



Excellence. For each and every student.

**BOARD OF EDUCATION**

Working Meeting - Monday, April 24, 2023 - 4:00 PM  
Wayzata Public Schools District Office  
210 County Road 101 North  
Plymouth, Minnesota 55447

**Minutes of Work Session Meeting**

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, April 24, 2023, beginning at 4:00 PM in the Wayzata Public Schools District Office  
210 County Road 101 North  
Plymouth, Minnesota 55447.

<b>1. ROLL CALL/CALL TO ORDER</b>	
<b>2. SUPERINTENDENT'S REPORTS</b>	
A. Community Survey Results (45 minutes)	2
<b>3. COMMUNITY ED REPORTS</b>	
A. Connect at 3 Program (30 minutes)	23
<b>4. TEACHING AND LEARNING REPORTS</b>	
A. Reading and Literacy Update (45 minutes)	48
<b>5. BUSINESS AND FINANCE SERVICES REPORTS</b>	
A. Overview of Current Voter Approved Levies (15 minutes)	71
B. Facilities Update (15 minutes)	83
<b>6. HUMAN RESOURCE SERVICES REPORT</b>	
<b>7. ADJOURN</b>	

# **Wayzata Public Schools**

## 2023 Residential Study

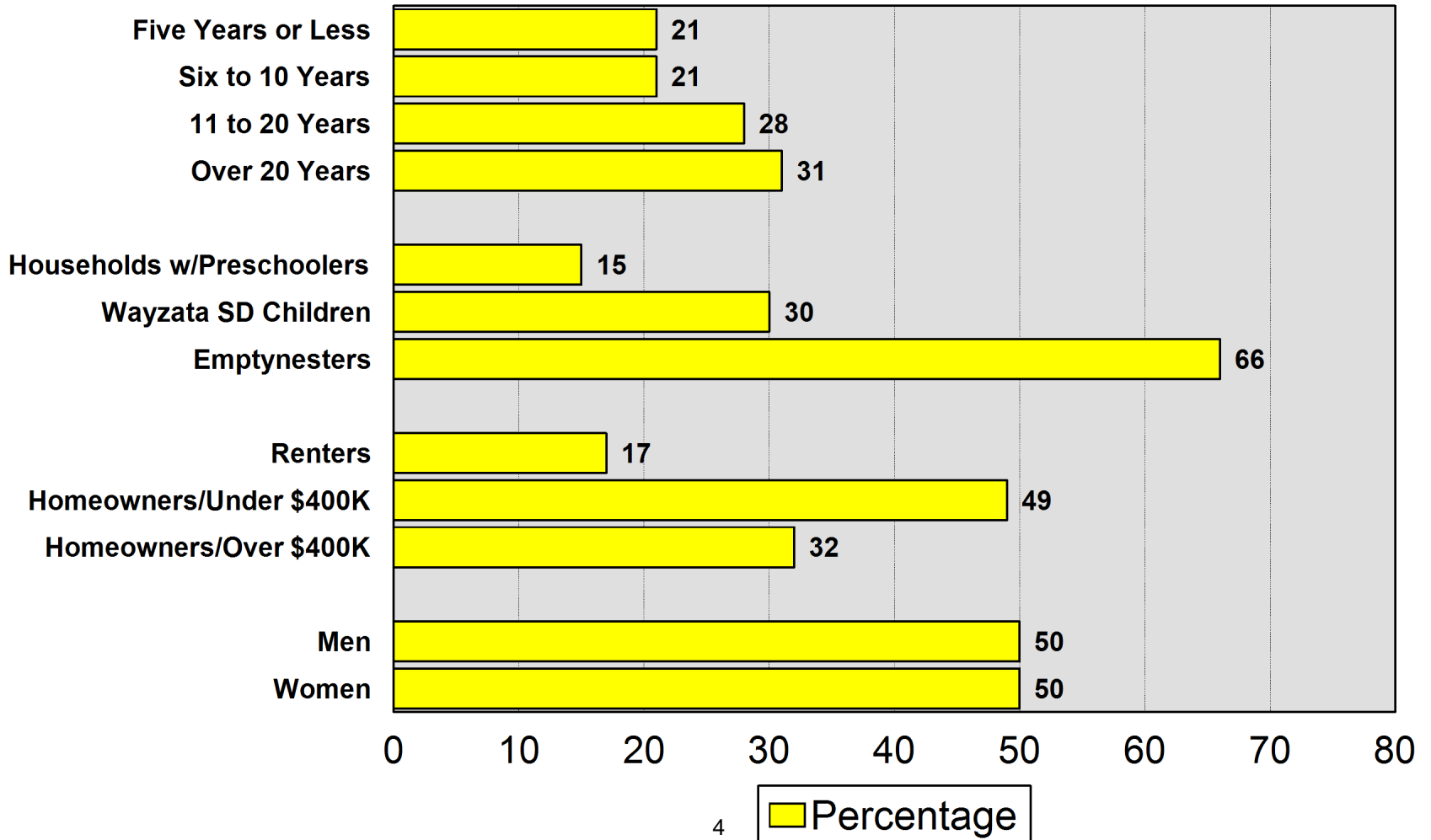
# Survey Methodology

## 2023 Wayzata Public Schools

- 4 625 random sample of Wayzata School District residents
- 4 Results projectable within +/-4.0% in 95 out of 100 cases
- 4 Average interview time of 7 minutes
- 4 Non-response level of 5.5%
- 4 Telephone interviews conducted between March 31 and April 13, 2023

