Excellence. For each and every student.

BOARD OF EDUCATION
Regular Meeting - Monday, September 28, 2026 - 4:00 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

Minutes of Regular Meeting Meeting

A Regular Meeting Meeting of the Board of Education of Wayzata Public Schools was held Monday, September 28, 2026, beginning at 4:00 PM in the Creekside
16000 41st Ave N.
Plymouth, MN 55446.

1. **CALL TO ORDER/ROLL CALL** **2**
2. **APPROVAL OF AGENDA ITEMS** **3**
3. **EMPLOYEE OF THE MONTH** **4**
4. **SCHOOL SPOTLIGHT PRESENTATION- NORTH WOODS ELEMENTARY** **5**
5. **ADMINISTRATIVE REPORTS AND RECOMMENDATIONS**

A. Teaching and Learning
1. 2025-26 State Annual Report-Student Experience 26

B. Finance and Operations
1. Preliminary 2026 Payable 2027 Levy Certification 71

6. **BOARD REPORTS** **95**
7. **ADJOURN** **96**

Agenda Item: 1

Board of Education

Regular Meeting – September 28, 2026

AGENDA SECTION: Call to Order

ITEM: Roll Call Attendance

COMMENTS BY: Board Clerk

	PRESENT	ABSENT
Heidi Kader		
Sheila Prior		
Alicia Liddle		
Paras Bhende		
Valentina Eyres		
Dan Ginestra		
Milind Sohoni		
Robb Virgin, ex-officio		

Time called to order: _____

Agenda Item: 2

Board of Education

Regular Meeting – September 28, 2026

AGENDA SECTION: Approval of Agenda and Consent Agenda Items

ITEM: Approval of Agenda and Consent Agenda Items

COMMENTS BY: Milind Sohoni, Board Chair

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

Recommended Action: Approve the full agenda as presented.

Motion by: _____ **ROLL CALL** **Passed:** _____

Second by: _____ **Failed:** _____

Abstentions: _____

Agenda Item: 3

Board of Education

Regular Meeting – September 28, 2026

AGENDA SECTION: Recognitions

ITEM: Employees of the Month

COMMENTS BY: Robb Virgin, Superintendent

Wayzata Public Schools
September 2026 Employees of the Month
Jenna Quick
North Woods Elementary School

North Woods Elementary School is proud to recognize Jenna Quick as the Wayzata Public Schools September Employee of the Month. Jenna has been a kindergarten teacher at North Woods since we opened the doors in 2019.

When people think of Jenna, they immediately smile. Her energy, enthusiasm, and excitement for teaching kindergarten is contagious. Her commitment to our youngest learners is a constant reminder of the importance of instilling a love of learning at an early age. Jenna brings a positive and joyful energy to her classroom each day. She has the natural ability to make her students feel welcomed, valued, and loved. Jenna truly spreads sunshine wherever she goes.

Jenna is an active and consistent member of her kindergarten professional learning community. She leads with persistence and professionalism. She advocates for resources and opportunities for her team in pursuit of enhancing the kindergarten experience for all students. Jenna is always willing to partner with teammates to think creatively about how best to support students and share ideas about different instructional strategies to implement.

Jenna's commitment to North Woods goes beyond her classroom doors. She places a high value on our school community. She realizes that staff members need to feel recognized and appreciated to be their best selves. Jenna has led or participated in a wide variety of activities over the years that impact our school culture. We are incredibly fortunate to have Jenna as part of our Pack at North Woods and are proud to celebrate her as the Wayzata Public Schools September Employee of the Month!

North Woods Elementary School Spotlight

September 28, 2026

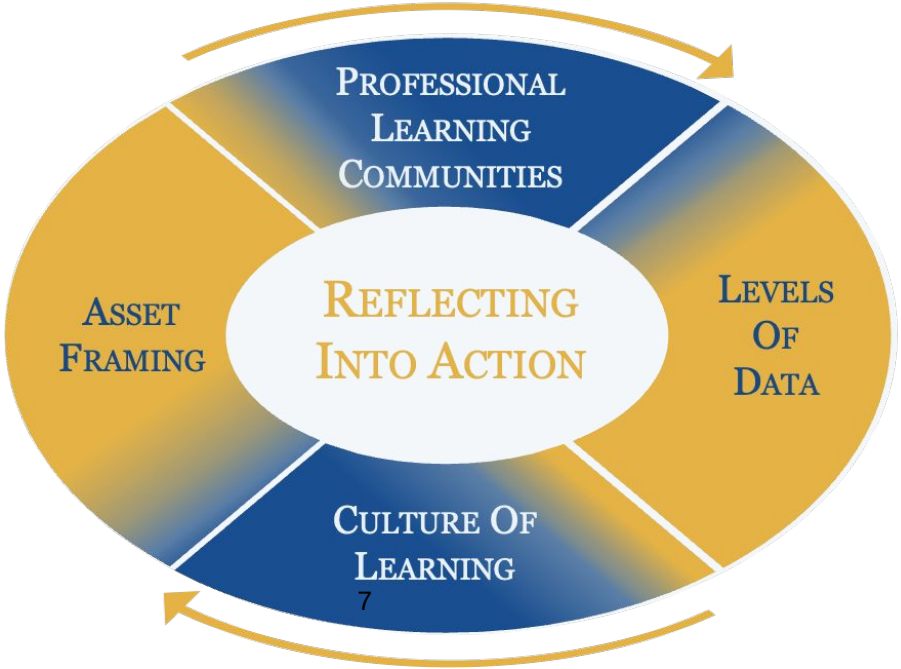
Our North Woods Leadership Team

Jenny Berg	Principal
Jennifer Fuzzey	Associate Principal
Annie Maikkula	Classroom Teacher
Annie Turunen	Literacy Specialist

WAYZATA PUBLIC SCHOOLS

Our Adult Learning Culture Informs Student Experience

"Excellence. For Each and Every Student."



Wayzata Public Schools

Our School Growth Plan and Data

Link

BUILDING SMART Goal #1 (Academic Achievement Goal)

Success & Mastery

A SMART goal is one that is **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable; including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

All students in Kindergarten to 5th grade at North Woods Elementary who were in the Some/High risk range in the FALL will make Aggressive Growth in the SPRING.

BUILDING SMART Goal #2 (Student Experience Goal)

A SMART goal is one that is **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable; including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

100% of students will meet literacy goals as determined by each PLC's skill focus based on grade-level standards by May 31, 2027.

WAYZATA PUBLIC SCHOOLS

WRAP Overview

Wayzata Reflection (into) Action Plan is a regularly scheduled, **collaborative general education team** focused on identifying and responding to the needs of students who require additional **academic, social-emotional, behavioral, or articulation support.**

Through a consistent process of **reflection, problem-solving, and action,** teams identify **targeted supports** and **monitor their impact.** This process serves as an engine of our Equity Commitment, helping ensure that **each and every** learner receives the support they need to thrive.

WRAP Core Objectives

- Strengthen Tier 1 Instruction: Collaborate to make universal instruction more intentional.
- Reflect on Strengths: Shift focus toward student assets and cultural behaviors.
- Data-Driven Action: Use "Street-level" and "Map-level" data to create SMART goals.
- Instructional Shifts: Document and monitor changes in adult practice to support student growth.

