget
Revenues			
Local Property Taxes	\$67,550,362	\$67,732,463	\$69,973,663
State Aids and Grants	\$110,159,564	\$113,990,341	\$123,948,038
Federal Aid	\$6,778,368	\$6,883,440	\$5,806,033
Other Local Revenue	\$7,611,532	\$5,690,343	\$5,902,130
Total Revenues	\$192,099,826	\$194,296,587	\$205,629,864
Expenditures			
Salaries and Benefits	\$138,770,175	\$142,923,786	\$143,825,864
Purchased Services	\$24,510,193	\$30,690,722	\$32,562,429
Supplies and Materials	\$6,397,938	\$7,675,582	\$6,812,814
Capital	\$11,660,563	\$18,558,525	\$18,331,574
Misc.\Other	\$1,083,318	\$1,014,934	\$1,162,219
Transfers to Other Funds	\$1,461,519	0	0
Total Expenditures	\$183,883,706	\$200,863,549	\$202,694,900
	70		
Change in Fund Balance	\$8,216,120	\$(6,566,962)	\$2,934,964

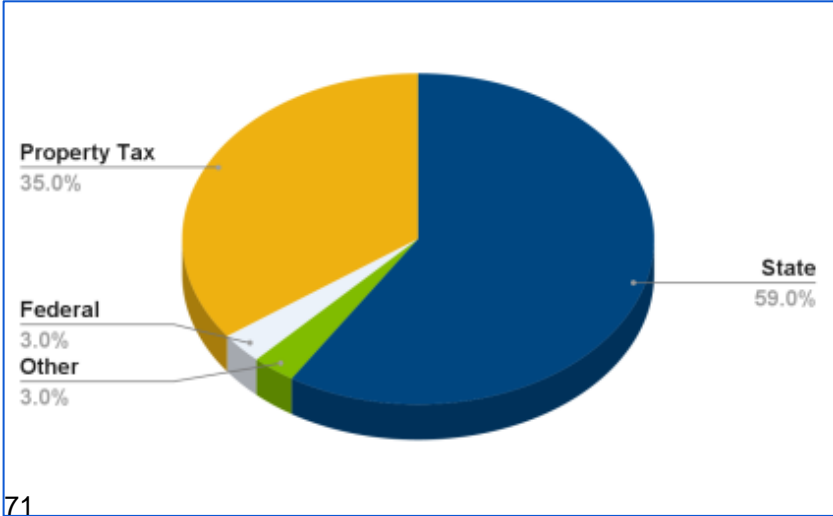


General Fund – Source of Revenue

FY24 Revenue



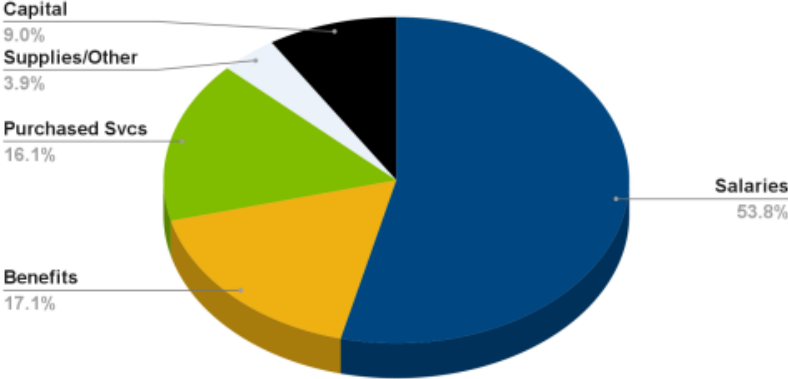
FY23 Revenue



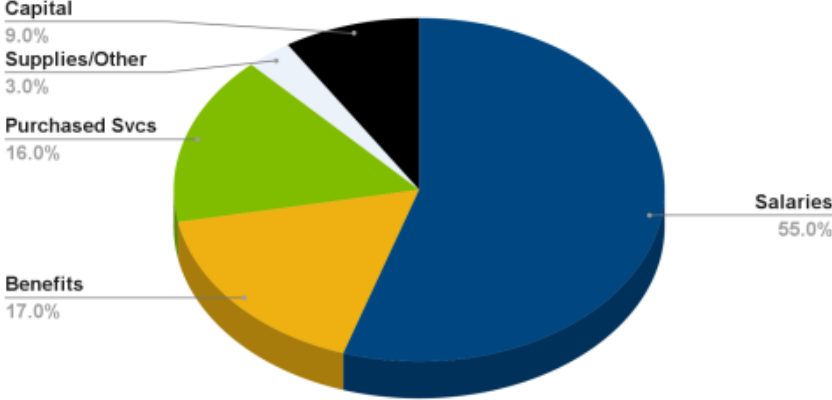
71

General Fund Expenses

FY24 Expense



FY23 Expense



FY24 Prelim General Fund - Expense By Program

77.22 cents of every dollar goes to support students

↓ 16.59 cents
Operations & Fixed Costs



↙ 2.72 cents
District & School Administration

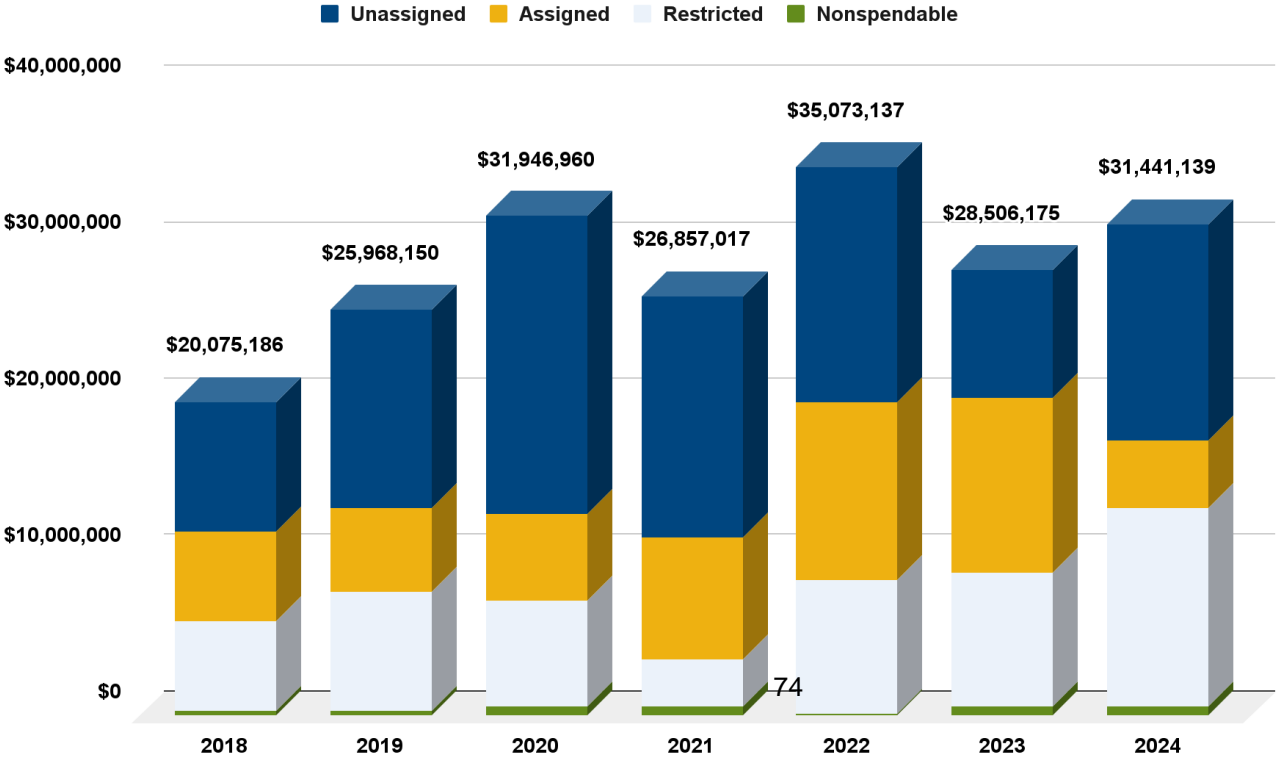
3.47 cents
District Support



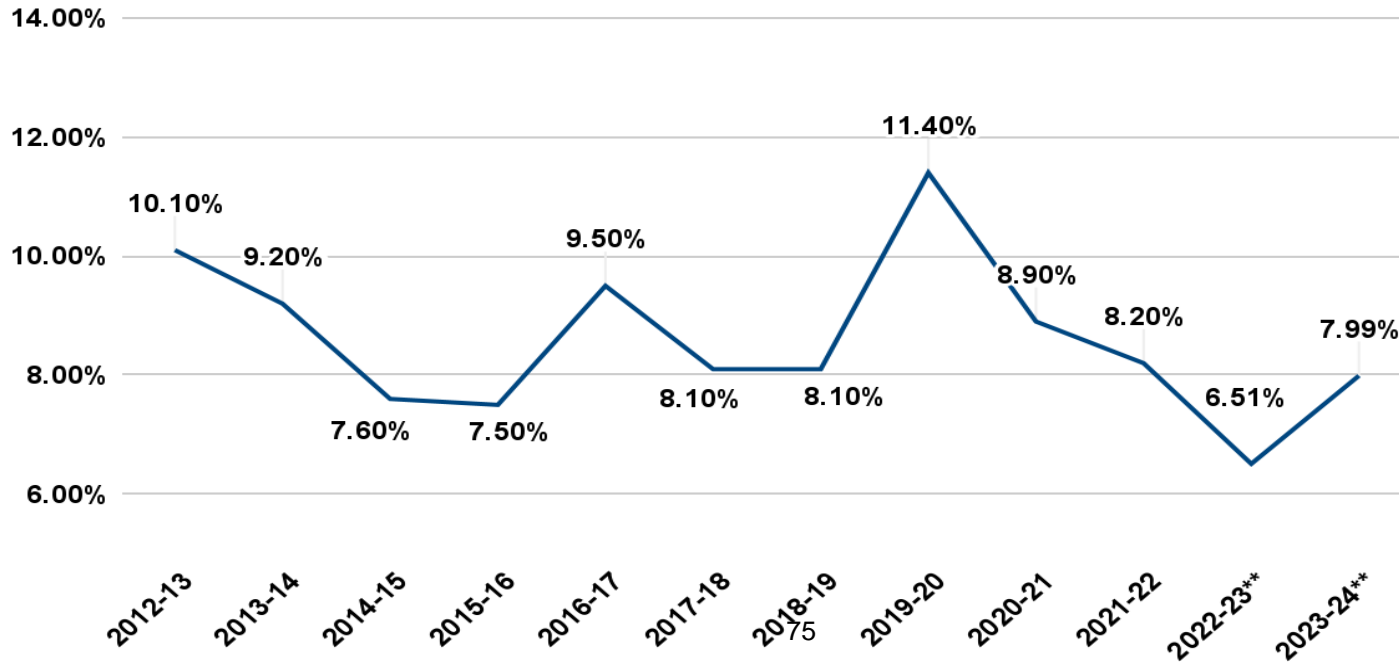
67.17 cents
Instruction & Instructional Support