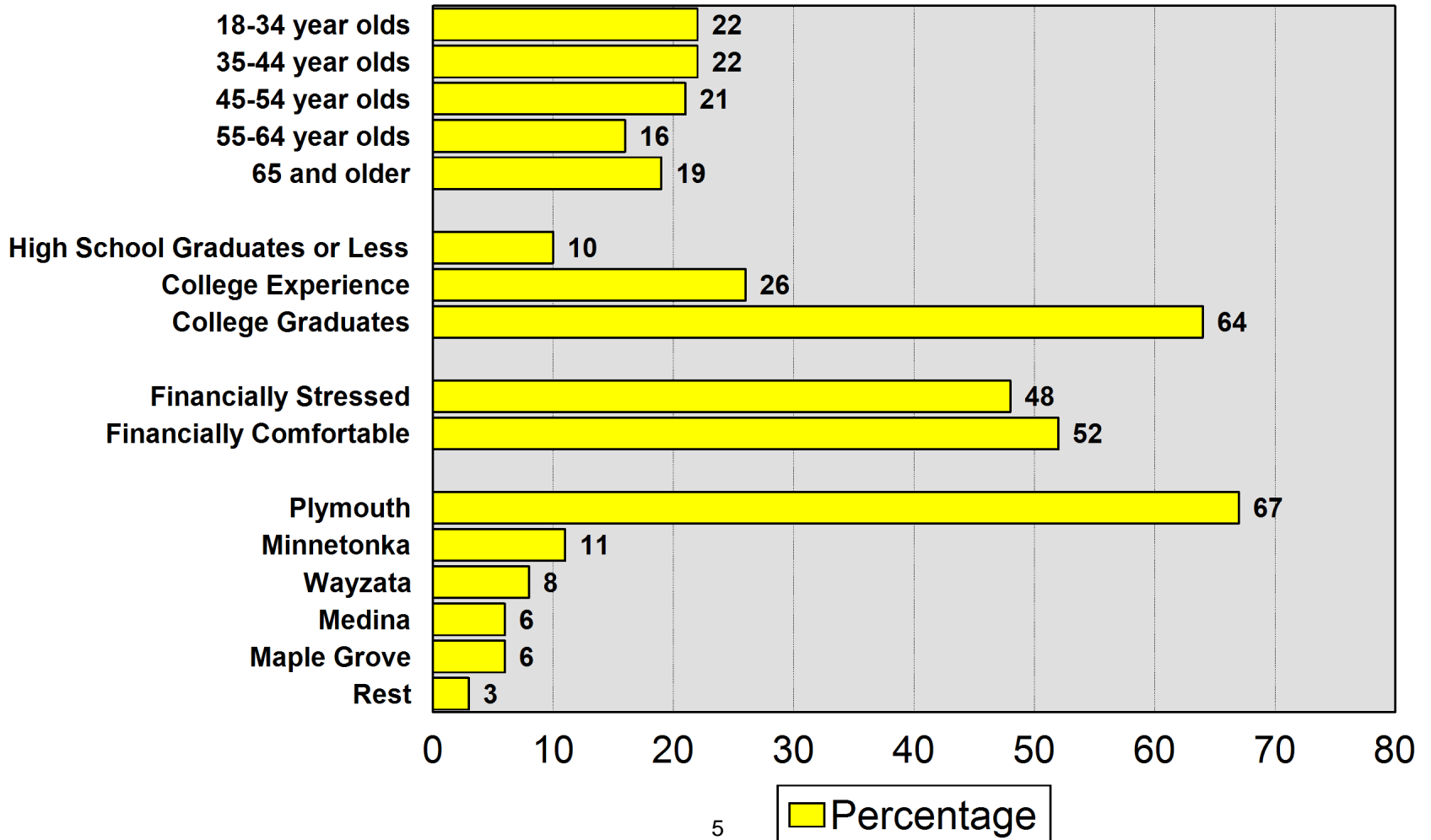
# Demographics I

## 2023 Wayzata Public Schools



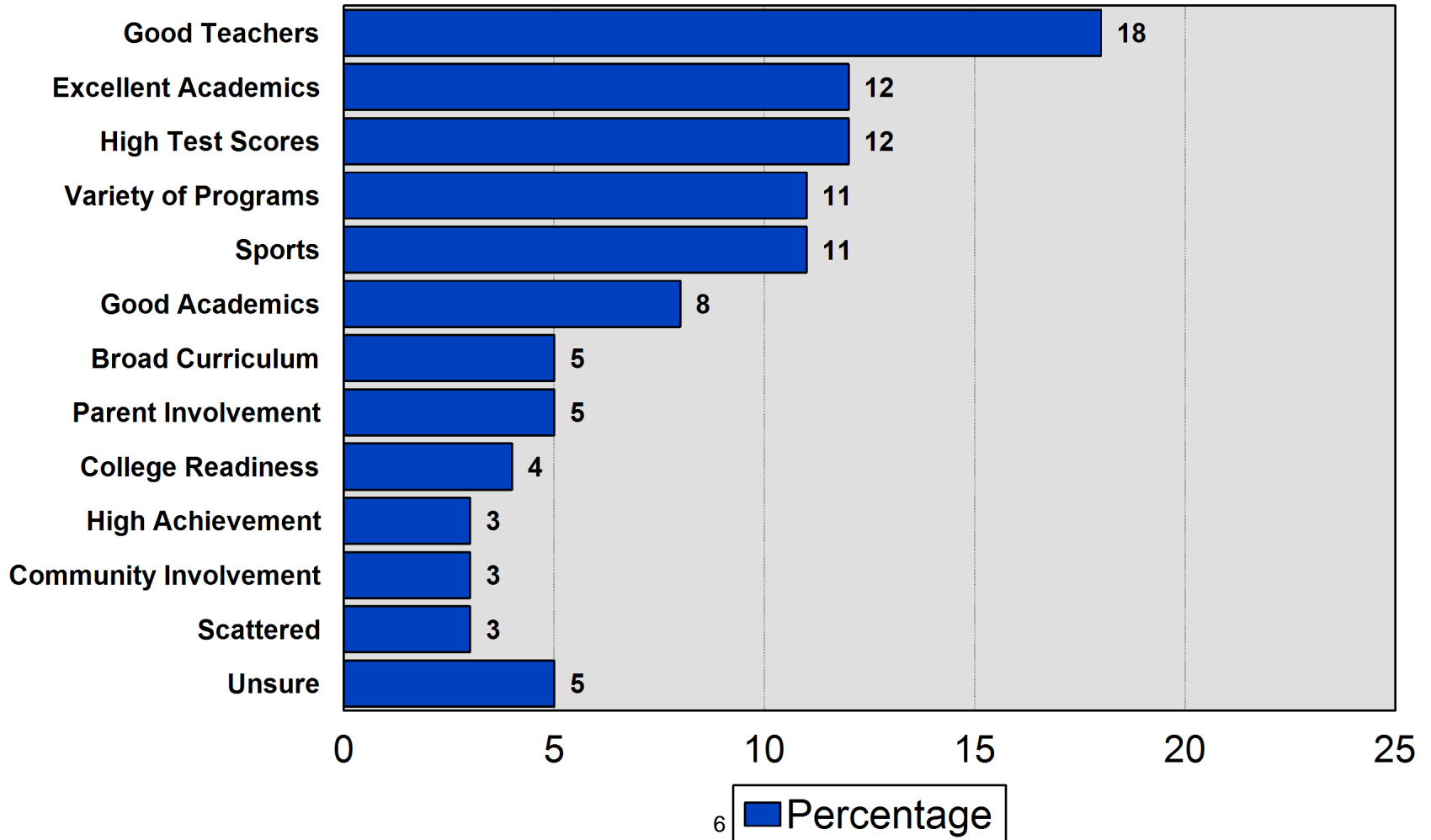
# Demographics II

## 2023 Wayzata Public Schools



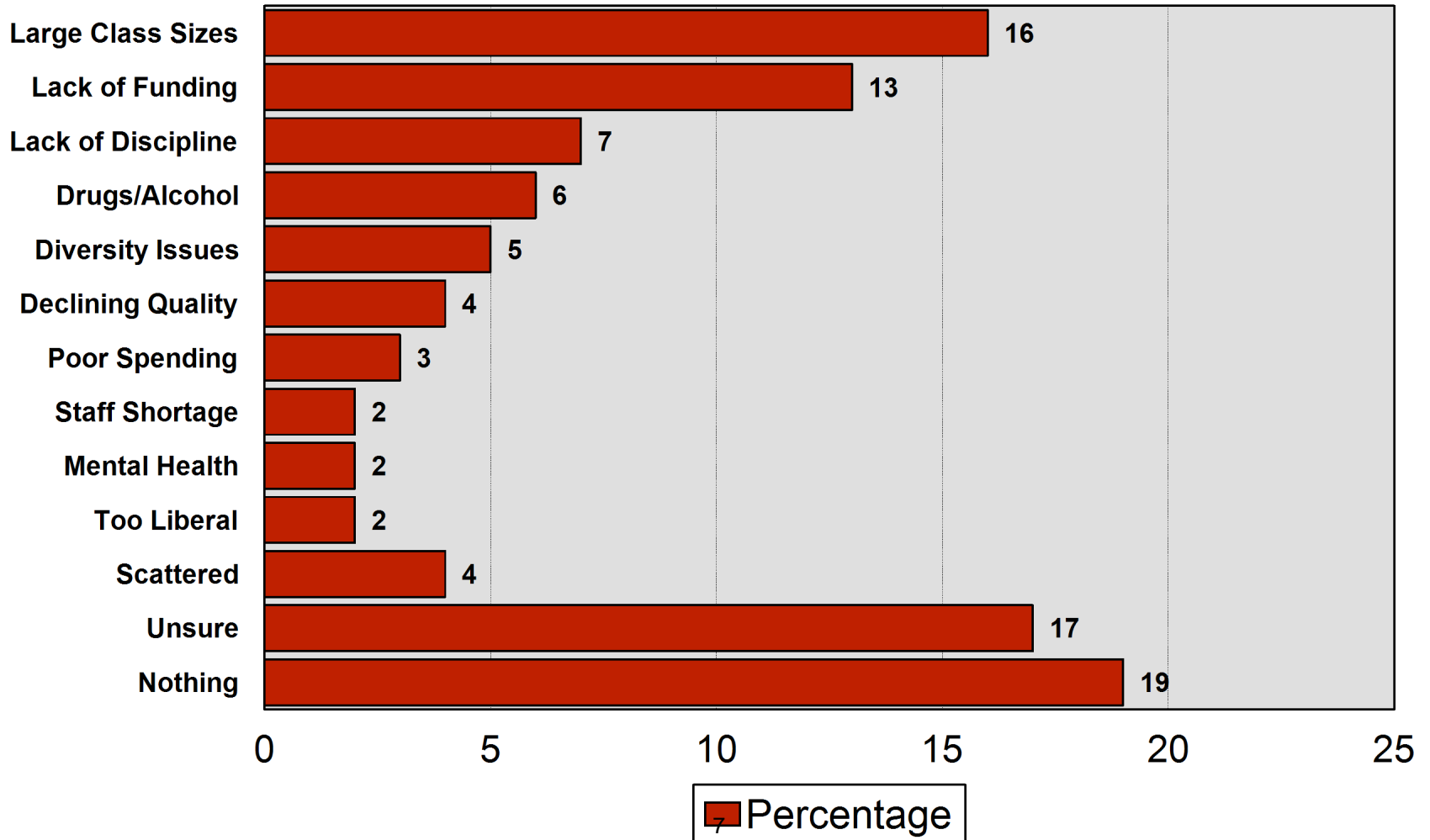
# Like Most

## 2023 Wayzata Public Schools



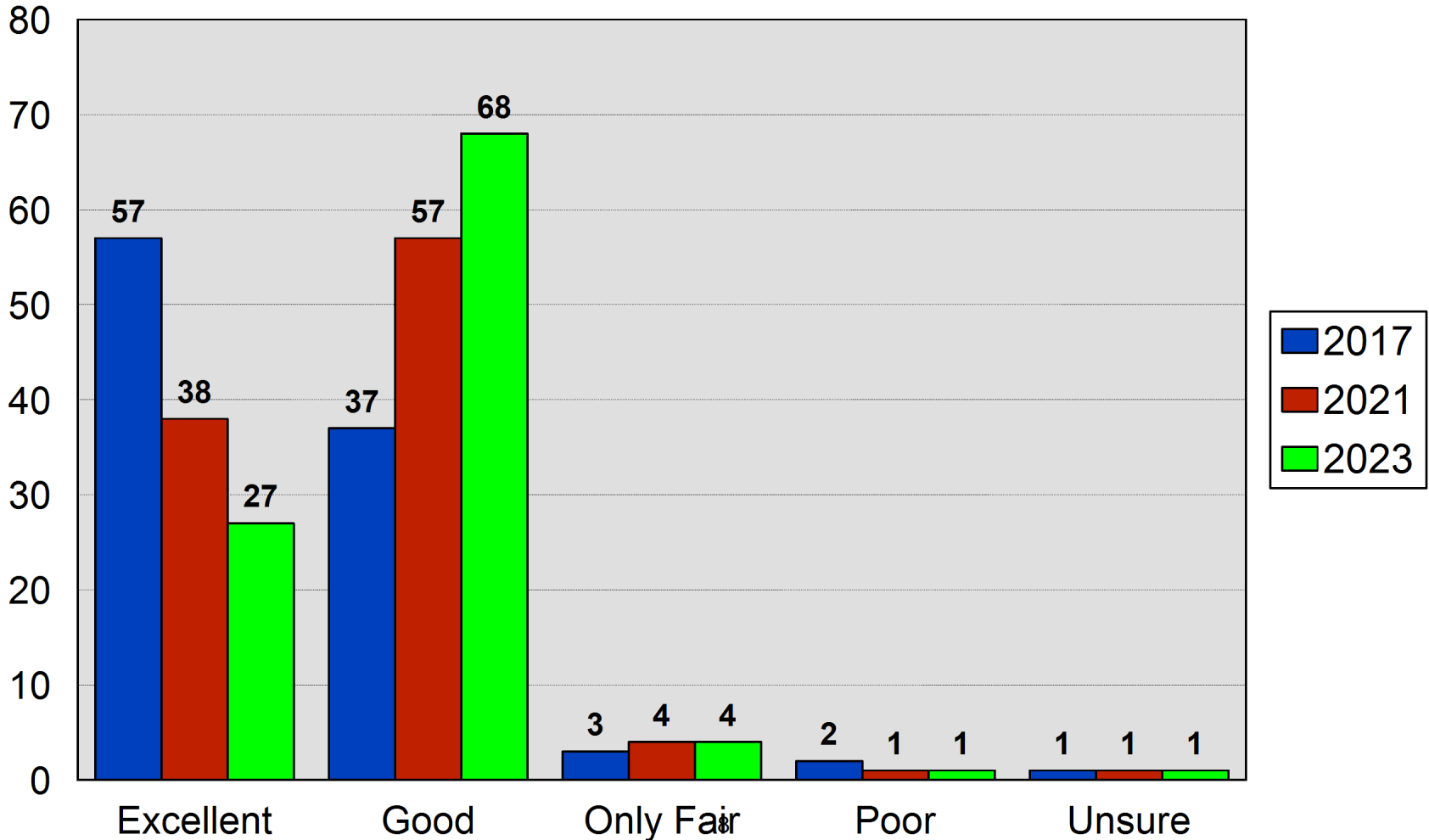
# Most Serious Issue

2023 Wayzata Public Schools



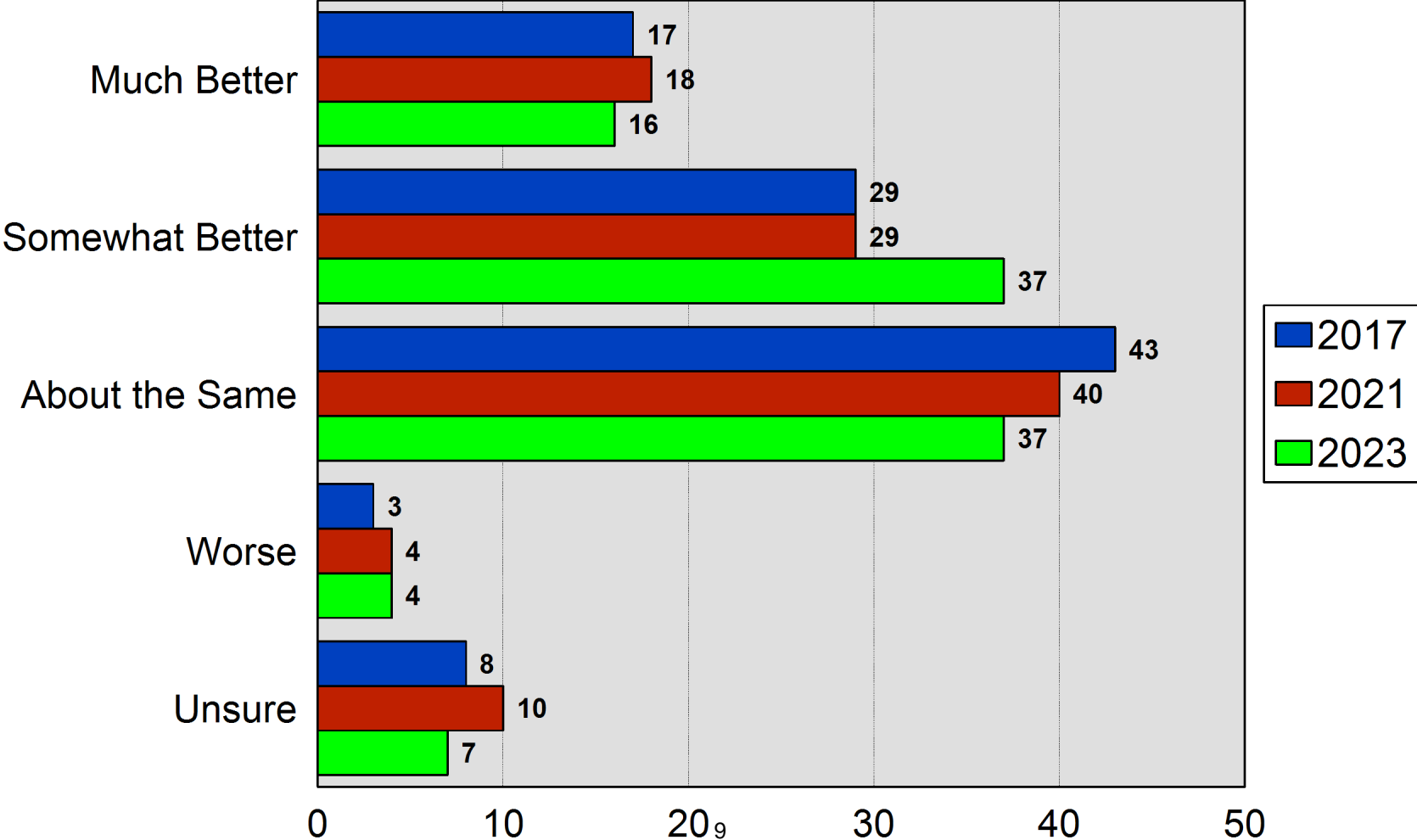
# Quality of Education

2023 Wayzata Public Schools



# Compared with Three Years Ago

2023 Wayzata Public Schools



# Meeting the Learning Needs of....

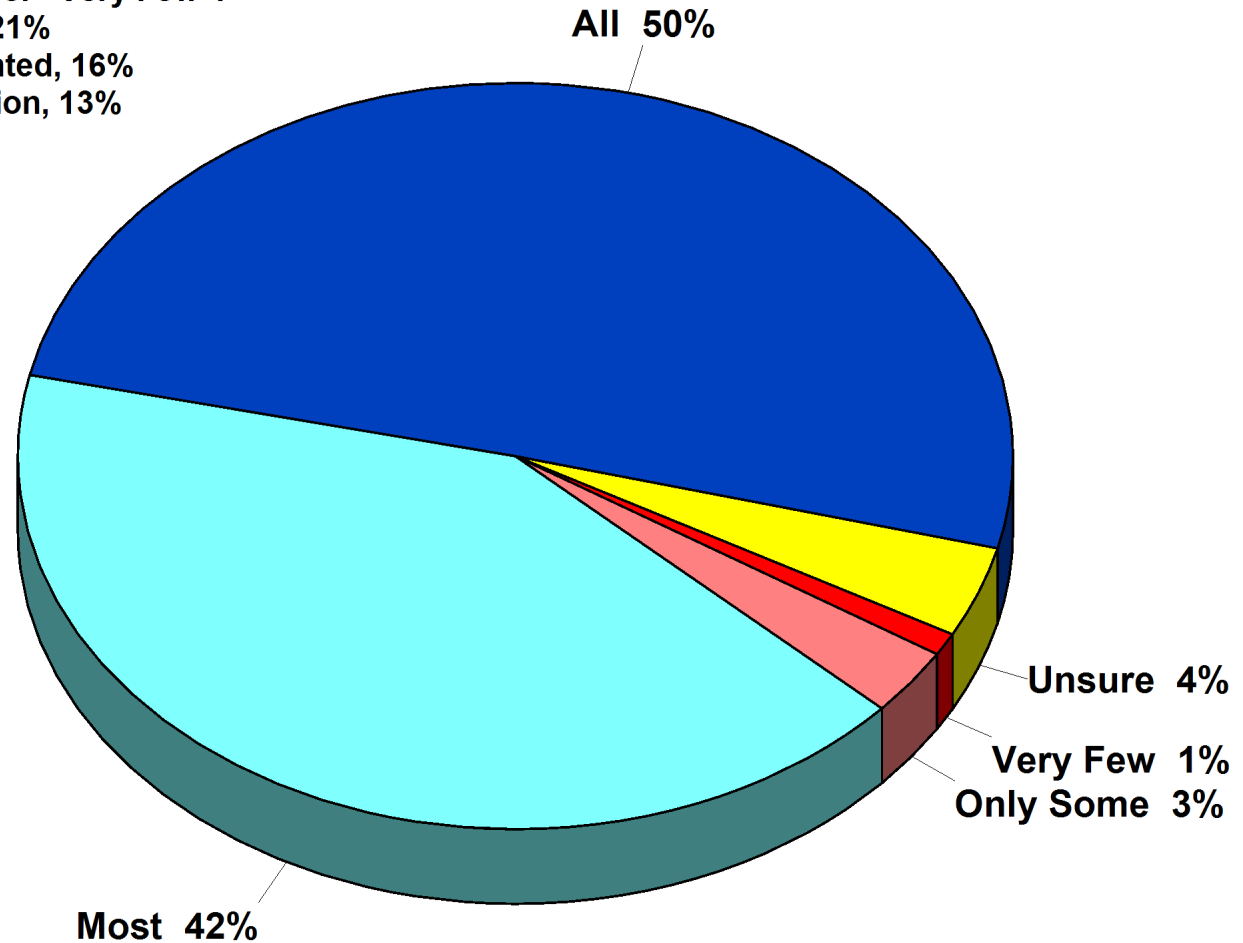
## 2023 Wayzata Public Schools

“Most,” “Only Some,” or “Very Few”:

Average, 21%

Gifted and Talented, 16%

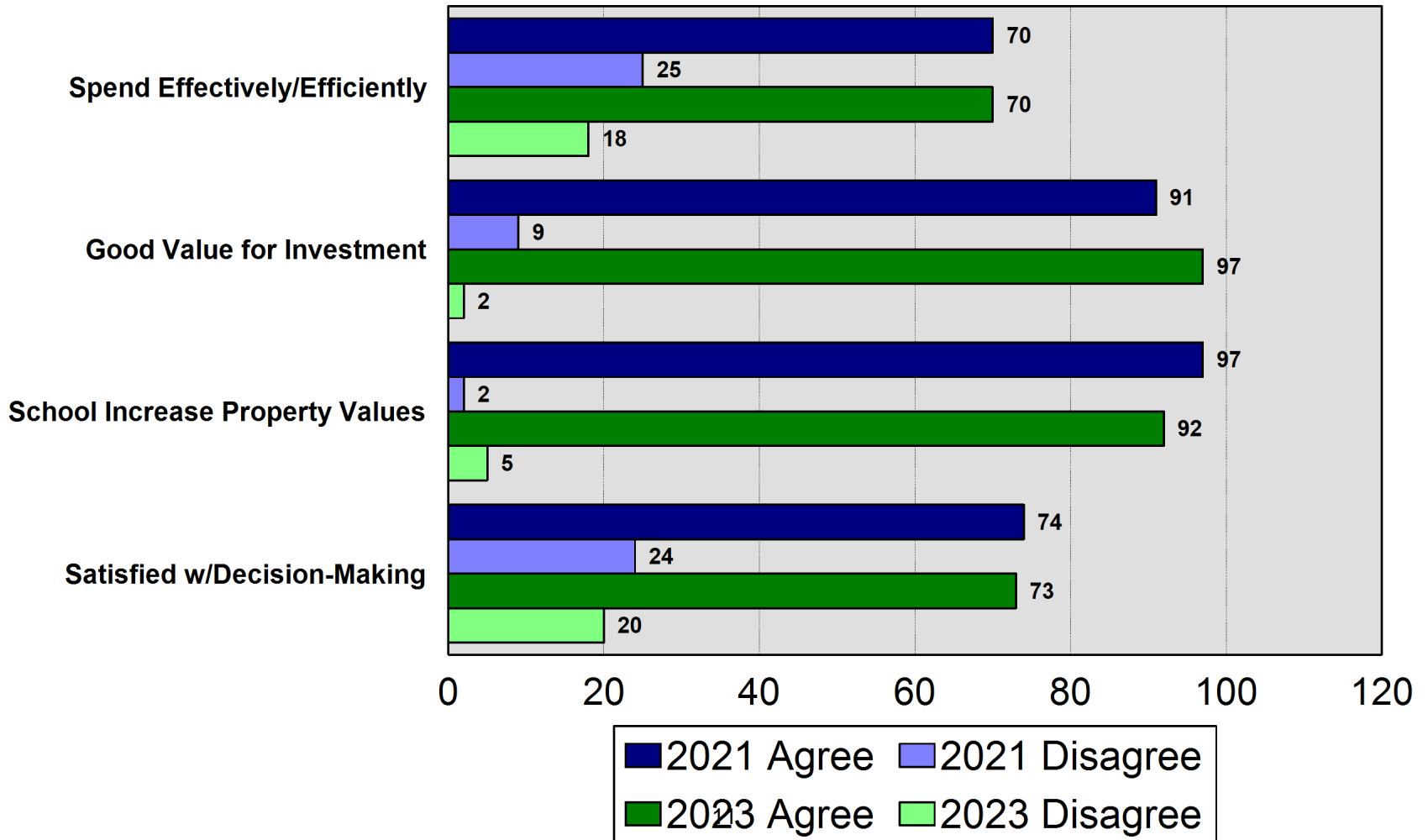
Special Education, 13%



10

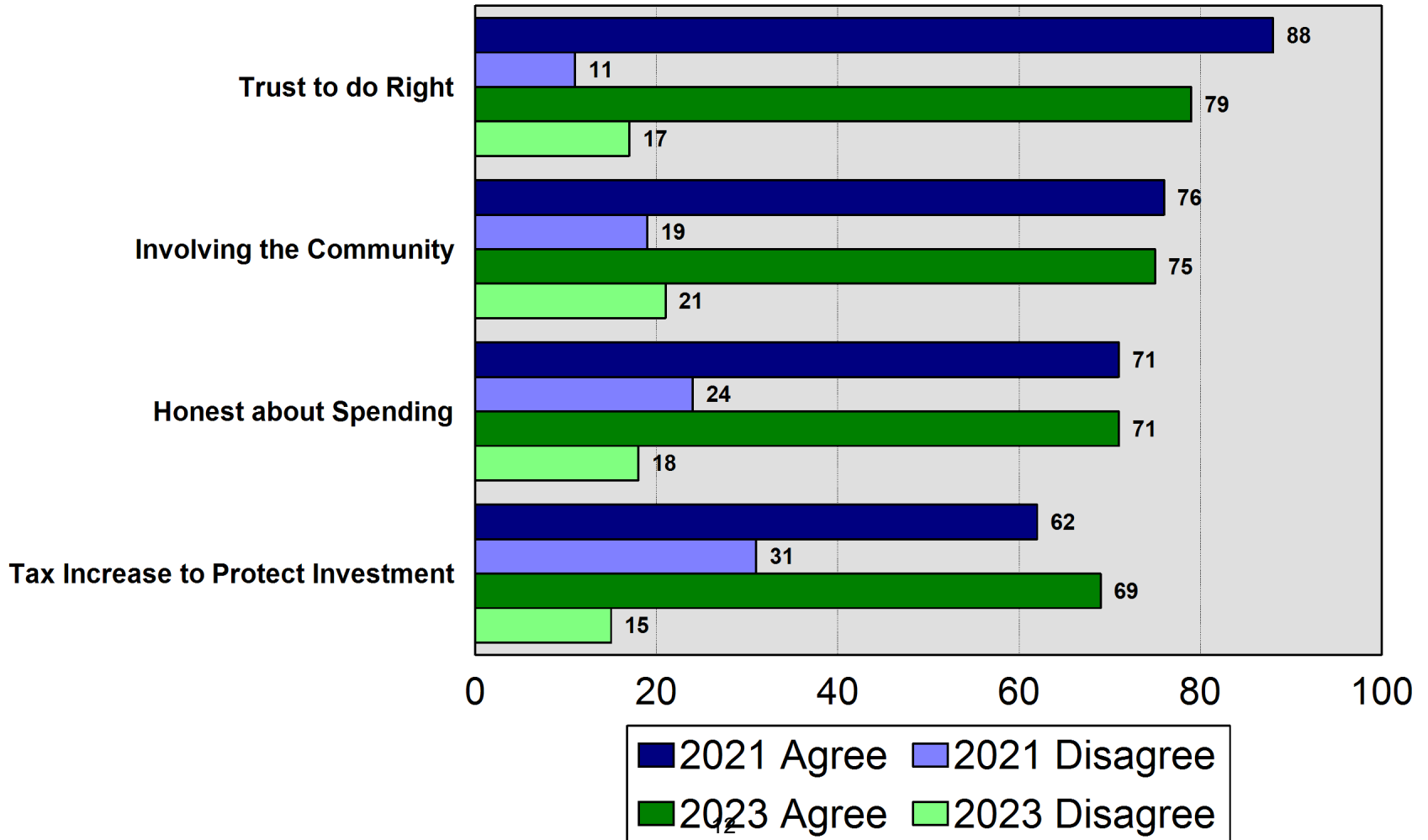
# Specific Perceptions I

2023 Wayzata Public Schools



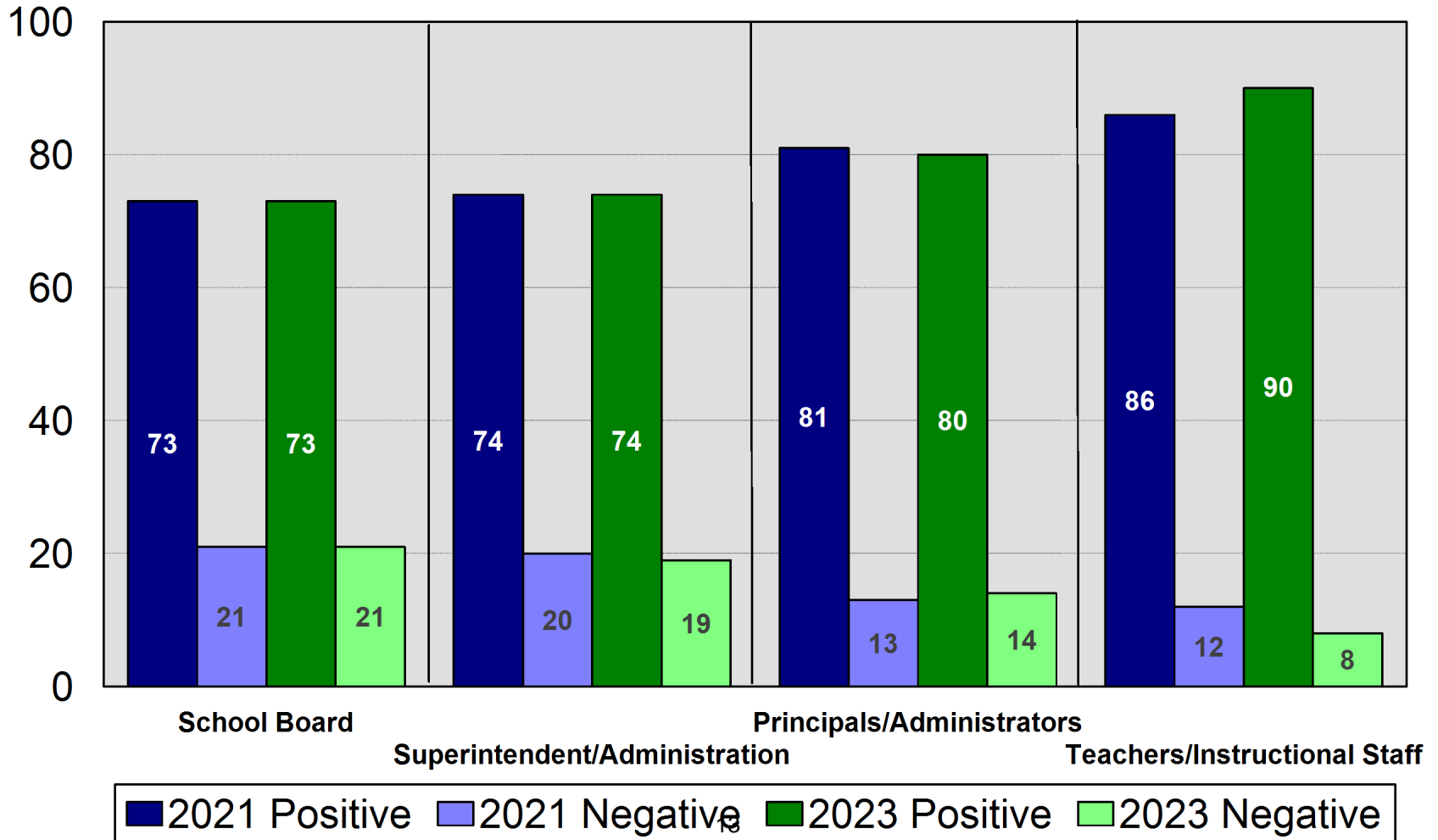
# Specific Perceptions II

2023 Wayzata Public Schools



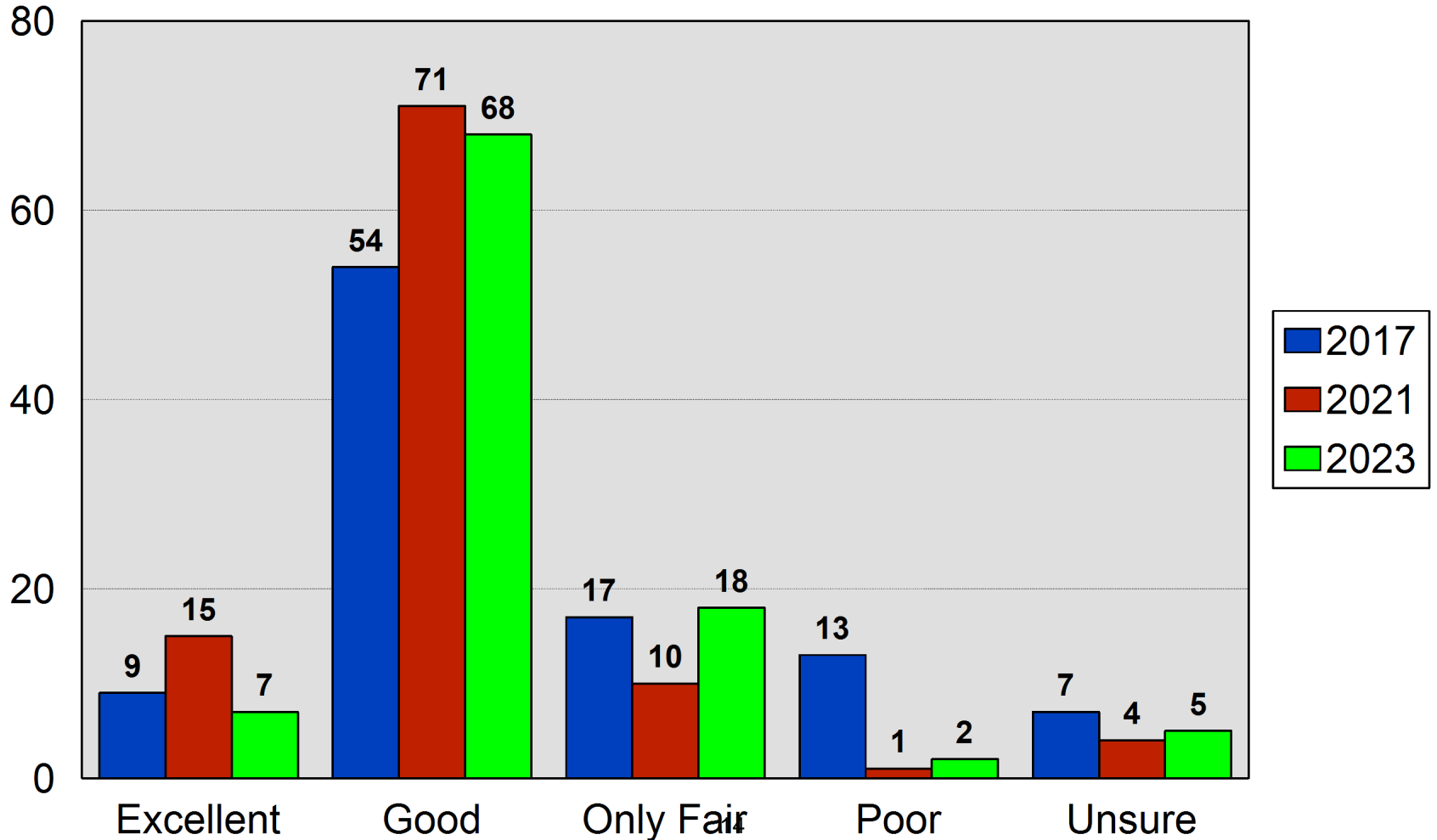