Wayzata Public Schools

WRAP PROCESS

PLC Intervention

- Focused on general academic support and student experience
- Utlizes evidence based instructional practices
- Progress monitoring to track growth
- Abre: Utilize notes in student profile to record Tier 2 intervention information

WRAP Team Intervention

- Interventions based on student needs in WRAP meetings
- Focused on academics, SEL and behavior
- Abre: Plans used to record intervention process

Speech Articulaton Intervention

- Targets correct pronunciation of sounds and letters
- Supported by SLP, instruction provided by teacher
- Progress monitoring to track growth

WAYZATA PUBLIC SCHOOLS

PLC, Grade 2 Action Steps

1. What is your SMART Goal or Collaborative Inquiry Question?

- 100% of 2nd-grade students will be able to decode low-frequency vowel and consonant spellings, as measured by the CORE Phonics Survey to grow or support grade-level phonics instruction by May 14, 2027.

2. How might this focus impact the experience of your student (or those you support)?

- Looking back to kindergarten and 1st grade and tailoring our goal to our students' needs
- Drive small group instruction and what we will focus on with OG
- Drive whole group Word Study instruction

3. How will you monitor progress?

- CORE Phonics Survey 3 times per year
  - Using the data to move from informing to action

4. What action steps will you take?

- Whole Group OG
- Word Study
- Small Group OG in sets
- Taking data and making actionable steps
- Learning walks
- Adding a writing intervention - meet with Lindsay Seim

WAYZATA PUBLIC SCHOOLS

What is the CORE Phonics Survey?

A literacy assessment used to identify a student's strengths and needs in **phonics and word-reading skills**. It is commonly used with elementary students to determine which phonics skills need additional instruction or intervention.

Progression of Skills

- Letter names & sounds
- Short vowel sounds
- Consonant blends
- Consonant digraphs (sh/ch/etc.)
- Long vowel patterns
- Silent E words
- Vowel teams (ai/ee/etc.)
- R-Controlled vowels (ar/er/etc.)
- Variant Vowels (oi/oy/etc.)
- Multisyllabic words
- Nonsense words

What specific phonics skill does this student need next?

Informs teacher on next steps for small group instruction & whole group needs

WAYZATA PUBLIC SCHOOLS

Whole Group Word Study Instruction/OG Sample

I can review the spellings for the long i and long u sounds

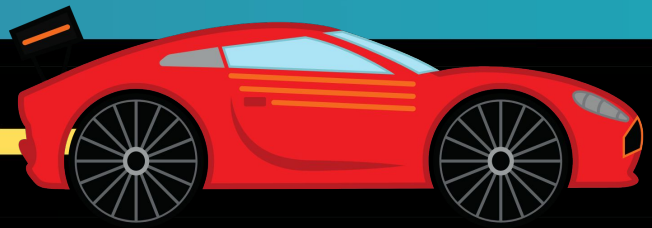
I can read words with long i and long u spellings

WAYZATA PUBLIC SCHOOLS

l

igh

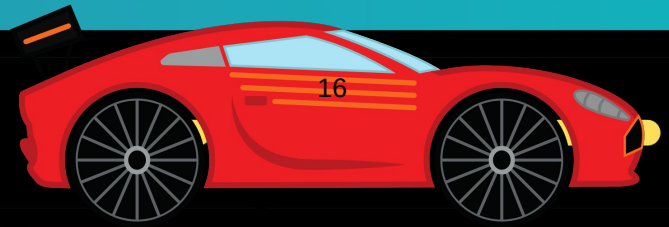
t



l

igh

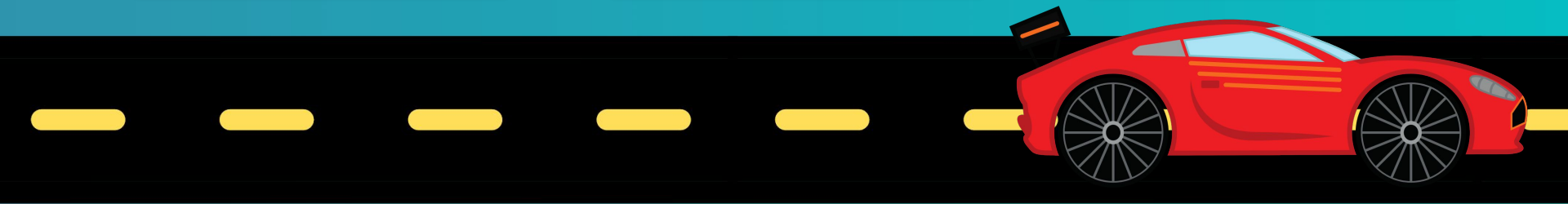
t



l

igh

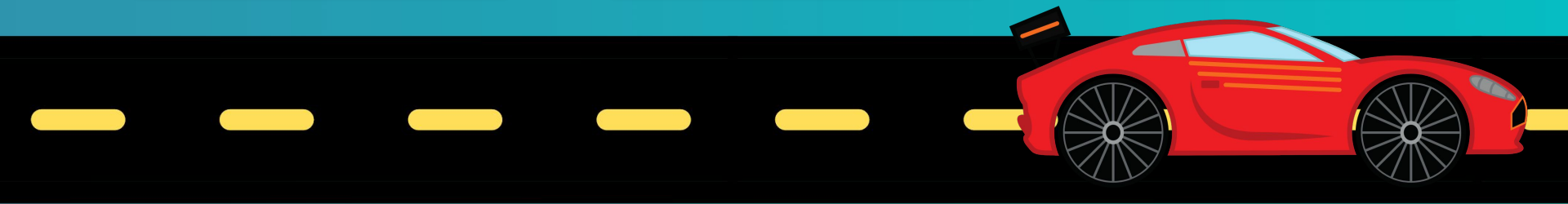
t



l

igh

t



Practice Blending Words

t u b

Practice Blending Words

t u b

Small Group Instruction/ OG Infused

	Day 1	Day 2	Day 3
Phonological Awareness	**Oral Blending** whiz whiff whim when wham which whip *Tell me the word **Blending Strip**	**Oral Segmenting** pet whip zip hum whiz jet job zap *Tell me the middle sound **Vowel Intensive**	**Blending Onsets and Rhymes** /f/ ed /n/ ed /t/ ed /w/ ed /r/ ed /l/ ed **Blending Strip**
Spelling Sound	wh /hw/ *whiteboard **Brainstorm, Sand Tray** **(Target sound plus review)**	ng /ng/ -ing /ing/ *whiteboard **Brainstorm, Sand Tray** **(Target sound plus review)**	Review wh /hw/ and ng /ng/ and –ing /ing/ **Sand Tray** **(Target sound plus review)**
Read Decodable Words	when which buzzing edge whap mixing *think, read **"What do you see?** **What do you hear?"**	thing which when song humming hitting *think, read	
Guided Spelling	Which, when **Word Dictation Packet**	thing, wing **Word Dictation Packet**	She can sing. **Word Dictation Packet**
Sight Words	**make** **there** I will **make** a card. Look over **there**. **Read, Spell, Read, Write.** **Tap down arm, sweep 3x** **(**Can selectively do whole Red Word procedure)**	**be** This will **be** fun.	
Review Sight Words	Set 2 words *read, spell, read, spell, read ****Review: inc movement, chanting, tic tac toe,** Active Sight Word Practice	**make** **there** *read, spell, read, spell, read	**some** **be** **make** **there** *read, spell, read, spell, read
Book	On a Whim Extra Decodable- Elephant Play	Ping Pong	*Buzz, Hum, Tap, Whack, Whiz Ding-A-Ling*