↑ 10.05 cents
Pupil Support

General Fund Balances



General Fund Unassigned Fund Balance



Financial Forecast w/ Proposed Cost Containment

Financial Forecast and Projection	FY2023	FY2024	FY2025	FY2026	FY2027
Enrollment and Future Estimate:	12,146	12,281	12,510	12,642	12,836
% Increase on Formula:	2.00%	4.00%	2.00%	2.00%	2.00%
Revenue:					
Total Revenue	\$ 170,306,733	\$ 182,852,287	\$ 187,429,040	\$ 192,633,168	\$ 198,845,727
Expenditures:					
Total Expenditures	177,188,610	185,618,360	187,513,049	192,030,981	200,222,704
Year 1 Cost Containment		(5,608,712)			
Year 2 Cost Containment	-		(3,269,887)		
New Unemployment Costs		-	1,800,000	1,800,000	1,800,000
Total Expenditures	\$ 177,188,610	\$ 180,009,649	\$ 186,043,162	\$ 193,830,981	\$ 202,022,704
Change in Fund Balance	(6,881,877)	2,842,638	1,385,878	(1,197,813)	(3,176,977)
Beginning Fund Balance	15,056,047	11,536,870	14,379,508	15,765,386	14,567,573
Ending Fund Balance	\$ 8,174,170	\$ 14,379,508	\$ 15,765,386	\$ 14,567,573	\$ 11,390,596
Fund Balance %	4.61%	7.99%	8.47%	7.52%	5.64%
Assigned: Subsequent Yr's Budget	3,362,700.00	-	-	-	-
Assigned: Other Adjustments	-	-	-	-	-
Updated Fund Balance:	\$ 11,536,870	\$ 14,379,508	\$ 15,765,386	\$ 14,567,573	\$ 11,390,596
Fund Balance % with adjustments:	6.51%	7.99%	8.47%	7.52%	5.64%

Financial Forecast w/ No Cost Containment

Financial Forecast and Projection	FY2023	FY2024	FY2025	FY2026	FY2027
Enrollment and Future Estimate:	12,146	12,281	12,510	12,642	12,836
% Increase on Formula:	2.00%	4.00%	2.00%	2.00%	2.00%
Revenue:					
Total Revenue	\$ 170,306,733	\$ 182,852,287	\$ 187,429,040	\$ 192,633,168	\$ 198,845,727
Expenditures:					
Total Expenditures	177,188,610	185,618,360	193,290,022	201,349,247	209,820,518
Year 1 Cost Containment		-			
Year 2 Cost Containment	-		-		
New Unemployment Costs		-	1,800,000	1,800,000	1,800,000
Total Expenditures	\$ 177,188,610	\$ 185,618,360	\$ 195,090,022	\$ 203,149,247	\$ 211,620,518
Change in Fund Balance	(6,881,877)	(2,766,074)	(7,660,982)	(10,516,079)	(12,774,791)
Beginning Fund Balance	15,056,047	11,536,870	8,770,796	1,109,814	(9,406,265)
Ending Fund Balance	\$ 8,174,170	\$ 8,770,796	\$ 1,109,814	\$ (9,406,265)	\$ (22,181,055)
Fund Balance %	4.61%	4.73%	0.57%	-4.63%	-10.48%
Assigned: Subsequent Yr's Budget	3,362,700.00	-	-	-	-
Assigned: Other Adjustments	-	-	-	-	-
Updated Fund Balance:	\$ 11,536,870	\$ 8,770,796	\$ 1,109,814	\$ (9,406,265)	\$ (22,181,055)
Fund Balance % with adjustments:	6.51%	4.73%	0.57%	-4.63%	-10.48%

Financial Forecast w/ Reduced Cost Containmentment

Financial Forecast and Projection	FY2023	FY2024	FY2025	FY2026	FY2027
Enrollment and Future Estimate:	12,146	12,281	12,510	12,642	12,836
% Increase on Formula:	2.00%	4.00%	2.00%	2.00%	2.00%
Revenue:					
Total Revenue	\$ 170,306,733	\$ 182,852,287	\$ 187,429,040	\$ 192,633,168	\$ 198,845,727
Expenditures:					
Total Expenditures	177,188,610	185,618,360	189,170,022	193,737,663	201,980,587
Year 1 Cost Containment		(4,000,000)			
Year 2 Cost Containment	-		(3,269,887)		
New Unemployment Costs		-	1,800,000	1,800,000	1,800,000
Total Expenditures	\$ 177,188,610	\$ 181,618,360	\$ 187,700,135	\$ 195,537,663	\$ 203,780,587
Change in Fund Balance	(6,881,877)	1,233,926	(271,095)	(2,904,495)	(4,934,859)
Beginning Fund Balance	15,056,047	11,536,870	12,770,796	12,499,701	9,595,206
Ending Fund Balance	\$ 8,174,170	\$ 12,770,796	\$ 12,499,701	\$ 9,595,206	\$ 4,660,346
Fund Balance %	4.61%	7.03%	6.66%	4.91%	2.29%
Assigned: Subsequent Yr's Budget	3,362,700.00	-	-	-	-
Assigned: Other Adjustments	-	-	-	-	-
Updated Fund Balance:	\$ 11,536,870	\$ 12,770,796	\$ 12,499,701	\$ 9,595,206	\$ 4,660,346
Fund Balance % with adjustments:	6.51%	7.03%	6.66%	4.91%	2.29%