# Job Performance Ratings

2023 Wayzata Public Schools



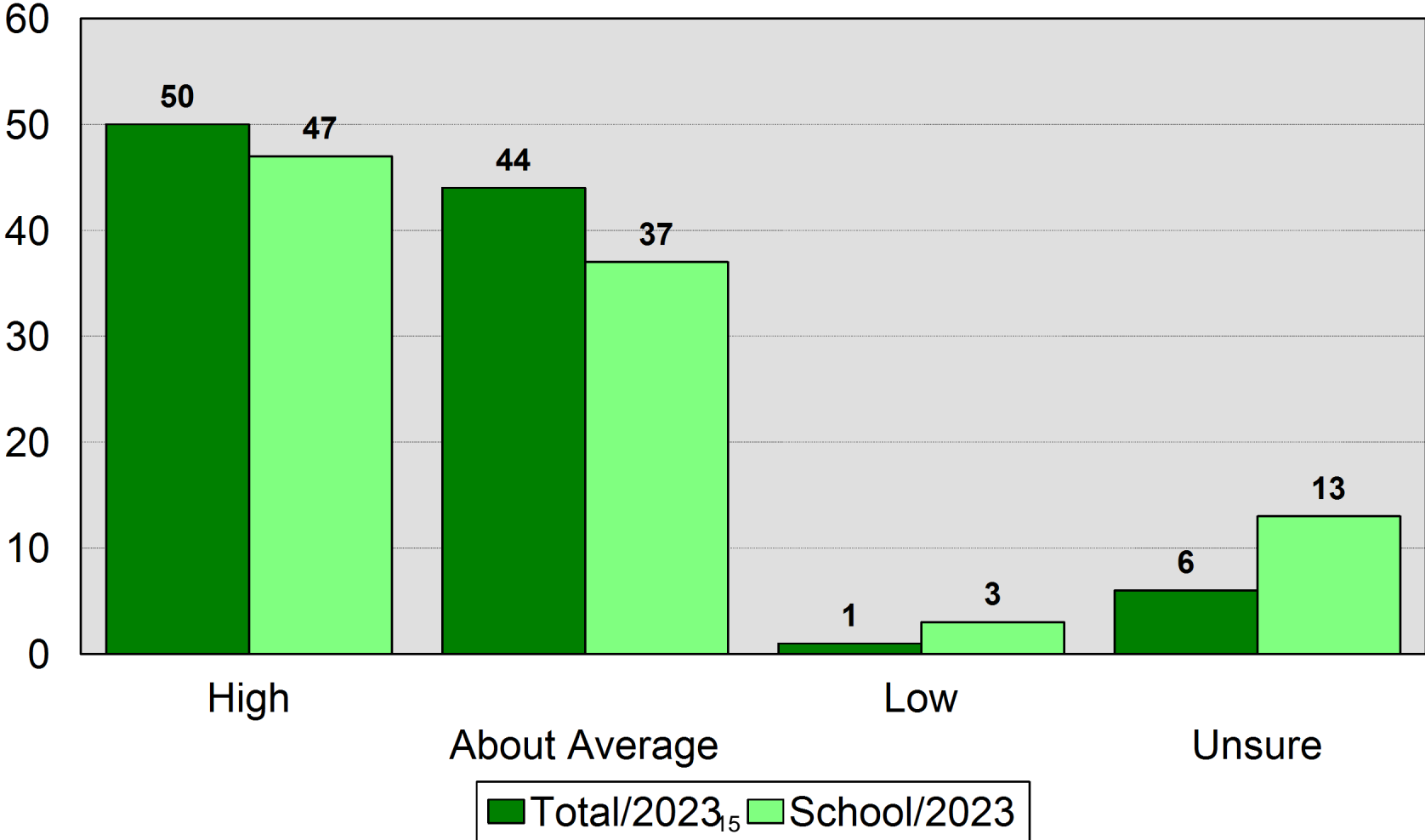
# Financial Management

2023 Wayzata Public Schools



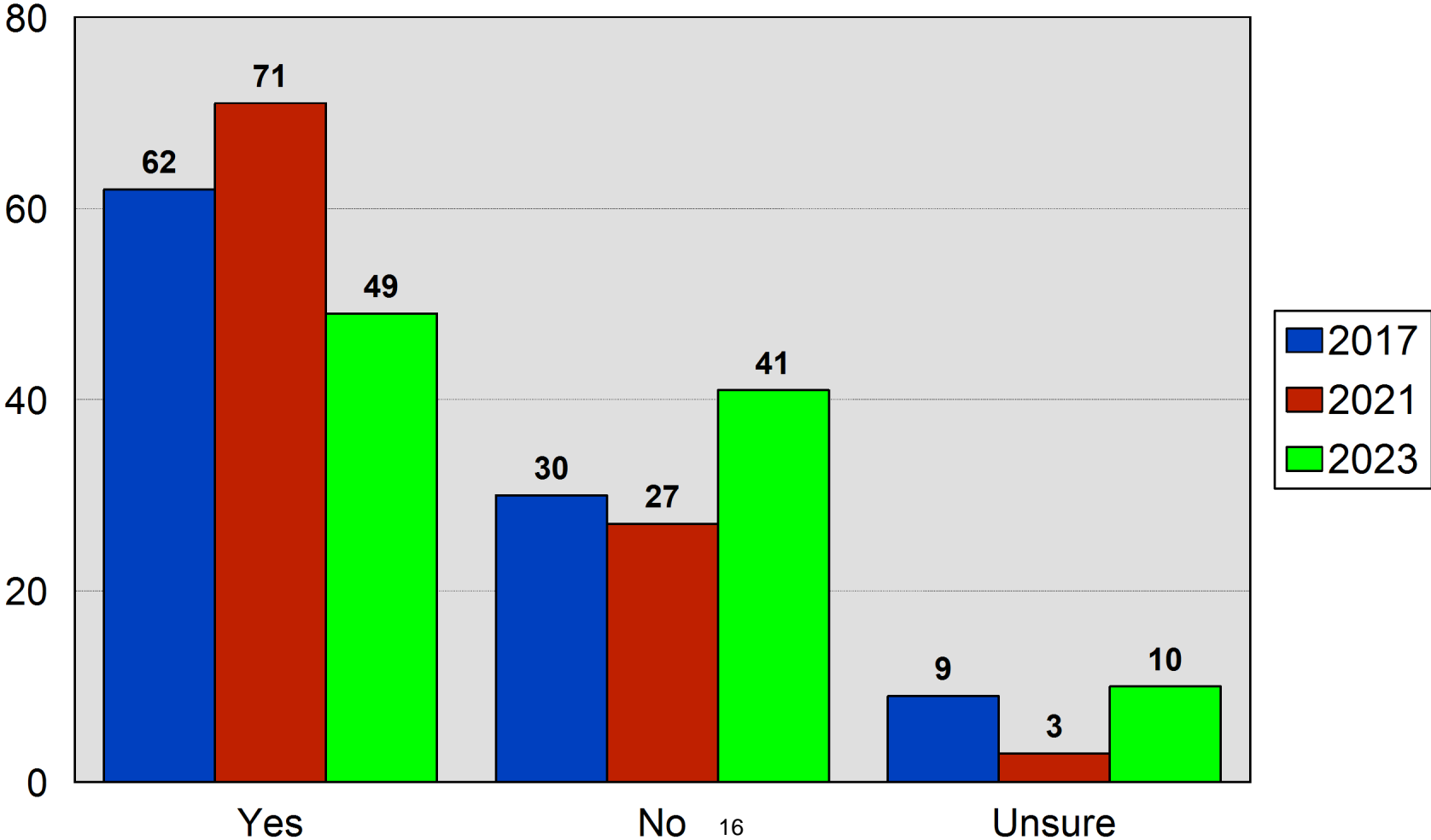
# Property Tax Climate

2023 Wayzata Public Schools



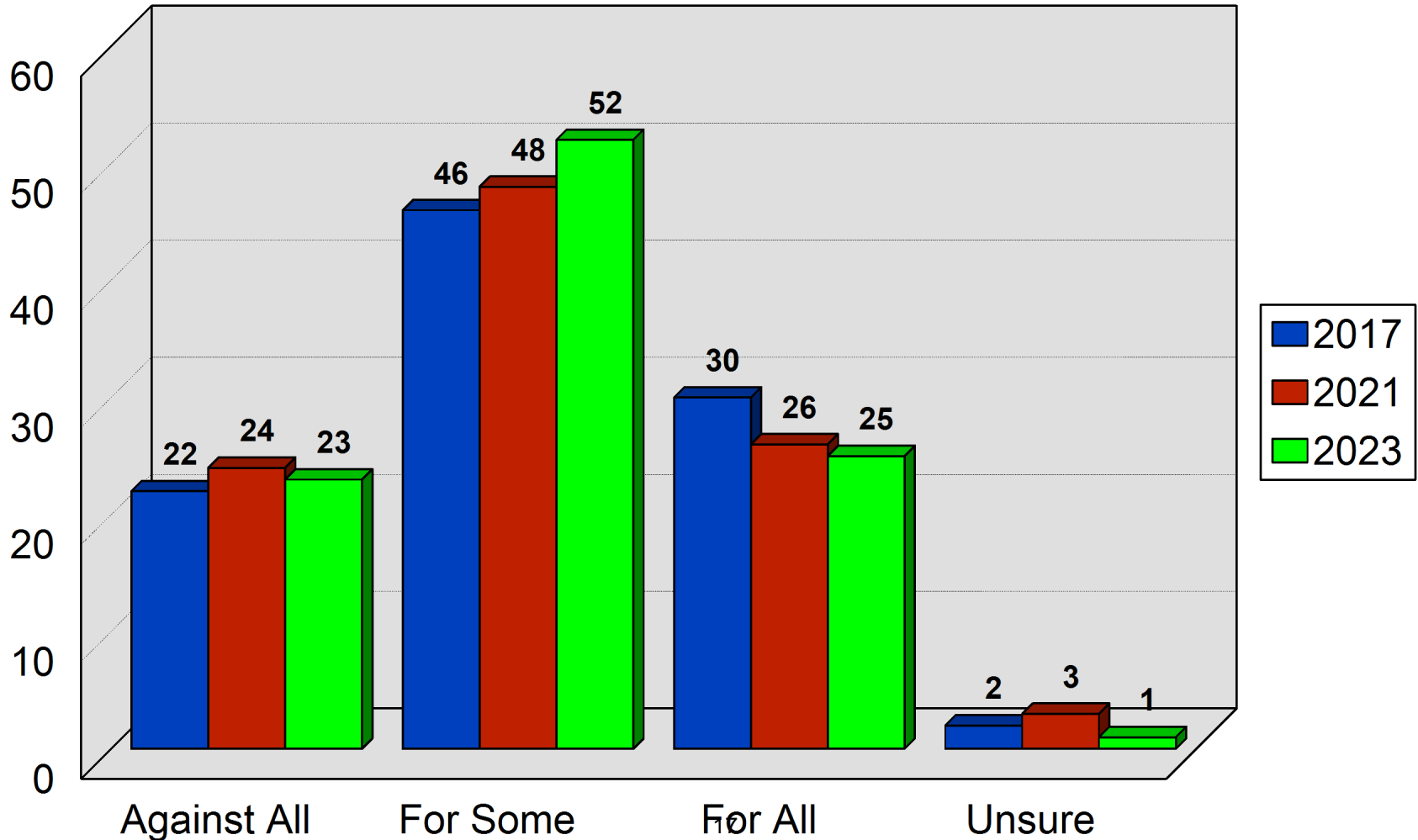
# Adequately Funded

2023 Wayzata Public Schools



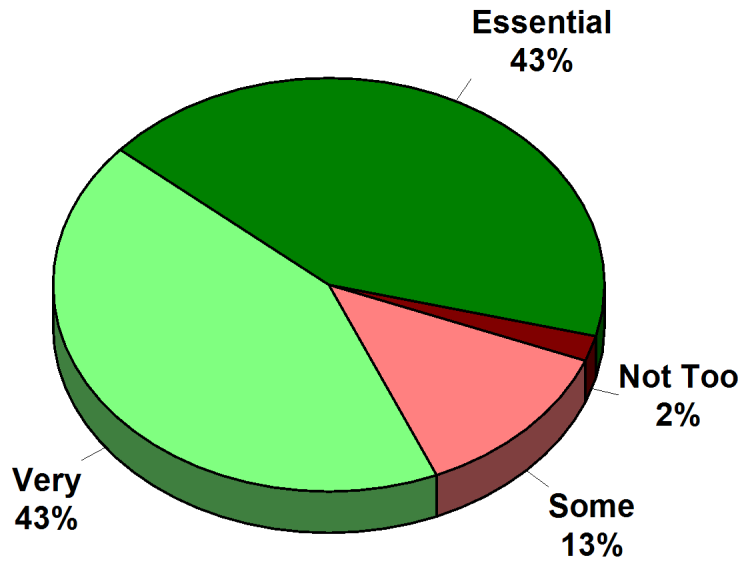