Wrap in Action (Reading)

Name (Last, First)	Classroom Teacher	Intervention Services	Rdg IEP	Previous Literacy Intervention	EL ACCESS Score	aReading National %ile	CBM National %ile	FAST Nonsense Words (Gated) Enter raw score.	Dictation from Spring 1st grade	BAR Set	Decoding (IDI) Highest Instructional Level, 16 Independent, 12-15 Instructional, 11 and below Intervention	Spelling / 20	IRI Text Reading @ 90+% with comprehension	Notes
	Ostlie	Yes	No	No		11	17	17	-		1. Short vowels	5	Not yet 1a	New to district from Mpls, previously in spanish immersion- unsecure with Letter names c
	Olson	Yes	No	No		13	2	15	-		1. Short vowels	6	Not yet 1a	New to district
	Olson	Yes	No	Yes		16	9	15	37	4	1. Short vowels	7	Not yet 1a	new from OW
	Walden	Yes	No	No		31	20	11	-	-	5. Vowel Teams	10	Not yet 1a	New to District
	Dalsin	Yes	No	No		14	8	12	-		3. CVCe (Magic e)	9	~~Not yet 1a~~	New to district
	Walden	Yes	No	Yes		19	18	15	37	4	3. CVCe (Magic e)	8	1a	
	Ostlie	Yes	No	No		17	18	23	34	4	2. Blends and di...	15	2a	
	Maikkula	Yes	No	Yes		21	26	16	35	4.5	2. Blends and di...	9	2a	Intervention first half of 1st grade
	Swanson	Yes	No	No		32	23	15	37	4	2. Blends and di...	9	2a	
	Ostlie	Yes	No	No		24	22	13	37	4	2. Blends and di...	6	2a	
	Ostlie	Yes	No	Yes		27	22	14	36	3	1. Short vowels	7	2a	Intervention first half of 1st grade
	Dalsin	Yes	No	No		30	30	17	35	4	1. Short vowels	8	2a	
	Olson	Yes	No	Yes		20	22	17	37	4	1. Short vowels	12	2a	
	Maikkula	Yes	No	Yes		28	14	9	36	4	2. Blends and di...	5	Not yet 1a	
	Swanson	Yes	No	Yes		29	22	15	36	3	1. Short vowels	6	1a	
	Walden	Yes	No	No		35	13	16	36	4.5	1. Short vowels	6	Not yet 1a	did not pass short vowels
	Olson	Yes	No	Yes		36	11	19	36	4.5	1. Short vowels	9	Not yet 1a	Intervention first half of 1st grade
	Maikkula	No	No	No		32	36	13	37	4.5	2. Blends and di...	9	2a	Tier 2 classroom goal, Lit volunteer
	Dalsin	No	No	No		25	47	n/a	-		5. Vowel Teams	13	2a	new from pioneers academy
	Dalsin	No	No	No		34	36	14	35	4	2. Blends and di...	7	2a	Tier 2 classroom goal, Lit volunteer
	Ostlie	No	No	No		36	30	19	37	4.5	3. CVCe (Magic e)	13	2a	Tier 2 classroom goal, Lit volunteer
	Dalsin	No	No	No		36	34	14	37	4	2. Blends and di...	8	2a	Tier 2 classroom goal, Lit colunteer
	Ostlie	No	No	No		27	36	32	37	4	2. Blends and di...	10	2a	Tier 2 classroom goal,
	Swanson	No	No	Yes		61	41	n/a	37	4.5	4. R controlled	14	2a	

WAYZATA PUBLIC SCHOOLS

Recording Sheet

Quick Links to Each Student	Student 3: Quick Links DECODING Name:	
Student 1	CVC	Real
Student 2	Digraphs	
Student 3	Blends	
Student 4	Long Vowels: CVCe	
Student 5	Long Vowels: CVVC	
Student 6	Variant Vowels	
Student 7	R-controlled	

Long Vowels		Long Vowels: CVCe													
CORE Section I		Additional Targeted Baseline		PM #1: a_e		PM #2: a_e		PM #3: o_e		PM #4: o_e		PM #5: i_e		PM #6: i_e	
tape	☑	bone	☑	tape	☑	late	☑	robe	☑	vote	☑	bike	☑	hike	☑
key	☑	rule	☑	made	☑	plane	☑	lone	☑	nope	☑	line	☑	lime	☑
toe	☑	save	☑	gate	☑	save	☑	code	☑	hole	☑	time	☑	dine	☑
paid	☐	mile	☑	wake	☐	lake	☑	note	☑	mole	☑	mile	☑	smile	☑
feet	☐	hose	☑	lane	☑	game	☑	hose	☑	chose	☐	vine	☑	nine	☐
leap	☐	fake	☑	fake	☑	bale	☐	cope	☑	tote	☐	pile	☑	file	☑
boat	☑	dime	☑	name	☑	shape	☑	coke	☐	lobe	☐	hive	☑	dime	☑
tie	☑	tune	☑	shave	☑	name	☑	pole	☑	rose	☑	kite	☑	live	☑
ray	☑	date	☑	fame	☑	date	☑	hope	☑	rove	☑	wife	☑	tide	☑
blow	☑	fine	☐	save	☑	snake	☑	drove	☑	home	☑	fine	☑	life	☑
loe	☑	zine	☑	fale	☑	dake	☐	boke	☑	sone	☑	zine	☑	hine	☑
hine	☑	hape	☐	hape	☑	hase	☐	hote	☑	fole	☑	bine	☑	lide	☑
beap	☐	yile	☑	nace	☑	tave	☑	jone	☑	voke	☑	kive	☑	yile	☑
faim	☐	meve	☐	gake	☑	jape	☑	sote	☑	shope	☑	dite	☑	vite	☑
soat	☐	vune	☐	kate	☑	wane	☑	rove	☑	thode	☑	fike	☑	nide	☑