FY24 Preliminary Budget All Funds

	2021-22 Actual Amounts	2022-23 Revised Budget	2023-24 Prelim Budget
Revenues			
General Fund	\$192,099,826	\$194,296,587	\$205,629,864
Food Service	\$9,596,362	\$7,750,008	\$8,951,975
Community Service	\$13,082,017	\$12,753,686	\$13,208,842
Debt Service	\$152,935,240	\$16,517,548	\$15,977,503
Total Revenue All Funds Excluding Construction	\$ 367,713,445	\$ 231,317,829	\$ 243,768,184
Construction	\$661,873	\$485,000	\$291,000
Total Revenue All Funds	\$ 368,375,318	\$ 231,802,829	\$ 244,059,184
Expenditures			
General Fund	\$183,883,706	\$200,863,549	\$202,694,900
Food Service	\$8,097,957	\$7,481,562	\$8,751,357
Community Service	\$11,135,104	\$12,118,460	\$13,171,130
Debt Service	\$152,655,559	\$15,678,975	\$16,530,175
Total Expenditures All Funds Excluding Construction	\$ 355,772,326⁷⁹	\$ 236,142,546	\$ 241,147,562
Construction	\$5,156,296	\$6,015,000	\$4,193,482
Total Expenditures All Funds	\$ 360,928,622	\$ 242,157,546	\$ 245,341,044



FY24 & FY25 Cost Containment

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
District Administration				
Reduce Administration & Support: Finance & Operations	-1.50	-189,598		
Reduce Administration & Support: Human Resources	-0.80	-106,874		
Reduce Administration & Support: Communications		-25,045		
Reduce Administration & Support: Superintendent's Office		-38,746		
Reduce Administration & Support: Teaching & Learning	-2.15	-284,463	-1.00	-79,024
Reduce Administration & Support: Technology	-1.00	-159,715		
Shift Telecommunication Costs to Technology		-250,000		
Increase Community Ed Chargeback		-60,000		
Reduce Cell Phone Reimbursement		-38,442		
Total District Administration	-5.70	-1,152,883	-1.00	-79,024

FY24 & FY25 Cost Containment

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
Elementary Schools				
Reduce Administration & Support	-0.75	-190,000	-1.00	-220,570
Change Staffing Ratios	-14.00	-1,641,329		
Reduce Programs	-2.00	-234,476		
Total Elementary Schools	-16.75	-2,065,804	-1.00	-220,570
Middle Schools				
Reduce Administration & Support	-1.00	-118,000		-15,236
Change Staffing Ratios	-2.86	-335,101		
Explore Schedule Efficiencies	-3.50	-410,332	-9.43	-1,104,966
Reduce Programs	-1.00	-117,238	-1.00	
Total Middle Schools	-8.36	-980,671	-10.43	-1,120,202
High School				
Reduce Administration & Support	-1.46	-157,074		-17,918
Change Staffing Ratios	-10.15	-1,190,303		
Explore Schedule Efficiencies			-10.49	-1,229,988
Total High School	-11.61	-1,347,377	-10.49	-1,247,906

FY24 & FY25 Cost Containment

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
Transportation				
Reduce Other Bus Routes		-94,760		-40,000
Total Transportation	0	-94,760	0	-40,000
Revenue				
Increase Athletic/Activity Fees				+50,000
Increase Parking Fees				+22,000
Add 100 Open Enrollment Students in Grades 9 & 10			+4.31	+348,536
Total Revenue	0		+4.31	+420,536
Cost Containment Process District Totals	-42.42	-5,641,495	-16.61	-3,152,848

FY24 & FY 25 Cost Containment

Revenue	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
Add Open Enrollment Students: Grade 9-10			+4.31	+348,536
Increase Athletic/Activity Fees: High School				+50,000
Increase Parking Fees: High School				+22,000
Total Revenue - Increases	0		4.31	420,536
Expenses	FTE	Amount	FTE	Amount
Reduce Administration & Support: Districtwide	-8.91	-1,269,515	-1.00	-357,358
Change in Staffing Ratio: K-12	-27.01	-3,166,732		
Explore Schedule Efficiencies: Secondary	-3.50	-410,332	-19.92	-2,334,954
Reduce Programs: : K-12	-3.00	-351,713		
Reduce Transportation: K-12		-94,760		-40,000
Shift Telecommunication Costs: Technology		-250,000		
Misc Expenses: Districtwide		-98,442		
Total Expenses - Containment	-42.42	-5,641,495	-20.92	-2,732,312
Cost Containment Process District Totals	83	-5,641,495	-16.61	-3,152,848



DeeDee Kahring

Executive Director of Finance & Operations

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MEMO

June 25, 2023

To: WPS School Board

From: Chace B. Anderson, Superintendent

Re: Budget Updates and Clarification

I have prepared this memo to provide you with some additional information regarding the budget planning process and preparation of the 2023-2024 FY budget. Challenging financial times are very difficult for all parties. The past three plus years have been trying in so many ways. Seeking solutions and making difficult decisions to create a balanced budget, while at the same time seeking to ensure the long-term financial stability of the district, is emotionally draining and exhausting for all who are impacted and involved in the process.