# Tax Increase Predisposition

2023 Wayzata Public Schools

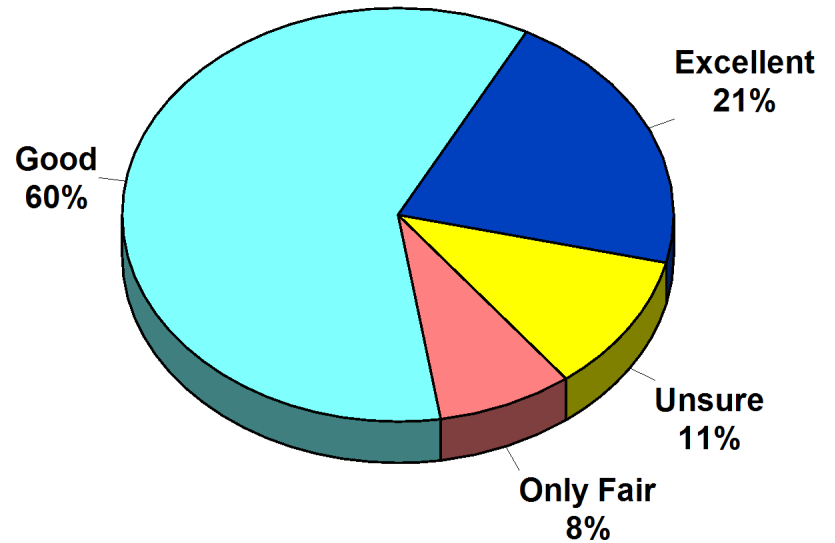


# Technology

## 2023 Wayzata Public Schools



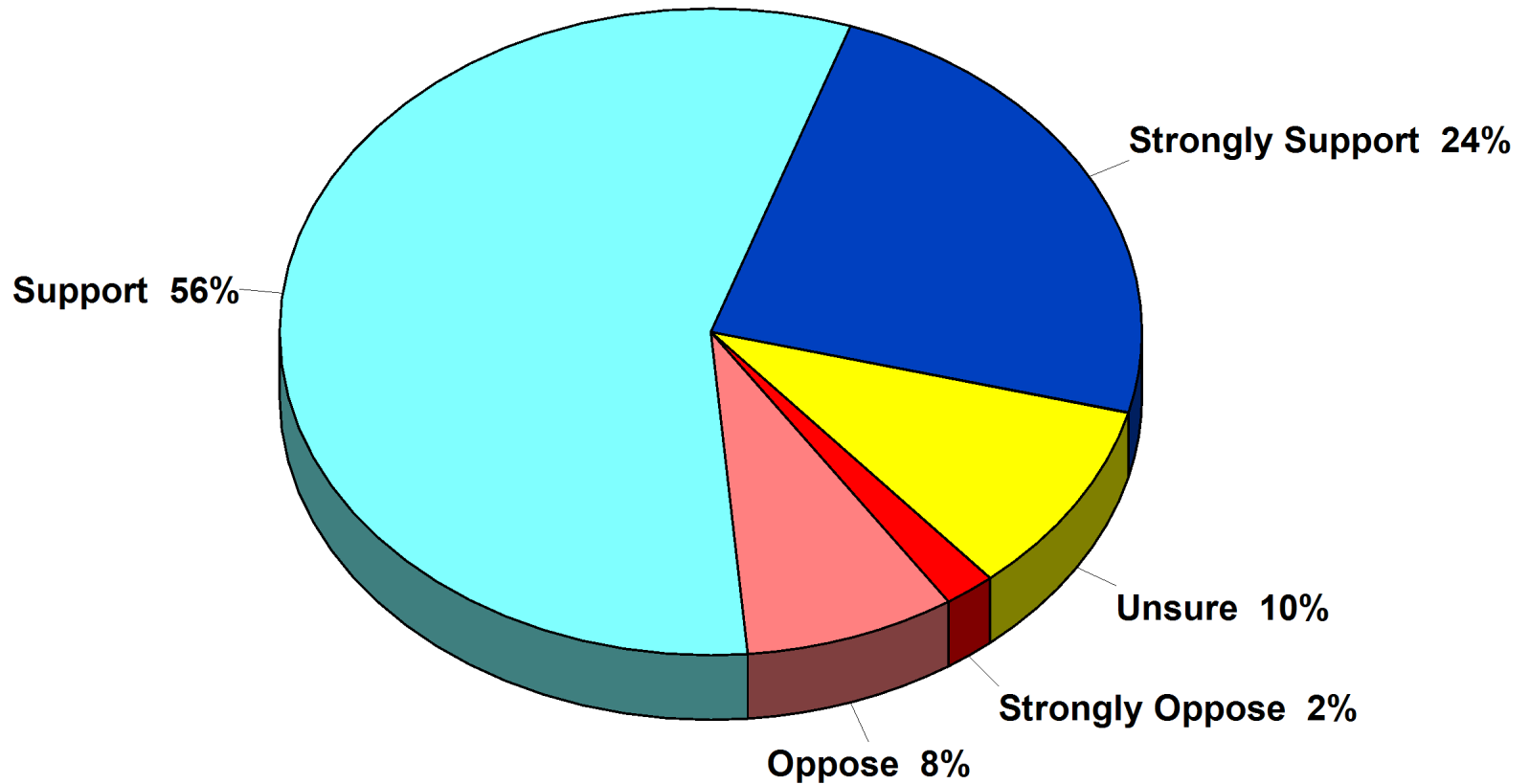
Importance for Today's Students



Rating Technology Opportunities in Wayzata Public Schools

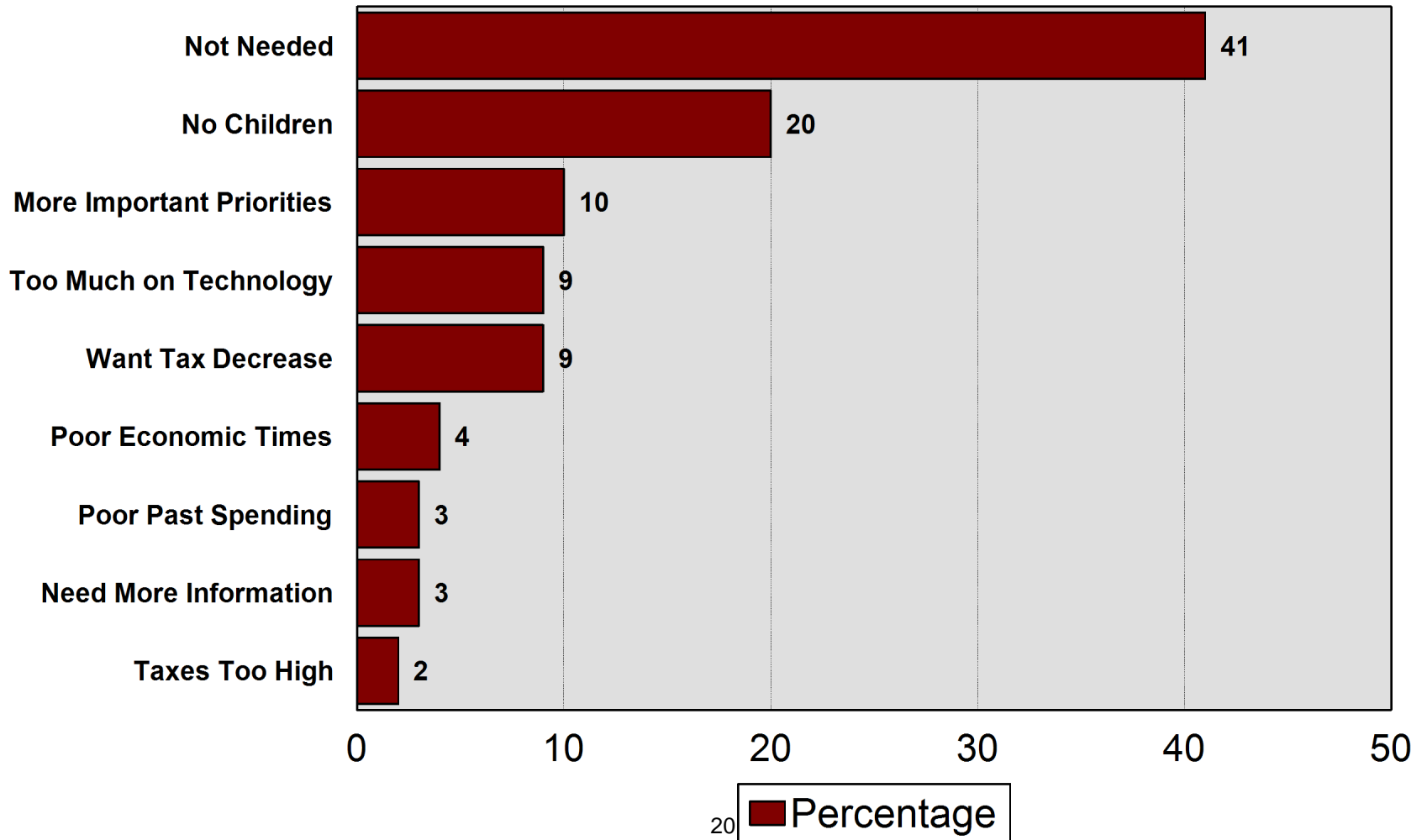
# \$706 Per Pupil Technology Levy Renewal