Pseudo

Core Phonics Data for WRAP Students

# of Students	11	Benchmark #1											Benchmark #2											Benchmark #3										
Words																																		
		Totals at a Glance											Totals at a Glance											Totals at a Glance										
Part E	CVC	15	12	14	12	14	10	12	14	14	15	13	15	15	14	15	15	15	13	14	15	15	15	15	14	15	14	15	15	15	15	15	15	15
Part G	Digraphs	13	13	14	14	13	9	7	12	10	12	10	15	12	14	15	13	13	12	11	14	14	9	15	10	14	13	14	14	15	15	15	15	13
Part F	Blends	11	9	9	14	12	6	8	14	11	12	7	14	13	14	11	12	14	14	12	11	13	13	15	13	11	13	15	11	14	14	14	15	13
Added	CVCe	9	6	7	12	13	3	7	13	10	0	0	15	9	11	12	12	13	12	15	14	15	10	15	9	10	13	13	15	14	12	14	15	11
Part I	Long Vowels	8	5	11	9	13	0	6	9	12	0	0	13	11	13	10	14	12	11	14	14	14	10	15	13	15	14	15	12	15	15	15	15	13
Part H	R-Controlled	9	4	9	11	7	0	8	7	10	0	0	15	6	10	7	8	9	8	11	13	13	8	14	11	12	13	15	11	12	14	11	15	12
Part J	Variant Vowels	6	5	4	6	0	0	5	6	5	0	0	14	8	10	0	9	10	6	9	12	11	10	15	12	14	11	14	13	13	13	11	15	13
Part K	Low Frequency	6	3	5	0	0	0	2	2	7	0	0	9	4	7	0	0	0	6	3	5	10	14	13	7	5	0	15	8	6	7	10	11	2
Part L	Multisyllabic	4	4	2	0	0	0	0	0	0	0	0	19	7	10	0	0	0	0	7	0	1	0	22	12	16	0	10	10	15	7	16	17	14

Wayzata Reflection Action Plan

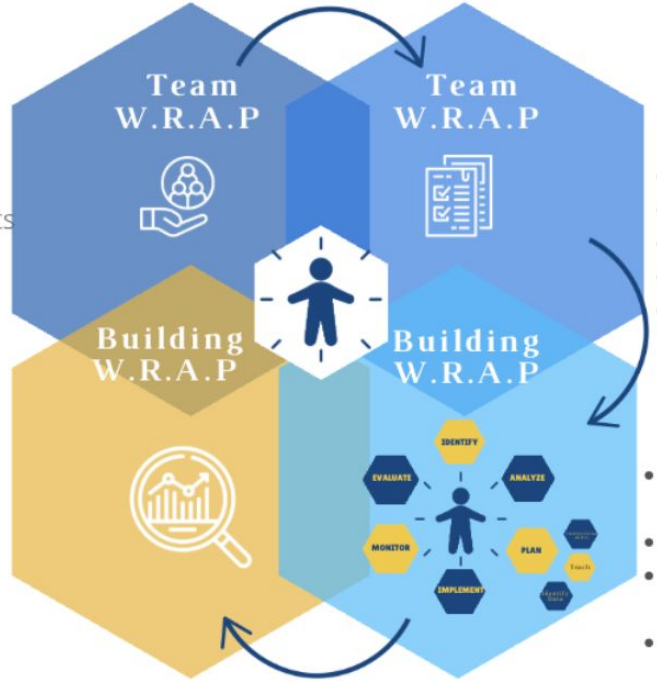
W.R.A.P

Team W.R.A.P Meeting

- Teachers will add a 1, 2 or 3 to the team tracker
- The team will discuss Tier 1 impacts using the Team W.R.A.P form.
- Meet with student to gather more information - Learner Success Journal (LSJ).

Levels of Data Dialogue

- In 6-7 weeks, review student data at the Building W.R.A.P meeting.
- Fidelity check
- Discuss Tier 1 practices
- Discuss Tier 2 data



Team W.R.A.P Follow up Meeting

- Review & discuss LSJ
- Create Instructional Shifts
- Create a SMART goal
- Collect Data
- Review updates/progress

Building W.R.A.P Meeting Procedures

- The AP/Dean will add the student to the Building W.R.A.P agenda.
- W.R.A.P team will meet with the advisor.
- Baseline data or other data collected will be reviewed.
- The team will Identify, Analyze, Plan, Implement,, & Monitor the student's plan

WAYZATA PUBLIC SCHOOLS

2025-26 State Annual Report
Part One: Student Experience

September 28, 2026

Dana Miller - Executive Director of Teaching & Learning
Stacey Lackner, Ph.D. - Director of Research & Evaluation
Solveig Harriday - Director of Equity & Inclusion
Jenni Ebert - Director of Community Ed

Overview: Purpose and Cadence

FALL

State Progress Reporting: CACR and A&I

September: 2025-26 Student Experience Outcomes

October: 2025-26 Student Achievement Outcomes

WINTER

2026-27 Programming & Response to Data Outcomes

Next Actionable Steps

2026-27 CACR Goals-Review

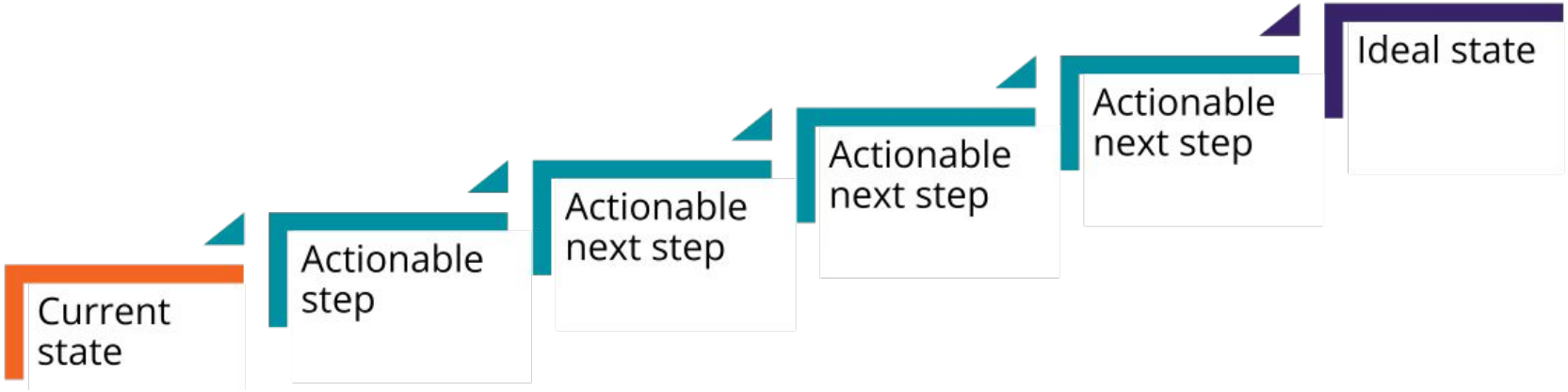
SPRING

Review & Continuous Improvement Planning

End-of-Year Evaluation & Progress Monitoring

CEL Visioning Staircase

Current state → **Ideal state**



STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution, we achieve excellence and realize our vision.

1. Ensure a high-quality daily experience for each and every student
2. Deliver high-quality instruction that leads to high academic achievement for all students
3. Recruit, hire, support, develop and retain the highest quality staff
4. Build awareness and capacity to improve the health and well being of our school district community
5. Learn and improve from community engagement and strategic partnerships
6. Ensure the efficient and effective use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence

Comprehensive Achievement and Civic Readiness (CACR)

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). Each district's multi-year plan must addresses five goals areas.