I have worked with Nate Flansburg, Dana Miller, DeeDee Kahring, Stacie Vos, other members of SLT, and some principals and given their input some thought as I prepared this memo. I have also had conversations with teachers and sought clarification about budget specifics from others as well. District leadership staff have heard varying perspectives and inputs from several sources including BILT meetings, coaching meetings, principal meetings, curriculum meetings, advisory councils, District Liaison meetings, individual meetings with parents, etc. Topics that are most inquired about, although not necessarily limited to, include the following:

- Class sizes, staffing ratio increase
- Transportation changes
- Middle school music staffing
- Reading intervention and literacy support
- Enrichment (gifted and talented elementary)
- Media specialists
- Elementary paraprofessionals, specifically kindergarten
- Special Education Funding
- EL teacher/student ratios
- Student supports such as counselors and other student support staff at our buildings with higher or increasing needs
- Scheduling change ideas at the middle school and high school

While the increases to the state aid formula and the special education reimbursement numbers established during the 2023 legislative session are appreciated, the result came up short of the 5% and 5% that we advocated for with our local legislators, and which was lobbied for by all of the state's professional education organizations. It is unfortunate that more could not have been done through legislative work to

accommodate for the fact that public school districts carried a great financial burden during the pandemic because of lost revenue and increased costs. Five percent annual increases to the formula would have helped tremendously. Further, using some of the state surplus, much of which was accumulated during COVID due to less public-school student state aid disbursements (due to the fact that several students went to private schools or homeschools), would have been quite helpful to public school districts. Therefore, many/most of the cost containment areas developed through the process, need to remain in place at the current time as we seek approval of the Fiscal Year (FY) 24 budget. It is important to note that the district monitors student enrollment during the summer months and considers staffing allocations/adjustments/assignments as we work our way toward the start of the school year.

Class Sizes, Staffing Ratio Increase

As you know, there was a change to the staffing ratio for 2023-2024 for K-12 classrooms by +2. In effect, this decreases the number of elementary classrooms/secondary class sections and results in a reduced number of teachers assigned according to the calculations of the new staffing formula. Each year, we budget for several “hot spot teachers” which allows us to hire for buildings/grade level classrooms/sections that are highest. We will monitor this through the summer and will make the best decisions possible which we hope will lead to our ability to lower some of the larger class sizes. Our goal will be to deliver the best possible class sizes, given the challenging budget circumstances.

Transportation Changes

The proposed transportation changes have been delayed for further consideration to Fiscal Year 2025. There are many challenges to implementing some of the proposed transportation changes, i.e., the two-mile walk zone, available crosswalk areas and their relation to heavily traveled roads, decreased activity buses, charging a fee for ridership services within the two-mile walk zone, etc. These changes may be given reconsideration for the 2024-2025 school year, but the same challenges will exist a year from now. We did receive additional funds for the next two years that can be used for transportation. In Fiscal Year 2024 we will receive about \$369,000 in new revenue and in Fiscal Year 2025, we will receive about \$382,000. Our transportation costs went up 13% for the school year we just finished in a year where we received 2% new money on the formula. It is anticipated that transportation costs will go up by 7% for the 2023-2024 school year (which equates to about an \$840,000 increase) in a year when there will be 4% new money on the education formula. The additional transportation funds are helpful and appreciated but it is notable that the 7% increase in transportation costs (\$840,000) less the new transportation dollars (\$369,000) results in a difference of about \$471,000 which is a sizable amount of the new 4% increase of funding on the education formula.

Middle School Music Staffing

The impact upon middle school music is primarily in the instrumental programs, i.e., band and orchestra. Many years ago, instrumental music started in 5th grade. Budget reductions were necessary in the late 90s/early 2000s and the elementary instrumental program was eliminated at that time. It was determined then that a “sectional” model would be part of the scheduling pattern for instrumental music programs at the middle level. That model has been in place since that time and has helped provide the smaller group engagement between teachers and the students. This has been an effective model at the middle schools, and it is acknowledged that it is difficult to make this change. Given this fact, like many things, as circumstances change it is sometimes necessary to look at the staffing ratios and meeting patterns for programming and make some changes.

It is important to note that each of the three main music programs at the middle level remain in place, band, orchestra, and vocal music. The class sizes will be impacted whereby there will be more students in most of the sections. And, in some cases, where we maintained single instruments in most of the sectional groups in the past, there may now be two instruments combined within the same section. Where previous

class sizes may have ranged from 3 to 38 students, the new range is projected to be 12-35 with the average class sizes being increased because of the staffing decrease. To accommodate more individual time, music teachers have already been talking to building administrators about using "My Time" to meet with their students to provide additional reinforcement for their instrument. "My Time" is a daily block of time of about 30-35 minutes where students might possibly receive additional private/small group support in their area(s) of highest need.

Every student who is in music will still have an excellent experience. For many years, our class sizes have remained relatively small compared to other school districts, largely due to the sectional model we have been able to hold on to over the years. Below you will find individual school music program class sizes and averages for our three middle schools from the 2022-2023 school year and the projected numbers for the 2023-2024 school year. The link below provides an overview showing comparisons with other school districts' middle school music programming, as assembled by the district's Human Resource department.