2023 Wayzata Public Schools



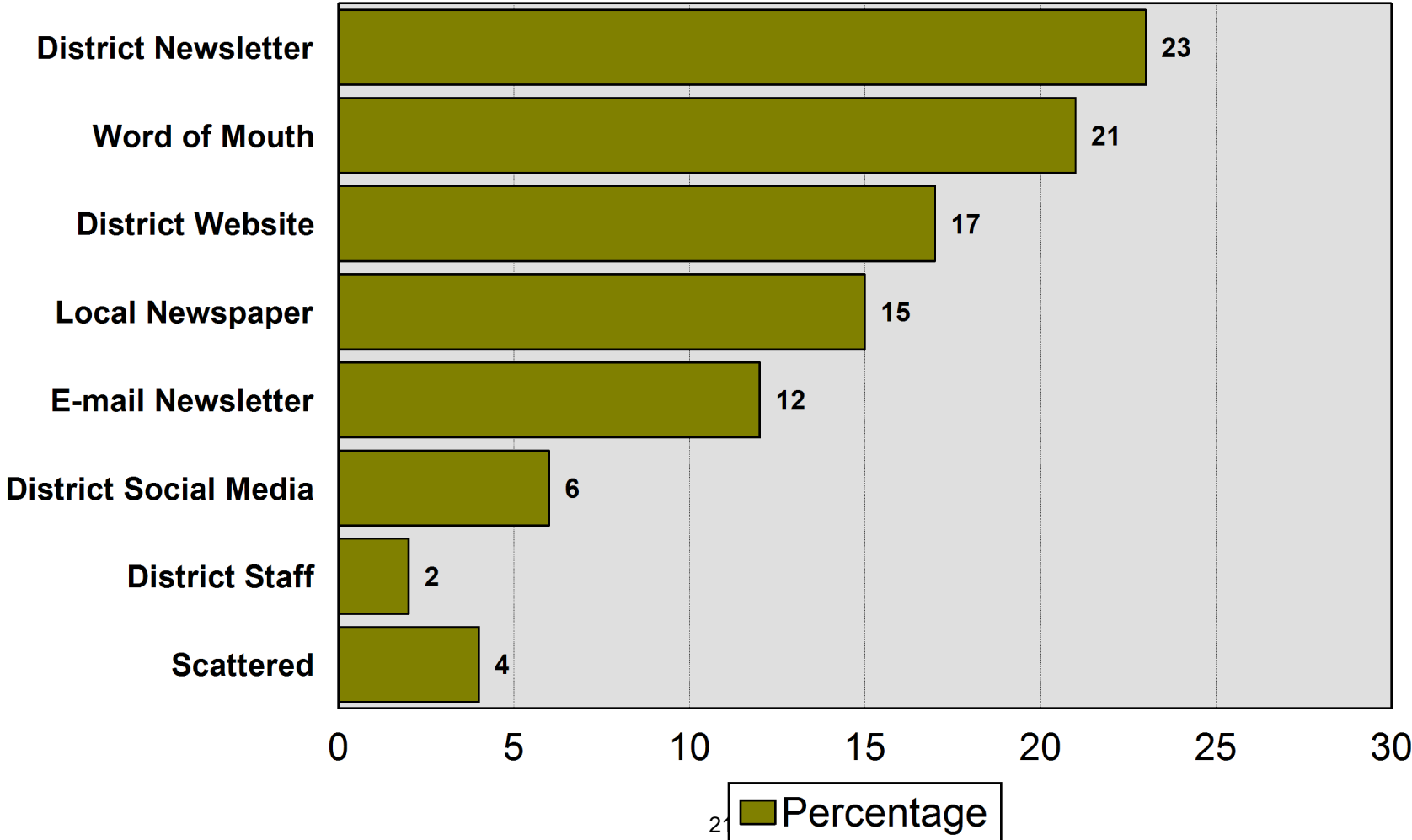
# Reason for Opposition

2023 Wayzata Public Schools



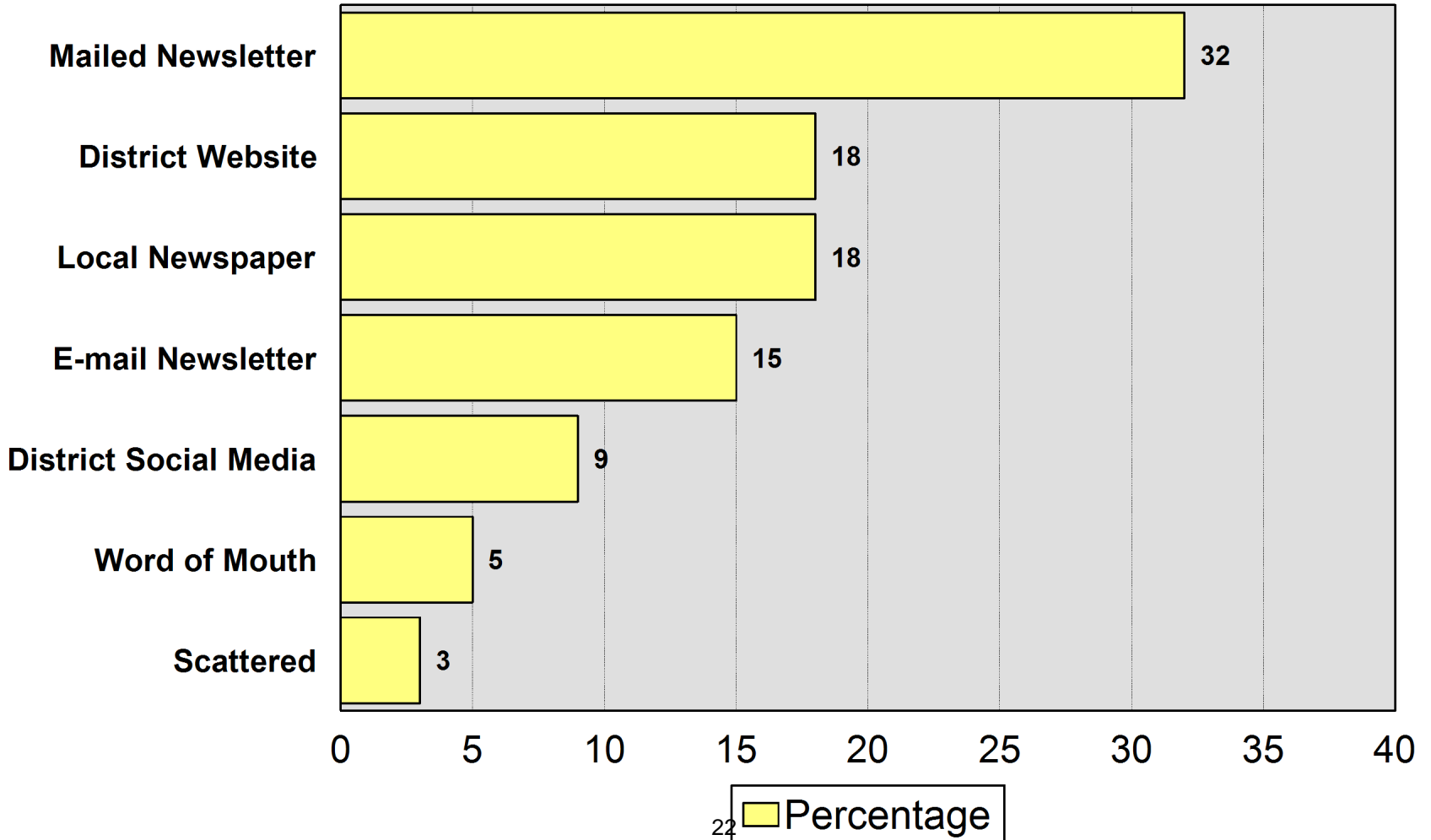
# Principal Source of Information

2023 Wayzata Public Schools



# Most Effective Way

2023 Wayzata Public Schools





# Connect at 3

meet. share. prepare.

# A district-wide umbrella for connecting with 3 and 4-year-olds



## The Successful Learner Equation



The Successful Learner Equation reminds us that it is not the responsibility of the child to be “ready” for school. It is the responsibility of adults, schools/programs, environments, communities, and systems to be ready to support each child.

# Successful Learner Equation

The Successful Learner Equation recognizes four interconnected components that foster successful learners.

- **Ready families** — Establish the foundation for their child’s health, development and learning within the context of their family’s cultural values, norms and beliefs
- **Ready communities** — Offer services to enhance the health, safety, economic stability, development and learning of children and families within their cultural context.
- **Ready schools and programs** — Deliver high-quality, developmentally appropriate, culturally and linguistically responsive care and education that supports families in nurturing their child’s healthy development and learning.
- **Ready state with ready systems** — Provide equitable access to comprehensive services and resources that support families and children from all backgrounds.

# Background

27

# Problem

- Children are being screened later (age 4 or 5 rather than age 3).
- Intervention and supports are starting later.
- There's also a perceived equity gap.

# We took a closer look at the situation

- Listened to
  - Early Learning School leadership
  - Early Learning School screeners and support staff
  - Enrollment and equity leadership
- Reviewed
  - Existing data
  - Audience
  - Materials
  - Landscape
- Identified emerging themes and ideas

# Key finding #1

## 1. Early Childhood Screening

- Often a family's first connection to our district.
- State messaging is dated, bureaucratic, demanding, confusing.
- We focus on the requirement, not the benefit.
- We focus on the appointment, not the relationship.
- The experience is inconsistent; appointments accommodate the district.
- The idea of “passing” suggests that you can fail.

## Key finding #2

### 2. We don't know most of our district's 3- and 4-year-olds.

- We don't have data to help us understand who is and is not being screened.
- We don't know where or if 60% go to preschool.
- We are primarily building relationships with 3- and 4-year-olds enrolled in our Early Learning School and those receiving services.
- We don't have clear, consistent, agreed-upon language to use so we can track and promote participation in screening.

# Eight recommendations

1. Find out who we're seeing (and not seeing) at age 3 and 4.
2. Create a relationship, not just an appointment
3. Re-frame the message
4. Collaborate with one another and the community
5. Use current, relevant communication tools
6. Update the process
7. Proactively address misconceptions
8. Establish a clear, shared brand vision

# A district-wide umbrella for connecting with 3 and 4-year-olds



# Brand vision

34



# Connect at 3

meet. share. prepare.

# Positioning statement

We meet with every child in our district  
when they are 3-years-old  
and prepare to meet  
their learning and developmental needs.

# Big picture

- This is a new way of thinking and talking about Early Childhood Screening and more. Screenings become one of many Connect at 3 opportunities.
- We want to build a Connect at 3 community via digital and in-person activities.
- Connect at 3 will be a district and community-wide effort involving many:
  - District departments and schools
  - Area preschools, libraries, pediatricians, dentists, cities, cultural community leaders, and more.

# Big picture

- We want all families in the district with 3- and 4-year-olds to:
  - Feel connected to and cared for by the district
  - Understand the benefits of participating in Early Childhood Screening
  - Know about and participate in other district activities for 3 and 4 year-olds

# Benefits

## Families benefit by

- Gaining insights about their child's growth and development
- Feeling connected, supported and listened to by the Early Learning School

## The district benefits by

- Having a two-year relationship with students before they even enter kindergarten.
- Having a clearer picture of who's coming to our schools and how we can best serve them.

# How it happens

40

# Initial steps

- Introduce Connect at 3 to the community and invite all families who live in the district and have 3- and 4-year-olds to:
  - Join our Connect at 3 text/email community.
  - Sign up for an Early Childhood Screening appointment.
  - Continue to engage this group for the next two years, until they enter kindergarten.
- Create a friendlier, more user-friendly and more consistent screening experience.
- Present screening as a opportunity. Focus on relationships, not requirements.

# Meet. Share. Prepare.

This tagline helps tell the story  
and provides a way to  
organize messages.

# Brand messages

- We're excited to connect with you and your 3-year-old.
- You are an important part of the Wayzata Public Schools community.
- Through Connect at 3, we:
  - Get to know you and your child
  - Prepare to meet your child's learning and developmental needs
  - Share tips, resources and opportunities
- Sign up to be part of our Connect at 3 community.

# A sneak peek at the brand in use

44



# Connect at 3

meet. share. prepare.

A new opportunity for you and your child!

Connect at 3 is a way to make sure you're getting the support you need from the time your child turns 3 until they start kindergarten.

Here's how it works.

- You sign up to receive Connect at 3 emails and texts.
- We send you information about:
  - Fun social and learning events for you and your child
  - How 3- and 4-year-olds learn and develop
  - How to sign up for a free developmental assessment
  - Opportunities to share feedback

Together, we'll listen to, learn from, and support the needs of our children.



Scan to sign up

### Did you know?

You can still sign up if your child has turned 4-years-old.

You do not need to attend the Wayzata Early Learning School to participate. **Connect at 3 is for all families in the district.**

Participating in Connect at 3 activities helps you develop a relationship with early learning professionals in the Wayzata School District.



Address here



[wayzataschools.org/connect3](http://wayzataschools.org/connect3)

Postal area, address imprinted in this area



45



**Rollout begins  
this summer.**

46

# Questions?

47

# Literacy Updates

## April, 2023

**Dana Miller**, Executive Director of Teaching and Learning

**Austin Tollerson**, Director of Teaching and Learning

**Ann Fehrenbach**, Elementary ELA and EL Specialist

**Julie Schneider**, District Literacy and Intervention Specialist

**Dr. Stacey Lackner**, Director of Research and Evaluation



“To suggest that the quality of teaching could be improved is not to say that teaching is of poor quality, but a reflection of the complexity of the work. In other words, **you don’t have to be bad to get better!**”

-Candi B. McKay

# Grounding Our Work

- ❖ WPS Strategic Roadmap
- ❖ WPS Equity Commitment
- ❖ Legislation (Read Well by Third Grade, READ Act 2023)
  - Focus on our Achievement gap
- ❖ Knowing the links between literacy, learning, equity, and success

# Minnesota

- ❖ 500,000 students in MN that are not proficient in reading, enough to fill US Bank 7.5 times
- ❖ Put every student's picture on the jumbotron and left it there for 5 seconds, take 12 days
- ❖ Highest ACT scores in the country, also have the largest achievement gap between our Black and White students

# Wayzata

- ❖ 6,031 Wayzata students took the MCA Reading test in 2022 (grades 3-8 and 10).
- ❖ 1,379 scored below proficient. That is enough to fill 55 classrooms or the Central Middle School building.
- ❖ Our achievement gap for our Black or African American students has been 40 percentage points or more every year since 2013.

# 22-23 T & L Professional Learning

## Julie

- ❖ Level 4 Master Instructor for IMSE Orton-Gillingham
- ❖ Renewed as a Certified Structured Literacy Dyslexia Interventionist
- ❖ LETRS Trained
- ❖ Trained All Literacy Specialists in Orton-Gillingham
- ❖ Cognitive Coaching Certification

## Ann

- ❖ LETRS Trained
- ❖ Solution Tree PLC
- ❖ Cognitive Coaching
- ❖ CCC sessions on Reading and Writing

## Dana and Austin

- ❖ University of MN Literacy Roundtable -TL Literacy Team
- ❖ Univ. of MN Literacy Learning for Leaders (SOR, MTSS, LETRS, Pre-service training)
- ❖ Minnesota Principals Academy
- ❖ MAEP Conference-Literacy Sessions
- ❖ Wiley Blevins Webinar-Phonics Instruction
- ❖ Solution Tree-PLC
- ❖ CEL ILA
- ❖ Cognitive Coaching

# Ongoing, Intentional & Systems Focused

- ❖ **Implementation Support of CCC**
- ❖ **K-12 Intervention Review Recommendations**
- ❖ **Secondary ELA Review**
- ❖ **Elementary Writing Review/Pilot**
- ❖ **Response to Student Identified Needs and Support**
  - **Dyslexia**
  - **Specialized Services**
- ❖ **Partnership with Community Education: Extended Day/Year**
- ❖ **Connected Work**
  - **MTSS**
  - **Peer Coaching**
  - **CEL**
  - **Equity**
- ❖ **Communications**
  - **Website**
  - **Parent-School**
  - **Handouts/Materials**
- ❖ **Update Literacy Plan**

**“We don’t rise to the level of our goals. We fall to the level of our systems.”**

**- James Clear, Atomic Habits**

# Literacy and System Change: What is Needed?



Professional Learning



Curriculum aligned to SOR



Valid and Reliable Assessments to measure student progress



Collaboration through Professional Learning Communities



Sufficient Time Allocated to Instruction



Instructional Coaching to help transfer learning to practice

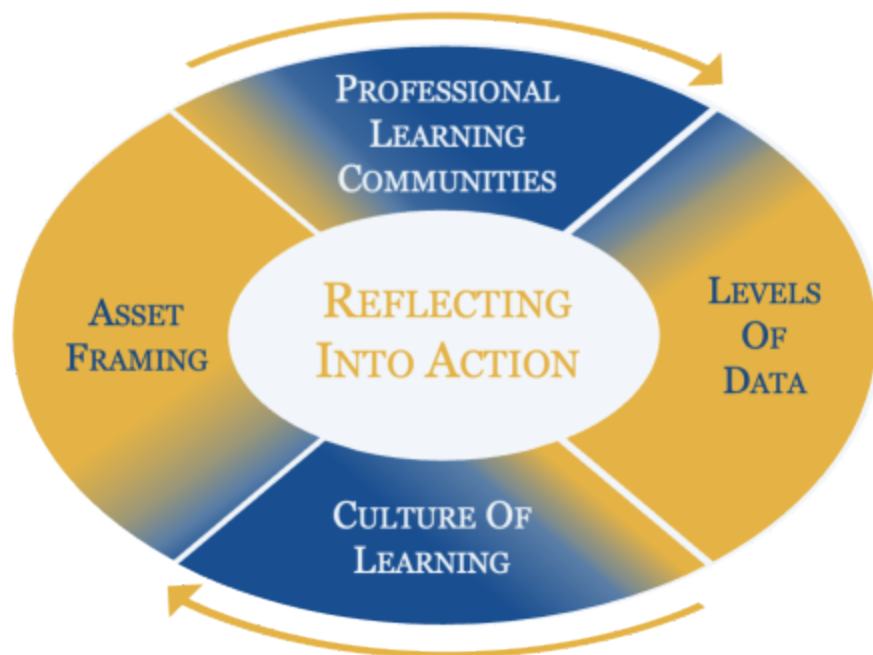
**Source:** CAREI, Kim Gibbons,  
House Education Policy Legislative  
Hearing

# “Literacy is the epicenter of equity.”

-Zaretta

Hammond

“Excellence. For Each and Every Student.”