- All children are ready for school. (September 2026 Presentation)
- All racial and economic achievement gaps between students are closed. (October 2026 Presentation)
- All students are ready for career and college. (September 2026 Presentation)
- All students graduate from high school. (October 2026 Presentation)
- All students are prepared to be lifelong learners. (September 2026 Presentation)

Achievement & Integration (A&I)

The Achievement & Integration (A&I) program has been in place since 2013-14. It's purpose is "pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools."

Achievement & Integration (A&I)

Participating districts are required to have a plan that includes the following goals:

1. **Increase racial and economic integration.** (September 2026 Presentation)
2. Reduce achievement gap disparities. (October 2026 Presentation)
3. **Increase access to effective and diverse teachers.** (September 2026 Presentation)

A&I goals require a data focus on specific racial groups experiencing disparities, but the strategies **must be accessible to all students to benefit from**.

32

WAYZATA PUBLIC SCHOOLS

2025-26 Annual State Reports

September 28, 2026

Strategic Direction 1: Ensure a high-quality daily experience for each and every student.

- All Children are Ready for School (Successful Learner Equation).
- All Students are College and Career Ready.
- All Students are Prepared to be Lifelong Learners
- Job-Embedded Professional Learning

October 26, 2026

Strategic Direction 2: Deliver high-quality instruction that leads to high academic achievement for all students.

- All K-12 students reading at or above grade level.
- Increase the district's overall performance on MCAs.
- All students graduate from high school.
- All racial and economic achievement gaps between students are closed.

33

WAYZATA PUBLIC SCHOOLS

All Children Ready for School

MDE Successful Learner Equation

Shifting the focus from child readiness to collective adult, community, and institutional readiness.

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 and Systems

Provide equitable access to comprehensive services and resources that support families and children from all backgrounds.

=

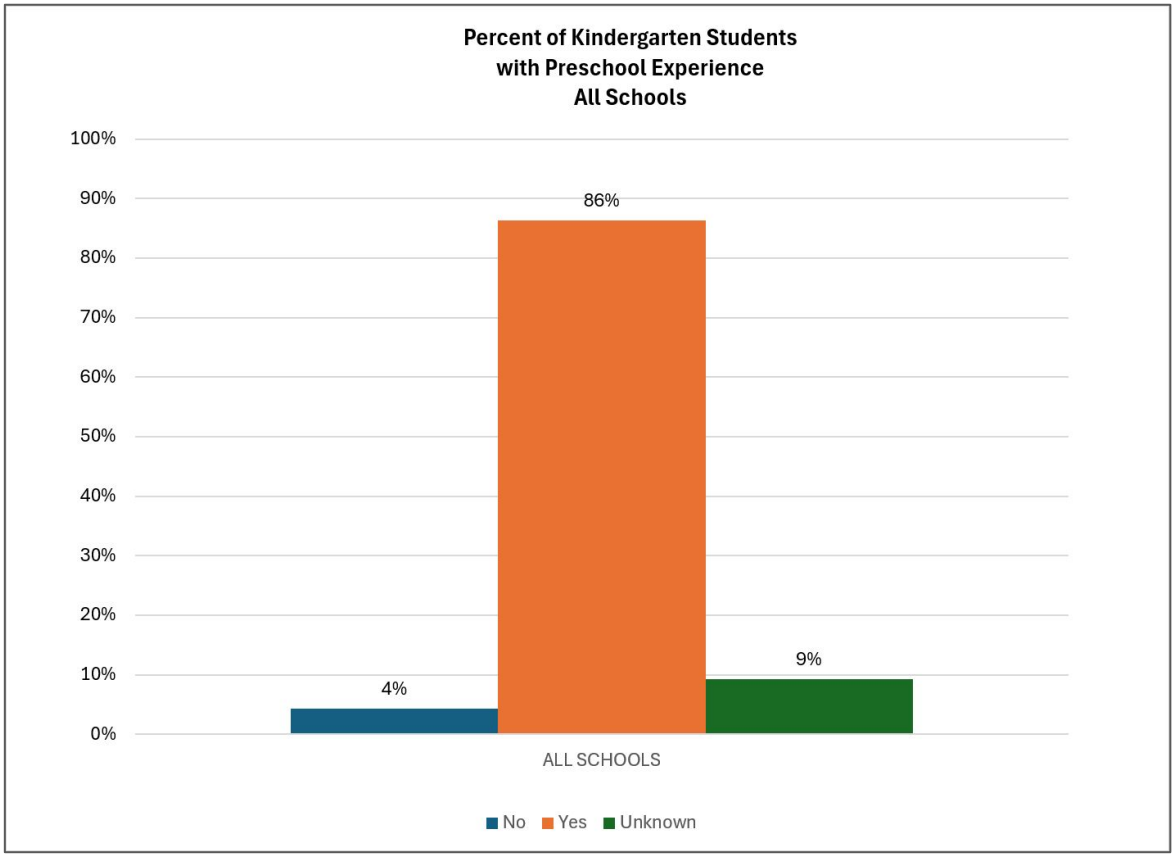
Successful Learners

Thriving, valued, and supported students.

MDE Paradigm Shift: Children are always learning and all age-eligible children are ready for school. The responsibility rests on adults, programs, and systems to be ready for each child.

All Children are Ready for School

CACR Goal: The percentage of students who enroll in kindergarten without any preschool experience will decrease by 2% each year. 2025-26 will be the baseline.