<https://docs.google.com/spreadsheets/d/16VBAkpBLn98yI-KL8e050bEKj-H8T80YGdA76NO7W7E/edit#gid=0>

East Middle School

2022-2023 School Year					2023-2024 School Year			
	22-23	22-23	22-23		23-24	23-24	23-24	FTE
East Middle School	FTE	Class Sizes	Avg Size		FTE	Class Sizes	Avg Size	Difference
Band	1.33	9, 3, 17, 7, 8, 14, 13, 18 24, 20, 23, 15, 17, 19, 20, 19	15.4		1.00	12, 13, 24, 26, 20, 21 23, 22, 19, 18, 21, 21	20.00	-0.33
Orchestra	1.00	11, 9, 6, 5, 14, 12, 4, 15 13, 6, 12, 15	10.2		0.50	34, 35, 15, 14, 23, 22	23.80	-0.50
Vocal Music	1.00	22, 20, 23, 24, 22, 25, 25, 24 22, 26, 29, 26	24.0		1.00	19, 19, 22, 23, 22, 21, 23, 23 24, 22, 24, 25	22.25	0.00
Change in music staffing at East Middle School								-0.83

Central Middle School

2022-2023 School Year					2023-2024 School Year			
	22-23	22-23	22-23		23-24	23-24	23-24	FTE
Central Middle School	FTE	Class Sizes	Avg Size		FTE	Class Sizes	Avg Size	Difference
Band	2.67	5, 7, 10, 10, 10, 12, 12, 13 15, 17, 19, 20, 21, 24 5, 5, 8, 11, 14, 15 18, 20, 21, 28, 30, 31, 37, 37	17.00		2.00	16, 34, 17, 33, 27 18, 24, 18 19, 27, 17, 32, 20 25, 21, 17 33, 34, 34, 34	25.00	-0.67
Orchestra	1.67	7, 10, 14, 14, 18, 19, 21 8, 10, 10, 11, 12, 14, 16	13.14		1.00	18, 25, 25 24, 24, 24, 24 19, 20, 20, 20, 20	21.91	-0.67
Vocal Music	2.00	18, 19, 21, 30, 31, 32, 33 28, 30, 30, 32, 33, 34, 37, 38 30, 31, 37, 37	29.76		2.00	28, 28, 28, 28, 29, 29, 29, 29 24, 24, 24, 24, 19 20, 20, 20, 20, 27, 27 27, 27, 27, 27, 27, 27	25.56 Estimates Only	0.00
Change in music staffing at Central Middle School								-1.34

West Middle School

2022-2023 School Year					2023-2024 School Year			
	22-23	22-23	22-23		23-24	23-24	23-24	FTE
West Middle School	FTE	Class Sizes	Avg Size		FTE	Class Sizes	Avg Size	Difference
Band	1.33	8, 12, 14, 13, 16, 6, 14, 13 32, 7, 21, 28, 28, 12	16.00		1.00	26, 21, 24, 18, 22, 20 19, 27, 22, 9	20.80	-0.33
Orchestra	1.00	14, 13, 8, 9, 8, 19, 10, 27 8, 19, 7, 16	13.17		0.50	31, 27, 16, 23, 29, 29	25.83	-0.50
Vocal Music	1.00	22, 19, 25, 24, 20, 23 24, 27, 21, 26, 23, 26	23.33		0.78	33, 35, 31, 32, 27 32, 22, 36, 36	31.55	-0.22
Change in music staffing at West Middle School								-1.05

Reading Intervention and Literacy Support

Our Teaching and Learning team is still sorting through the details of the Read Act. I have been informed that we are relatively well positioned to deliver the new model given that we have literacy coaches in place, a curriculum in place that we are assuming will be on the list of those approved by the state, and a solid professional development system. Board members will receive an update at the July work session from the Teaching and Learning team about the status of our literacy work to ensure we are in a good place with the requirements.

Enrichment Specialists

The cost-containment recommendations include a reduction of 2.0 FTE elementary enrichment specialists; decreasing from 9.0 FTE to 7.0 FTE. Two enrichment specialists at the elementary level left the district following the 2022-2023 school year; one retired and another took a leave of absence. These two positions will not be filled. Along with this, we have implemented a staffing allocation formula based on the number of students eligible for services, and served, in each of our elementary schools. The previous staffing model assigned a 1.0 FTE enrichment specialist to each elementary school, regardless of the size of the school or the number of students receiving services. Through the 2022-2023 school year, whether any given elementary school had 400 students or 900 students, they were assigned a 1.0 FTE enrichment specialist. This new staffing approach is consistent with how we assign staff in other student support and intervention departments. This staffing is more financially efficient and assigns staff in a manner that is proportional to the number of students receiving services. For some of our larger schools, they will continue having their 1.0 FTE enrichment specialist.

For the middle schools, we will decrease by 1.0 FTE enrichment specialist in 2023-2024, moving from 1.0 FTE in each building to a 0.5 FTE each at East and West Middle Schools and retaining a 1.0 FTE at Central Middle School. In other words, a total decrease from 3.0 FTE to 2.0 FTE. Given that West and East each have about ½ of the student enrollment that Central Middle School has, implementing a comparable staffing model at East and West, which is consistent with the model at Central, seems appropriate.

Media Specialists

As you are aware, part of the district's cost containment measures for the 2022-2023 school year were the reduction of media specialists to 0.5 FTE positions in each building with support from media paras. It is our plan to keep this staffing level in place. There was some additional state aid provided in the recent legislative package and allows flexibility for school districts to use the new funds for media centers in a way that is determined locally. There are not enough of these new categorical funds to reinstate media specialists to full-time status. It is likely that the revenue received in Wayzata will be used for books and media materials for the media centers.

Elementary Kindergarten Paraprofessionals

In the recent past, each kindergarten classroom was assigned to three daily hours of paraprofessional time. This has been reduced to two daily hours of classroom para time per kindergarten section for the 2023-2024 school year.

English Learner (EL) Supports/Teacher to Student Staffing

There will be some additional funds coming to school districts in both years of the biennium to offset the current "cross-subsidy" of the EL staffing/programming costs. While it is not a large sum, it will provide some relief and allow us to provide additional support in this area. There were no proposed cuts to EL in our district, but there will be a modest increase in the amount of funding for EL.