## Wayzata Public Schools Equity Commitment

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



### We commit to:

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

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

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

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

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

Our mission is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

Approved by WPS School Board: April 12, 2021



# The READ ACT - Wayzata is well positioned

- ❖ Assessment: Screening, Progress Monitoring
- ❖ Evidence-Based Curriculum aligned to SOR
- ❖ Instruction, Lead Literacy Specialist
- ❖ Intervention Systems
- ❖ Professional Learning
- ❖ MnMTSS
- ❖ PLCs
- ❖ Literacy Coaching

# Literacy and System Change: What is Needed?



Professional Learning



Curriculum aligned to SOR



Valid and Reliable Assessments to measure student progress



Collaboration through Professional Learning Communities



Sufficient Time Allocated to Instruction



Instructional Coaching to help transfer learning to practice

**Source:** CAREI, Kim Gibbons,  
House Education Policy Legislative  
Hearing

# The Science of Reading

HF 629

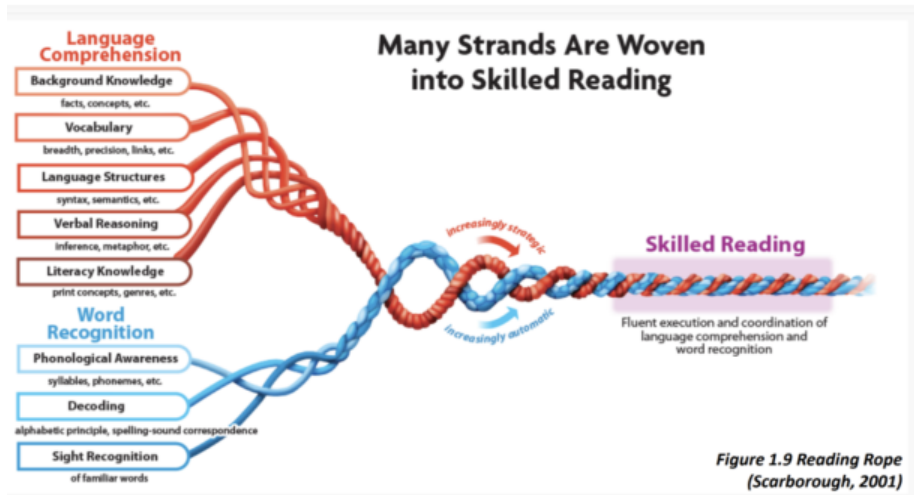
“Science of reading” means explicit, systematic, evidence-based reading instruction that includes the acquisition of language, phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students.

# Science of Reading Foundations

## The Simple View (Hoover & Gough, 1990)



## The Reading Rope (Scarborough, 2001)

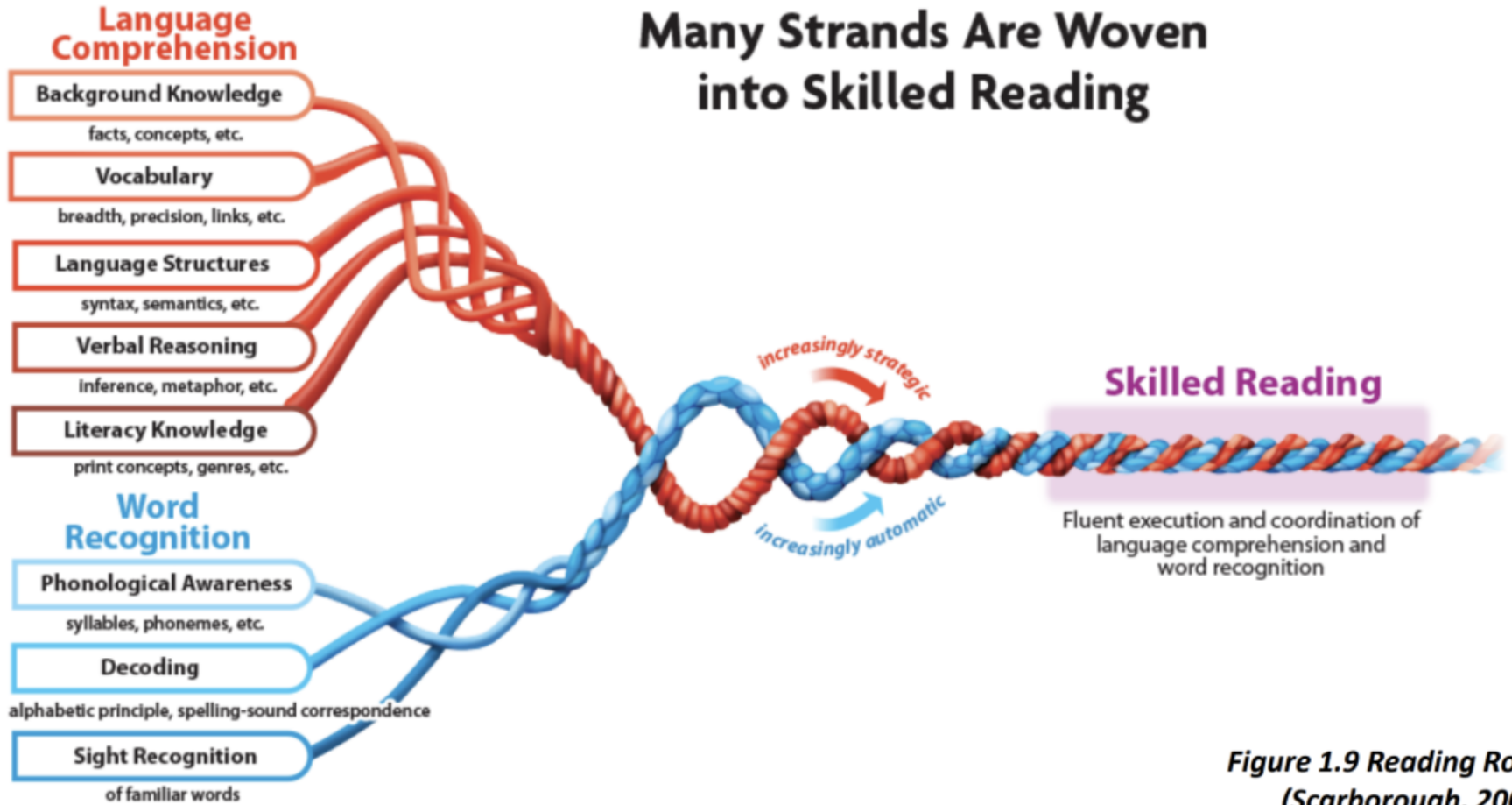


## Active View (Duke & Cartwright, 2021)

FIGURE 2  
The Active View of Reading Model

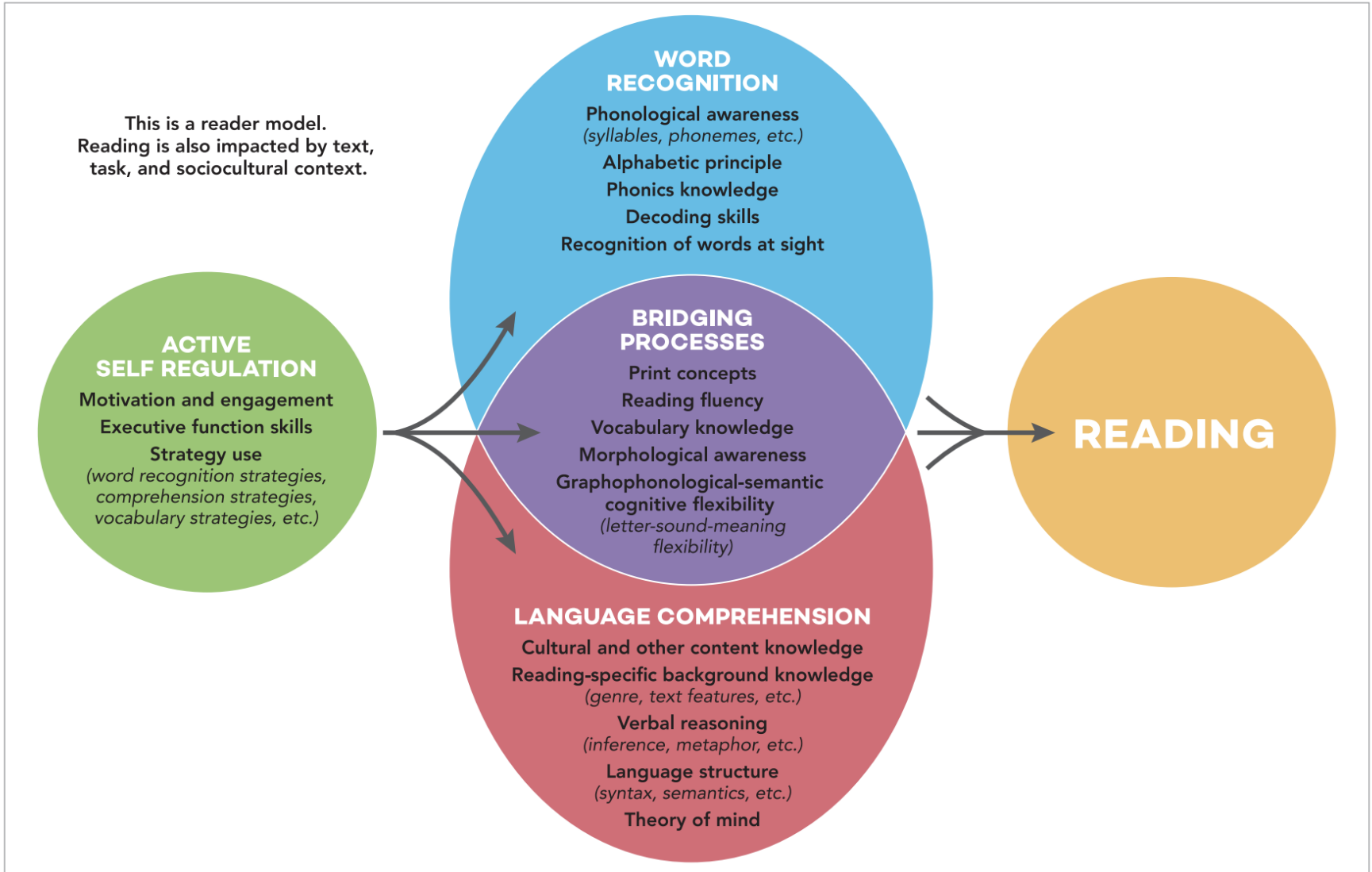







**Figure 1.9 Reading Rope (Scarborough, 2001)**

**FIGURE 2**  
**The Active View of Reading Model**









# Collaborative Classroom (CCC): Curriculum Adoption and Implementation Timeline

<b>2019-20</b> <b>Initial Adoption</b>	<b>2020-21</b> <b>Pandemic Teaching and Learning</b>	<b>2021-22</b> <b>Pandemic Impacts Continue</b>	<b>2022-23</b> <b>Implementation Support Continues</b>
<p>Implementation Training</p> <p>Lesson Study</p>	<p>Focus shifted to teaching and learning reading in virtual and hybrid settings</p>	<p>Focus on Asset Framing, Levels of Data, and the Student Experience/Culture of Learning in Reading</p>	<p>Reading Leadership Team Reestablished</p> <p>Professional Learning focused on Assessment, Book Clubs, and PLC Work in Reading</p> <p>Building meetings: Science of Reading</p>



Professional Learning

### The 5 Pillars, Being a Reader, and Making Meaning

	<b>Phonological Awareness</b> 	<b>Phonics and High Frequency Words</b> 	<b>Fluency</b> 	<b>Vocabulary</b> 	<b>Comprehension</b> 
K	Shared Reading Small Group Sets	Shared Reading Small Group Sets Making Meaning	Shared Reading Small Group Sets Making Meaning	Making Meaning (All Components of CCC address Vocabulary))	Making Meaning Small Group Sets
1	Shared Reading Small Group Sets	Shared Reading Small Group Sets Making Meaning	Shared Reading Small Group Sets Making Meaning	Making Meaning (All Components of CCC address Vocabulary)	Making Meaning Small Group Sets
2	Small Group Sets	Word Study Small Group Sets Making Meaning	Small Group Sets Making Meaning	Making Meaning (All Components of CCC address Vocabulary)	Making Meaning Small Group Sets
3	-----	Small Group Sets Making Meaning Vocabulary component of Making Meaning	Small Group Sets Making Meaning	Making Meaning (All Components of CCC address Vocabulary)	Making Meaning Small Group Sets Book Clubs
4	-----	Vocabulary	Making Meaning	Making Meaning (All Components of CCC address Vocabulary)	Making Meaning Book Clubs
 Curriculum aligned to SOR					
5	-----	Vocabulary component of Making Meaning	Making Meaning 65	Making Meaning (All Components of CCC address Vocabulary)	Making Meaning Book Clubs



# Ongoing CCC Implementation and Support

- ❖ Reestablish Literacy Leadership Team
  - ❖ Formalize Essential Learnings in K-5
  - ❖ Begin work of Common Assessments, especially in 3-5
  - ❖ Writing Review in progress (reciprocity in reading and writing)
- ❖ Connected Support
    - Addition of Literacy Coaches to support the work
    - MTSS
    - PLC
    - Peer Coach



Collaboration through Professional Learning Communities



Valid and Reliable Assessments to measure student progress

66





Instructional Coaching to help transfer learning to practice



# Intervention Structures

✓ Curriculum aligned to SOR



Grade Level	Foundational Skills (Phonological Awareness, Phonics, Sight Words) 	Language and Text Comprehension (Vocabulary, Fluency, Comprehension) 
K	Classroom Interventions with Structured Intensifications, supported by Intervention Staff and Literacy Coaches	Tier One focus, supported by Literacy Specialist, SLPs, EL teachers and PLCs
1	Personalized Intensive Intervention Lesson SIPPS, Orton Gillingham, Heggerty	Tier One focus, supported by Literacy Specialist, SLPs, EL teachers and PLCs
2	Personalized Intensive Intervention Lesson SIPPS, Orton Gillingham, Heggerty	Reciprocal Teaching Repeated Reading with Retelling Intervention Bank and Quality Texts
3	Personalized Intensive Intervention Lesson SIPPS and Orton Gillingham	Reciprocal Teaching Repeated Reading with Retelling Intervention Bank and Quality Texts
4-5	Personalized Intensive Intervention Lesson SIPPS and Orton Gillingham	Reciprocal Teaching Repeated Reading with Retelling Intervention Bank and Quality Texts 

# Decision:

Discontinue Reading Recovery and affiliation with National Louis University.

Move forward with highly trained teachers, delivering responsive, systematic, structured, evidence-based Tier 2 & 3 systems of support based on students' literacy profiles.