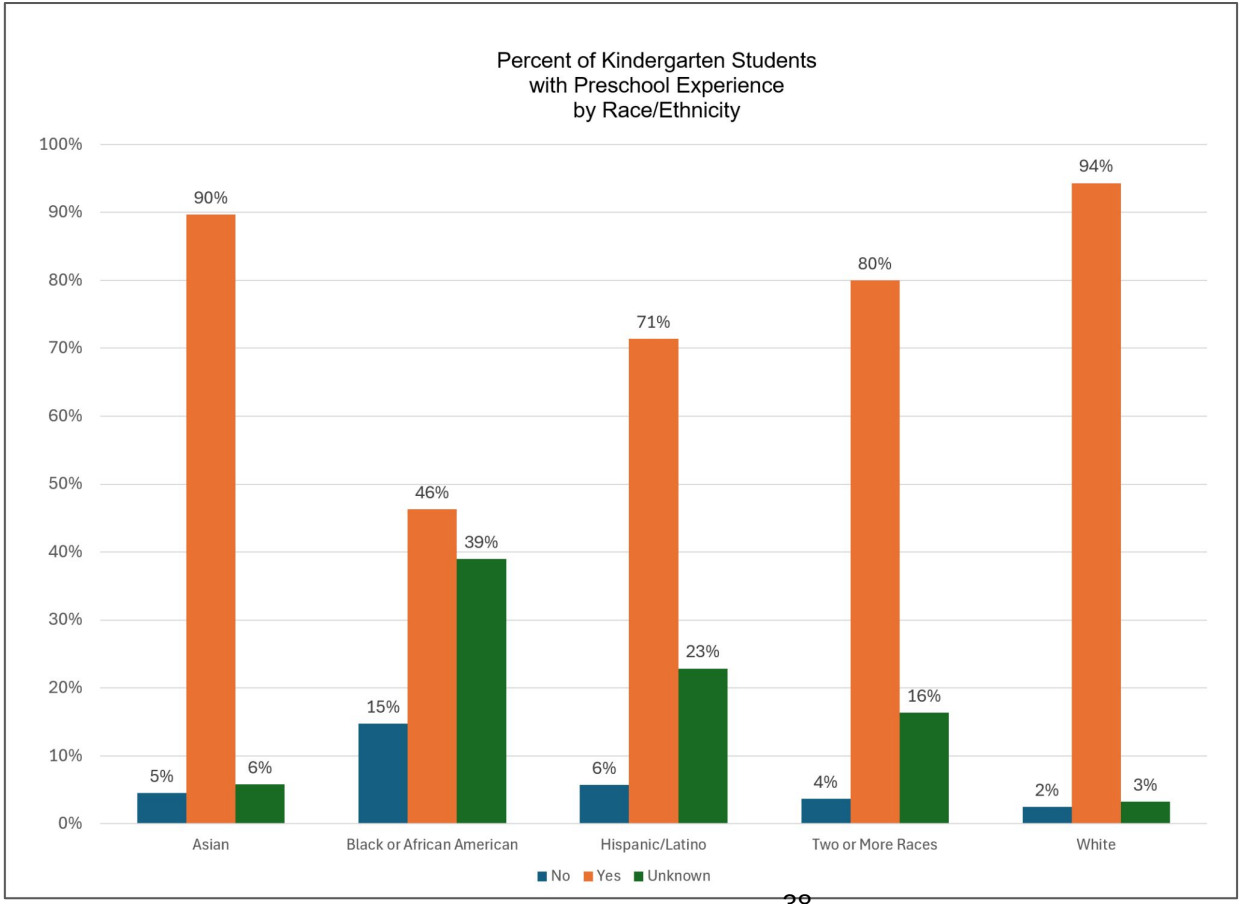


37

2025-26 School Year

4% of students (38) districtwide did not have preschool experience

Parents of 9% of students (81) did not answer this question on enrollment forms



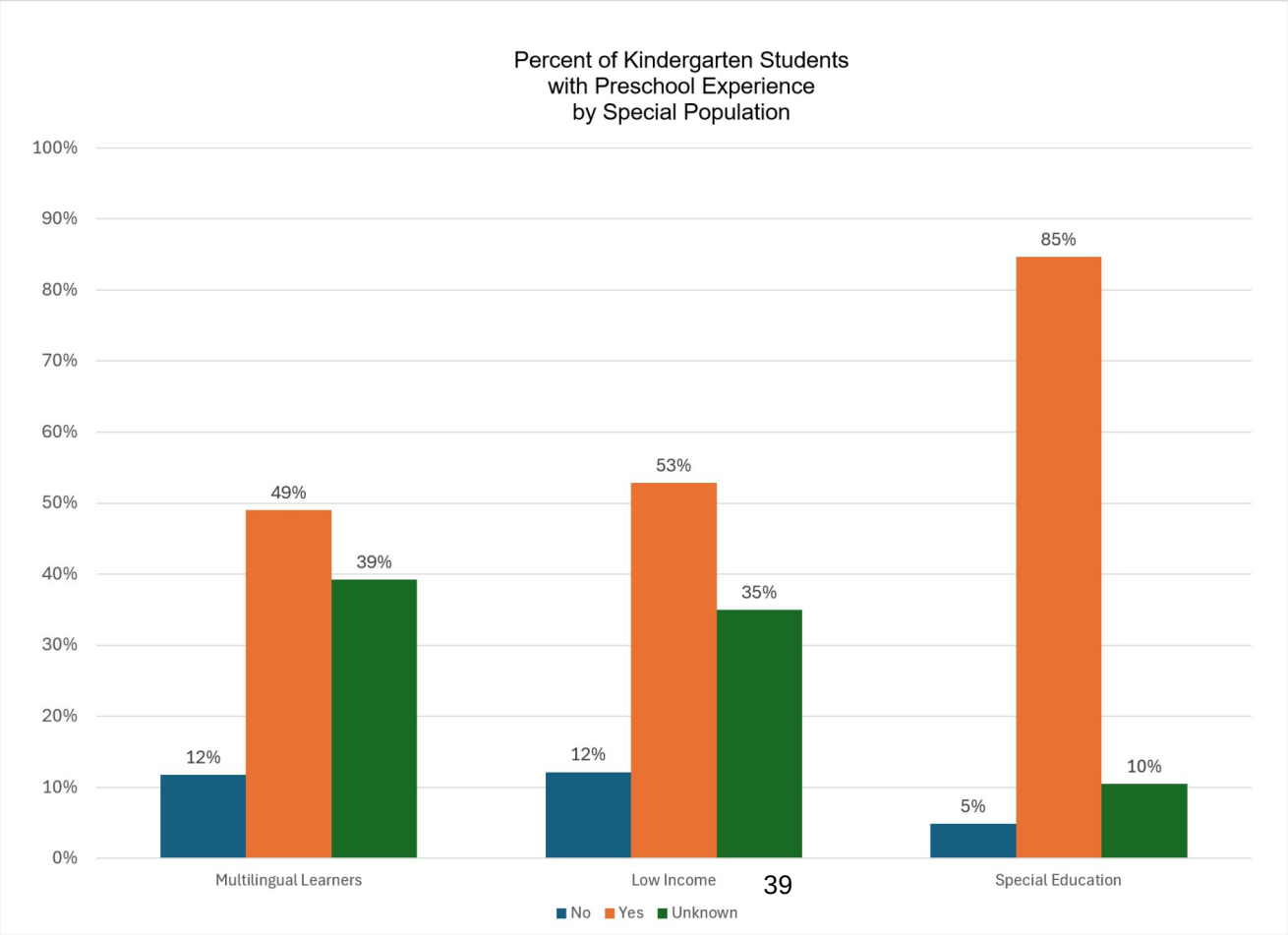
38

2025-26 School Year

In our Black/African American student group 15% (14) did not attend preschool. Parents of 39% of students (37) did not answer this question on enrollment forms.

In all other racial/ethnic groups the percent of students without preschool experience was less than 10%.