Special Education Funding

The additional special education reimbursements are greatly appreciated. Without this increased funding, the cost-containment reductions would have been more severe. In simple terms, Wayzata expends about \$20 M on special education services. Prior to FY 2024, the district received about 50% of this back in the form of reimbursements. The General Fund of the district covered the other \$10 M. With the new education package, approximately 72% of these costs will be reimbursed by the state; a total of about \$4.5 Million in additional funding.

Student Supports (Counselors/Social Workers/Deans/Etc.)

Principals, support staff and teachers have reported increasing needs of students. The district is cognizant of the need to provide additional support to students. Our special services department can provide several personalized programming options through implementation of IEPs, 504 plans, etc. We have also added some support staff through use of our modest allocation of ESSER (federal funding dollars related to post-pandemic needs) funding. These can remain in place only through the 2023-2024 school year unless new funding is provided to support these positions into the future. Unfortunately, districts like Wayzata received far less ESSER funds per pupil than many other districts in the metro due to the formulas used to calculate eligible amounts for each school district. Despite the narratives that are often shared in the public through media outlets, many districts, particularly those like ours, did not receive large amounts of funds to meet all the student needs during the pandemic. Further, they did not make much of a difference in accommodating for the significant lost revenues and added costs associated with the pandemic. This was a big factor for WPS, i.e., lost revenue from decreased student enrollment. As has been noted in other meetings, growing school districts like ours were particularly hard hit in the 2020-2021 school year when the growth did not occur, yet the planning needed to ensure readiness if those students had materialized for that school year. Although there are some new dollars allocated for this support help, it is relatively modest for the next several years (FY 2025 at about \$23 per pupil unit, FY 2026 at about \$27 per pupil unit and then it goes up in FY 2027 to about \$48 per pupil unit.

Scheduling Change Ideas at the Middle School and High School (Scheduling Efficiencies)

A team will consider possible changes to the middle school and high school academic schedules. While the current team model at the middle schools and the block schedule at the high school have been well received over the years, they are both relatively costly models to operate. For many years, pre-COVID and when the district had significant annual growth, we were in a better position to maintain these models. The time has come when a review of our current scheduling patterns, and the financial feasibility of continuing these programs in their current form, needs to occur to seek possible efficiencies. It is uncertain what this might look like at this point, but several high school leadership team members have been studying other high school models from across the country. There are many modified versions of the block schedule that are worthy of consideration, such models can still provide students with a rich academic experience and are more financially sustainable. At the current time, details around this have not been developed thoroughly and no decisions have been made regarding changes to the secondary schedules. This exploratory work will occur in the coming months.

Fund Balance

School Board Policy 706 outlines expectations regarding the school district's unassigned fund balance. The policy states the following:

III. MINIMUM UNASSIGNED FUND The district will maintain an unassigned General Fund balance minimum of 5% to 7% of the previous year's expenditures. The General Fund minimum unassigned balance will be increased to compensate for any negative balances in the Food Service Fund and/or Community Service Fund. If the unassigned fund balance falls below

the projected minimum balance of 7%, the district administration will notify the board and present a plan to restore the fund balance to the acceptable level.

Here is a link to the full policy and regulations:

<file:///C:/Users/chace.anderson/Downloads/Policy%20706%20Fund%20Balance.pdf>
<file:///C:/Users/chace.anderson/Downloads/Policy%20706-R%20Fund%20Balance%20-%20Regulations.pdf>

As has been noted, the financial impact associated with the pandemic has been significant. This is primarily due to the loss of 200 students from the district and the lack of new student growth in the 2020-2021 school year. This, along with inflation and other factors, has led to a challenge for the short term and the long term. Policy 706 outlines the school board's expectation that the district maintains a solid fund balance in the event an unexpected economic challenge arises where reserve funds need to be utilized in budget preparation. The budget being presented for the 2023-2024 school year will contribute to the stabilization of the budget for the long term.

Summary Thoughts

The pandemic sent our school district and most others into some very challenging financial times. What we are currently experiencing is directly, or indirectly, related to the devastating impact on the school district budgets resulting from the pandemic. It was very costly, primarily due to the loss of students, lack of student growth, a spike in inflation, unfunded mandates, and other expectations required during the pandemic.

Any changes implemented for the 2023-2024 school year will be monitored closely and, where possible, adjustments will be made during the year to make improvements to the student experience. And, as we head into "Year 2" of this biennium, we will consider what worked and what didn't and reconsider some of the changes made, then determine if restorations are possible. Because there were so many changes in this legislative session, all of which still don't have specific costs affixed to them, we need to move forward with a measured response to ensure that we don't further jeopardize the district's long-term financial status.

The Finance and Operations department will provide a review of the budget at the work session on Monday, June 26 followed by an opportunity for board members to ask questions. This meeting will be followed by a special board meeting where the Fiscal Year 2024 budget will be presented for school board approval. Minnesota law requires that public school districts have an approved budget prior to July 1 of the new fiscal year. As a reminder, adjustments are made to program staffing during the summer months and throughout the school year as needs are discovered and modifications become necessary. We will do our very best to ensure the continuance of an excellent learning experience for each and every one of our students. It is very unfortunate that we are experiencing these financial challenges. We will continue to work hard to maximize our efficiency and effectiveness in delivering an outstanding education while at the same time ensuring the district's financial stability and sustainability for the long-term.

If you have questions, feel free to reach out to DeeDee or me. Thank you!