## Rationale:

- ❖ Cost containment has reduced literacy specialist staffing, resulting in the need for greater flexibility in scheduling and thinking about programming
- ❖ 2022-2023 Intervention program review provided the opportunity to reimagine and realign our Multi-tiered System of Supports
- ❖ Read Act HF629 / SF1273, HF2497 / SF2684 (Legislation which may impact curriculum adoption, instruction, Professional Development, coaching requirements)

# Critical Components of Highly Successful Intervention Models

- ❖ Ongoing **Professional Learning** for all Literacy Specialists including **coaching**
- ❖ Instruction that is **direct, explicit, systematic**, provides **cumulative review**, and embeds **multimodal** practices
- ❖ **Consistent data collection** and accountability driving responsive teaching
- ❖ Clear teaching procedures and **high dosage tutoring** by the **most expert teachers**
- ❖ Prioritization of **reciprocity** between reading and writing
- ❖ Ongoing **coaching** and reflection with **specific feedback**
- ❖ **Clear processes** when student acceleration is compromised
- ❖ **Individualized support** for those who need it most
- ❖ Unwavering focus on **asset framing, culturally responsive teaching**, and **every individual**
- ❖ Continual learning in **evidence-based practices** with opportunities to process new thinking

# Our Commitments for Literacy Instruction in WPS

- ❖ Guarantee a world-class experience in reading and writing for each and every student.
- ❖ Provide reading instruction that is culturally responsive, evidence based, personalized, and rigorous. (SOR and READ Act)
- ❖ Provide on-going, quality support for professional learning. (Coaching)
- ❖ Ensure our MTSS system is aligned across the Tiers in instruction and assessment (MnMTSS, Leadership team, Coaching)

**“We don’t rise to the level of our goals. We fall to the level of our systems.”**

**- James Clear, Atomic Habits**



# **Referendum Overview**

## **School Board Work Session**

### **April 24, 2023**

# Topics

- Types of Referenda
- Purposes/Uses
- WPS Referenda Data

# 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

# Bond Referendum

- Authorized by voters for a specific dollar amount
- Term - 20 or 30 years
- Vote can occur anytime during the year based on statute
- Debt equalization is provided in some instances
- Taxes spread on Net Tax Capacity
- Recorded in special revenue and expense account
- Outstanding Voter Approved General Obligation Debt
  - 2014, 2018, G.O. Building Bonds
  - 2021 G.O. Refunding Building Bonds

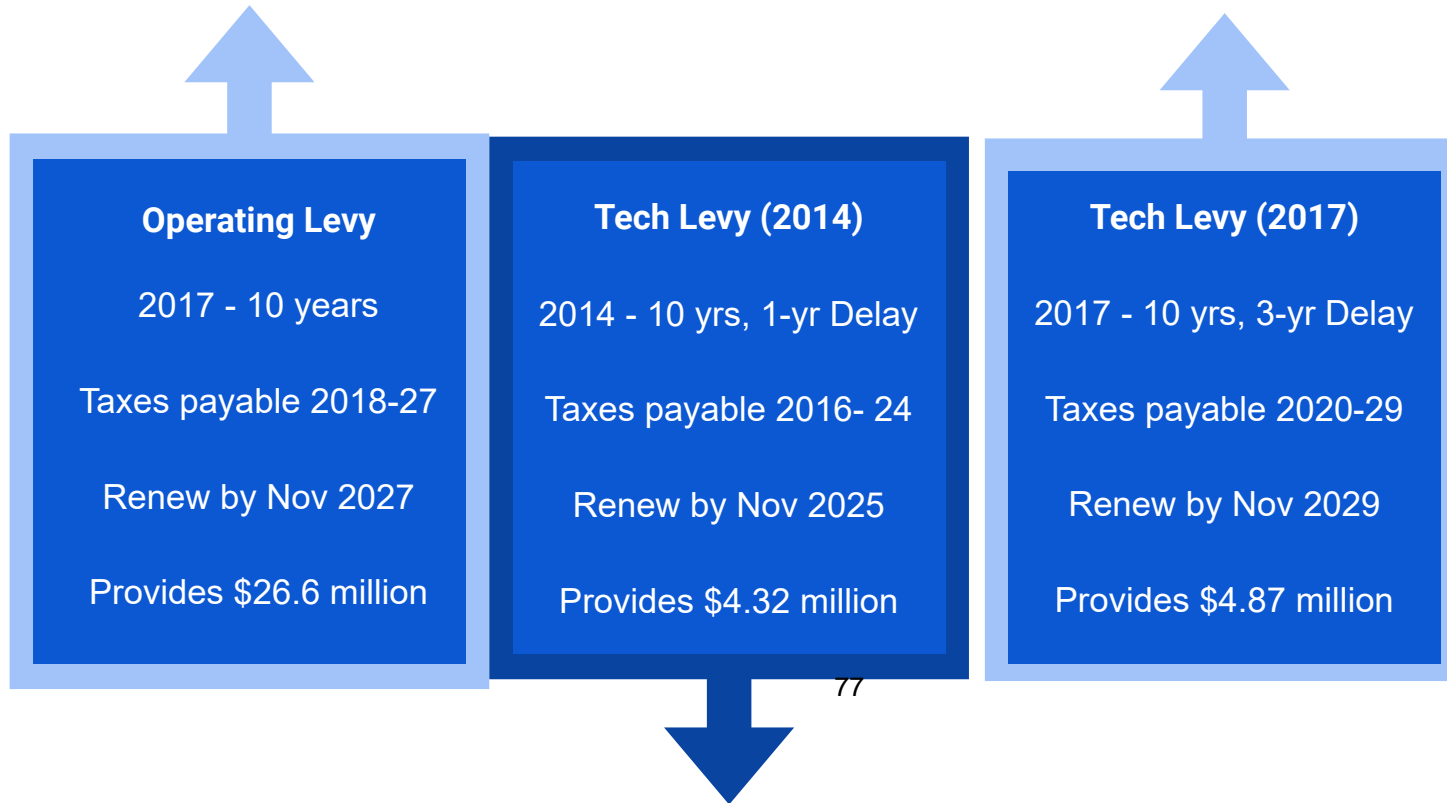
# Capital Project Referendum (Tech Levy)

- 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

# Referendum Revenue (Operating Levy)

- Authorized by voters for a specific dollar amount per pupil
  - Can be a fixed amount or subject to annual inflationary adjustments
- Not to exceed ten years
- Districts can conduct only one operating referendum election per year
- Vote can only occur on November general election unless:
  - Held by mail ballot
  - District is in SOD
- Election can be held either 1 or 2 years prior to initial tax year
- Spread on Referendum Market Value (RMV)

# WPS Operating & Capital Project Referenda





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**Extra Slides if Needed**

# Operating Referendum - Equalization Aid

## Tier 1

Up to \$300 per pupil unit. Most districts qualify for significant first tier aid

## Tier 2

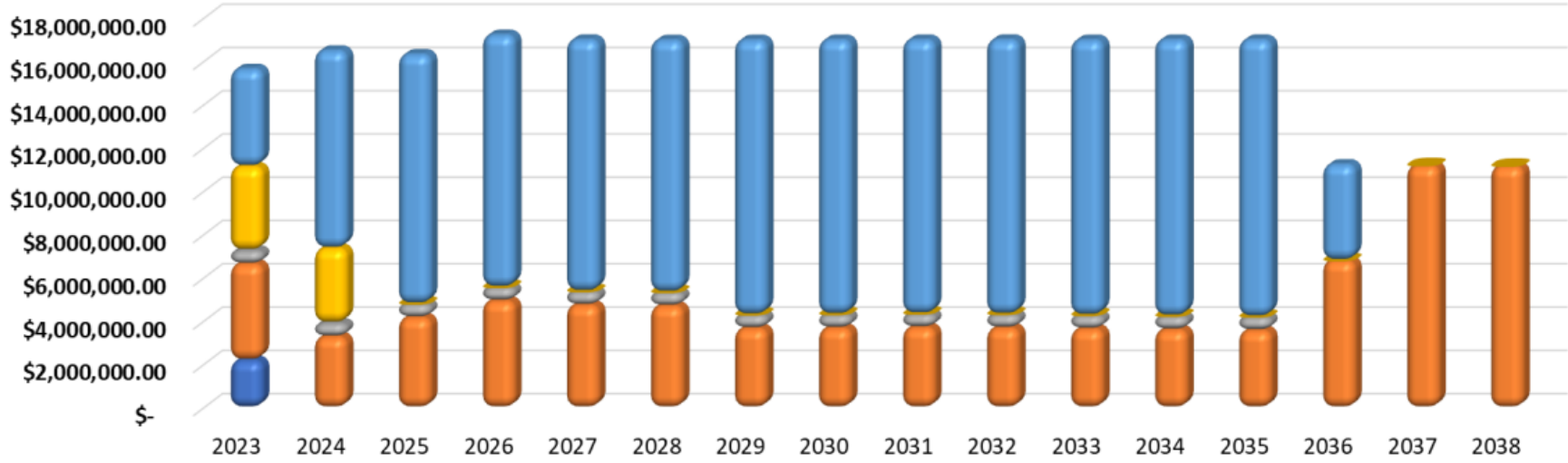
From \$300 to \$760 per pupil unit. Most districts qualify for some second tier aid

## Tier 3

Above \$760 per pupil and up to 25% of basic formula allowance  
Most districts don't qualify

# Total General Obligation P & I

Fiscal Year Ending 6/30



- GO Building 2014A
- GO Building 2018A
- GO Abatement Bond, 2019A
- GO Alt Facility 2020A (Refunded 2012A)
- GO Building 2021A (Refunding 2014A & 2014B)

# 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
<b>Total Budget</b>	<b>\$9,191,345</b>



**Facility Update  
Board Work Session  
4-24-23**

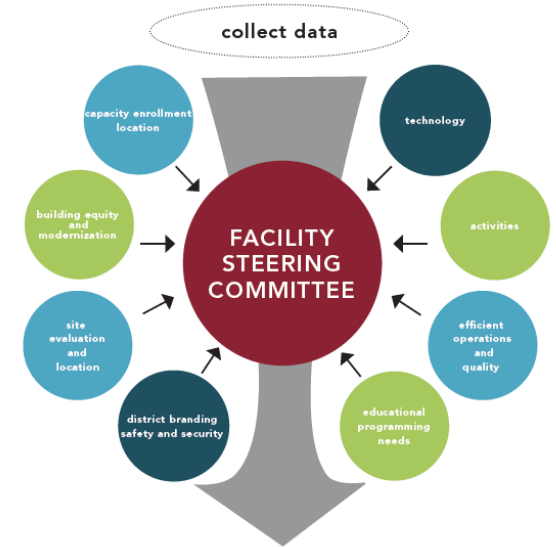
# Topics

- Facility Steering Committee
- District Admin Space
- Transition Space Needs



# Facilities Steering Committee Topics

- Middle School
  - Future MS
  - Enrollment
- School Buildings & Athletic Needs
- Administrative Space Needs
- Special Education & Transition Needs
- Church (Creekside Building)
- Early Learning



# Current District Administrative Spaces

## **Welcome Center (7)**

- Purchasing
- Registration

## **District Admin Building (23)**

- Superintendent's office
- Finance
- Human Resources
- Communications

## **Central Middle School (18)**

- Technology

## **Central Services Facility (10)**

- Wayzata Cafes
- Buildings & Grounds

## **Oakwood/ELS (28)**

- Teaching & Learning
- Special Education
- Equity & Inclusion
- Community Education
- Early Learning

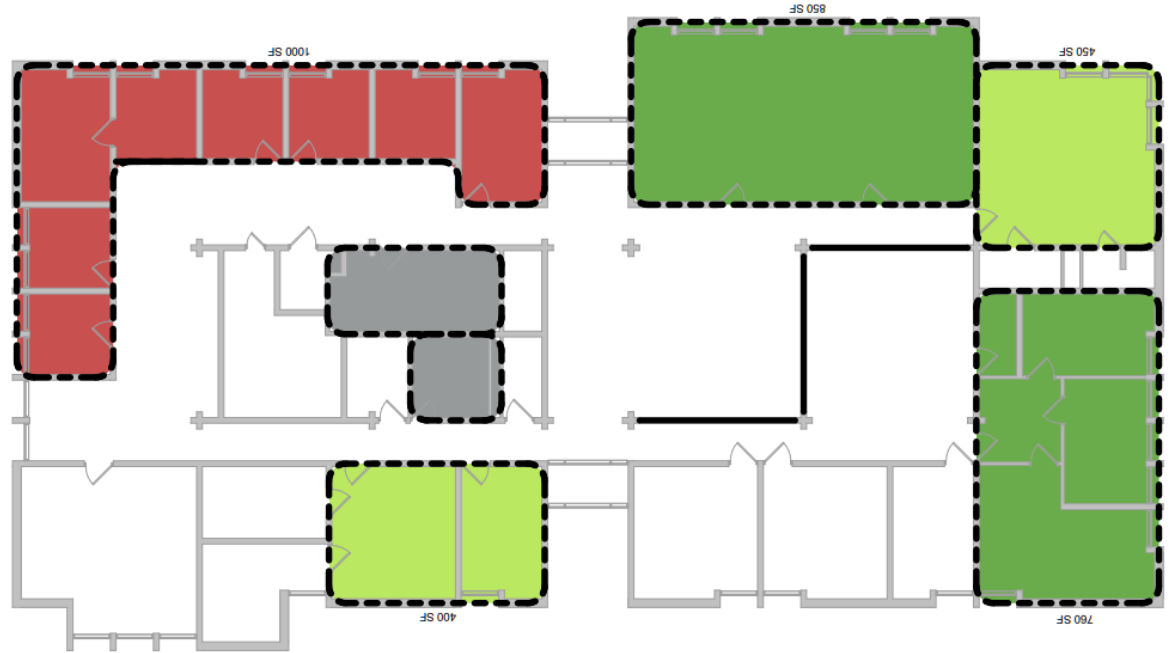
# Transition Program Move to DAB

## Current Spaces:

- Club House
- WHS
- Hennepin Tech

## Program Growth

## Appropriate Facility for Student Needs



# Temporary Administrative Moves - June 2023

## Creekside Building

- Superintendent's office (3)
- Finance (1)
- Human Resources (8)
- Communications (3)
- Boardroom & Training

## Welcome Center

- Payroll (3)
- Finance (8)

# Administration Co-Location Space Needs

- Superintendent's Office
- Finance/Payroll
- Human Resources
- Communications
- Welcome Center
- Purchasing
- Equity & Inclusion
- Teaching & Learning
- Student Support Svcs
- Community Education
- Technology

**Total Staff ~ 70**



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