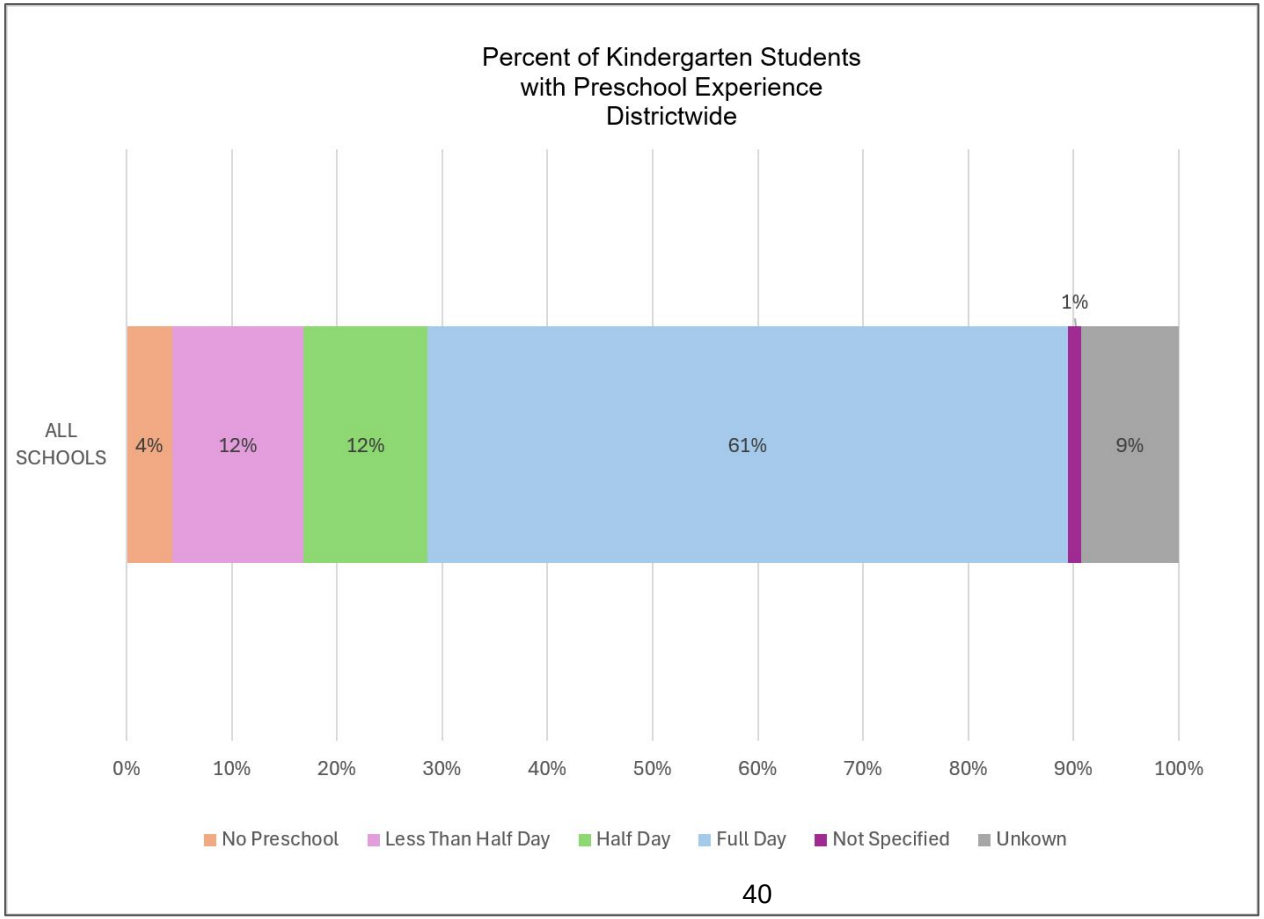
The Hispanic/Latino and Two or More Races student group had more than 10% unknown.



2025-26 School Year

Our multilingual learners and our students whose family qualify for educational benefits had 12% of students without preschool experience.

In these two groups 35% and 39% of students' parents did not answer this question on enrollment forms.



2025-26 School Year

Number of preschool hours per week.

Dana and Jenny will talk about this data.

Actionable Steps

Considerations for Dosage and Quality

Students participated in a wide variety of preschool experiences noting 130+ different programs.

Hours of in program and quality impacts student outcomes.

Ongoing Measurement

Continue learning work to determine the datapoint that measures school readiness.

2026-27 Goal

Monitoring new State guidelines utilizing TS Gold assessments through the new Minnesota Kindergarten Fall Assessment which is proposed for Fall 2027. It is currently being piloted.

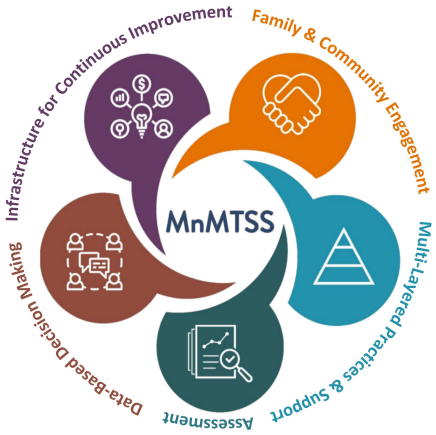
Family Partnership

Family Partnership Strategy

This is a strategy that supports the achievement goals by removing barriers in and out of school. However, because this strategy closely aligns with students' experience, we're including it in this presentation.

The goal of these efforts is to assist families in removing barriers that impact student learning and foster deeper family-school partnerships that empower learners.

This approach is also a components of our broader MnMTSS work.



43

Family Partnership

Qualitative data collected in 2025-2026 was foundational to establish key focus areas.

Collaborative Model

Partnership origins include:

- Direct Requests from families and students
- Referrals from teachers and school support staff
- Proactive Reach-outs initiated by Family Liaisons

Core Support Areas

- **Essential Resources:** Supplies & community partner connections (e.g., IOCP)
- **Academic & Extracurricular:** Scholarship access & technology assistance
- **Family Navigation:** Guidance on school processes & parent-teacher meetings

2025-2026: Family Partnership Leads + Family Liaisons

Actionable Steps

Based on the 2025-2026 data analysis we updated the model for 2026-2027.

2026–2027 Model

- **Expanded Liaison Team** in partnership with **Community Ed**.
- **Dedicated Buildings** for increased efficiency & staff/family consistency.
- **Data Tracking** via a new form to monitor impact. This will **establish formal baseline data**.
- **Ultimate Goal:** Transition direct partnerships between staff & families.