2023-2024 Budget Cost-Containment Summary & **(2024-2025 Cost-Containment Considerations-Italicized Entries)**

District Administration (\$1,040,100)

- Finance & Operations Department
 - Eliminate 1.0 FTE B & G Coordinator
 - Recode 0.25 FTE staff position to Federal funding
- Human Resources Department
 - Eliminate 0.8 FTE staff position
- Communications Department
 - Community Ed reimbursement to the General Fund for their share of communications services
- Office of the Superintendent
 - Savings through a 1.0 FTE retirement in Finance department and assignment of election duties to office of the superintendent
 - Superintendent salary freeze
- Teaching & Learning Department
 - Elimination of 1.0 science TOSA staff position (teacher on special assignment)
 - Reduction of data coach TOSA staff position by 1.0 FTE
 - Reduce admin pro from 12 months to 11 months
 - *(For 2024-2025: Reduction of 1.0 FTE admin pro staff position.)*
- Technology Department
 - Reduction of a 0.5 FTE Tech Para
 - Reduction of Technology Integration Specialists extended contract from 20 to 10 days
 - Reduction of 1.0 FTE Help Desk Position
 - Reduction of summer hourly support work
 - Transfer of telecommunications expenditures to tech levy
- Community Ed
 - Community Ed transfer of funds for facility costs
- General
 - Reduction in cell phone reimbursements

Elementary Schools (\$2,090,414)

- Change staffing ratio by +2
- Reduction in kindergarten paras by one hour per day (3 hours to 2 hours)
- Reduction of 2.0 FTE Enrichment Specialists (from 9.0 FTE to 7.0 FTE)

Middle Schools (\$995,000)

- Change staffing ratio by +2
- Reduction of 3.2 FTE Music staffing
- Reduction of 1.0 FTE Enrichment Specialist
- *(For 2024-2025: Consideration of modifications to the current middle school scheduling model for staffing efficiencies.)*

High School (\$1,365,295)

- Change staffing ratio by +2
- Reduce student services supervisor staff position
- Eliminate 10 month admin pro staff position - attendance para
- Eliminate auditorium manager staff position
- *(For 2024-2025: Consideration of modifications to the current high school scheduling model for staffing efficiencies.)*
- *(For 2024-2025: Consideration of open enrollment revenue for 9th and 10th grade at the high school level.)*

Cost Containment Process Details



Excellence. For each and every student.

Revised 6-23-2023

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
District Administration				
Reduce Administration & Support: Finance & Operations	-1.50	-189,598		
Reduce Administration & Support: Human Resources	-0.80	-106,874		
Reduce Administration & Support: Communications		-25,045		
Reduce Administration & Support: Superintendent's Office		-38,746		
Reduce Administration & Support: Teaching & Learning	-2.15	-284,463	-1.00	-79,024
Reduce Administration & Support: Technology	-1.00	-159,715		
Shift Telecommunication Costs to Technology		-250,000		
Increase Community Ed Chargeback		-60,000		
Reduce Cell Phone Reimbursement		-38,442		
Total District Administration	-5.70	-1,152,883	-1.00	-79,024
Elementary Schools				
Reduce Administration & Support	-0.75	-190,000	-1.00	-220,570
Change Staffing Ratios	-14.00	-1,641,329		
Reduce Programs	-2.00	-234,476		
Total Elementary Schools	-16.75	-2,065,804	-1.00	-220,570
Middle Schools				
Reduce Administration & Support	-1.00	-118,000		-15,236
Change Staffing Ratios	-2.86	-335,101		
Explore Schedule Efficiencies	-3.50	-410,332	-9.43	-1,104,966
Reduce Programs	-1.00	-117,238	-1.00	
Total Middle Schools	-8.36	-980,671	-10.43	-1,120,202
High School				
Reduce Administration & Support	-1.46	-157,074		-17,918
Change Staffing Ratios	-10.15	-1,190,303		
Explore Schedule Efficiencies			-10.49	-1,229,988
Total High School	-11.61	-1,347,377	-10.49	-1,247,906
Transportation				
Reduce Other Bus Routes		-94,760		-40,000
Total Transportation	0	-94,760	0	-40,000
Revenue				
Increase Athletic/Activity Fees				+50,000
Increase Parking Fees				+22,000
Add 100 Open Enrollment Students in Grades 9 & 10			+4.31	+348,536
Total Revenue	0		+4.31	+420,536
Cost Containment Process District Totals	-42.42	-5,641,495	-16.61	-3,152,848

Cost Containment Process Summary

Excellence. For each and every student.

Revised 6-23-23

	FY 2023-24		FY 2024-25	
	FTE	Amount	FTE	Amount
Revenue				
Add Open Enrollment Students: Grade 9-10			+4.31	+348,536
Increase Athletic/Activity Fees: High School				+50,000
Increase Parking Fees: High School				+22,000
Total Revenue - Increases	0		4.31	420,536
Expenses				
Reduce Administration & Support: Districtwide	-8.91	-1,269,515	-1.00	-357,358
Change in Staffing Ratio: K-12	-27.01	-3,166,732		
Explore Schedule Efficiencies: Secondary	-3.50	-410,332	-19.92	-2,334,954
Reduce Programs: : K-12	-3.00	-351,713		
Reduce Transportation: K-12		-94,760		-40,000
Shift Telecommunication Costs: Technology		-250,000		
Misc Expenses: Districtwide		-98,442		
Total Expenses - Containment	-42.42	-5,641,495	-20.92	-2,732,312
Cost Containment Process District Totals	-42.42	-5,641,495	-16.61	-3,152,848