2026-2027: Family Liaisons

45

College and Career Readiness

Students are College and Career Ready

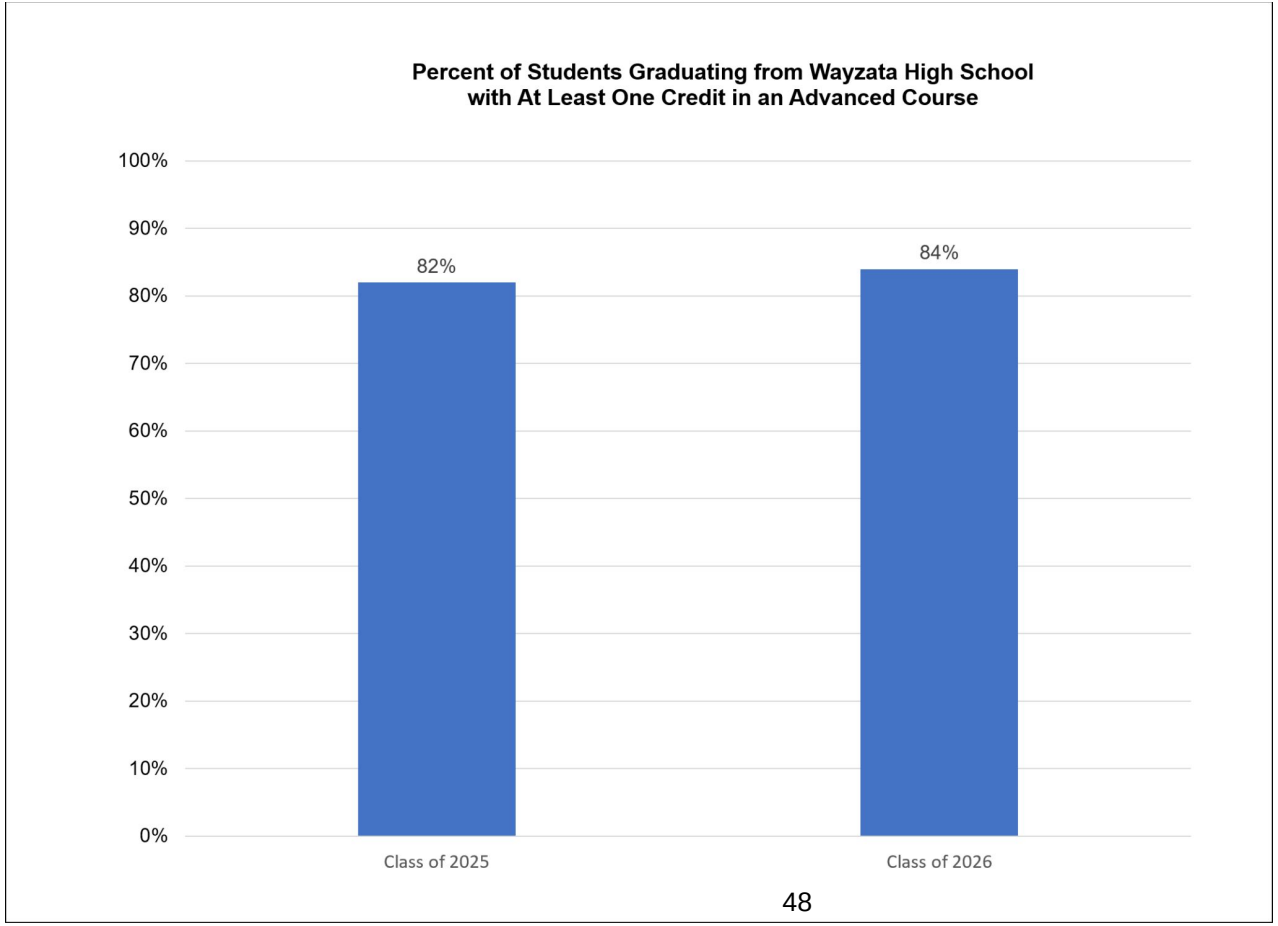
CACR Goal: The percentage of WHS students who graduate with at least one credit in an AP, concurrent enrollment, other college credit-bearing course, or an identified "Advanced" CTE pathway course will increase from 82% for the Class of 2025 to 84% for the Class of 2026.

A&I Goal: The percentage of Black/African-American students who graduate with at least one credit in an AP, concurrent enrollment, other college credit-bearing course, or an identified "Advanced" CTE pathway course will increase by 2% annually by May 2026.

A&I Goal Category: Increase racial and economic integration.

47

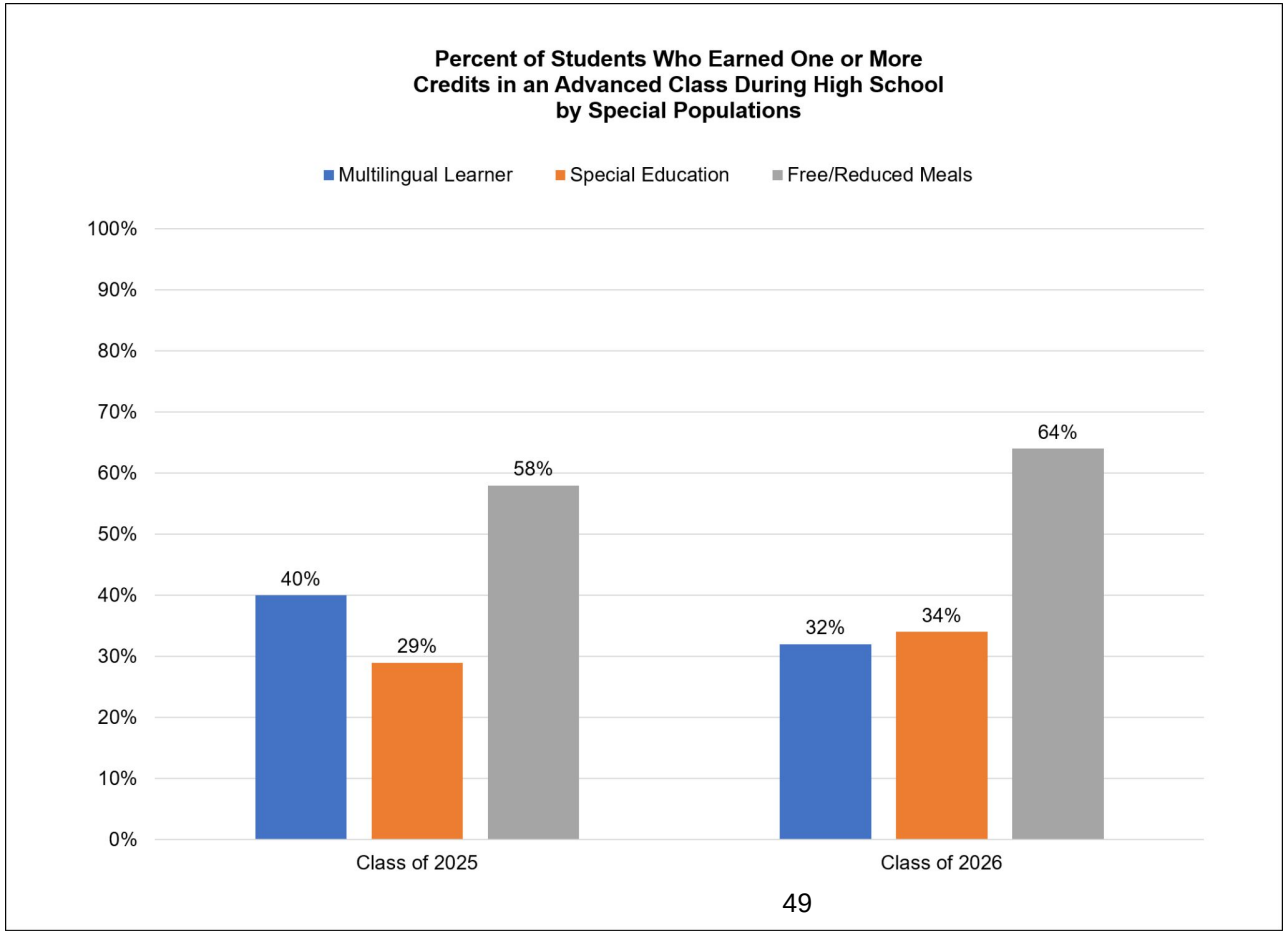
WAYZATA PUBLIC SCHOOLS



2025-26 School Year

CACR Goal
Class of 2026 = 84%

Goal Met

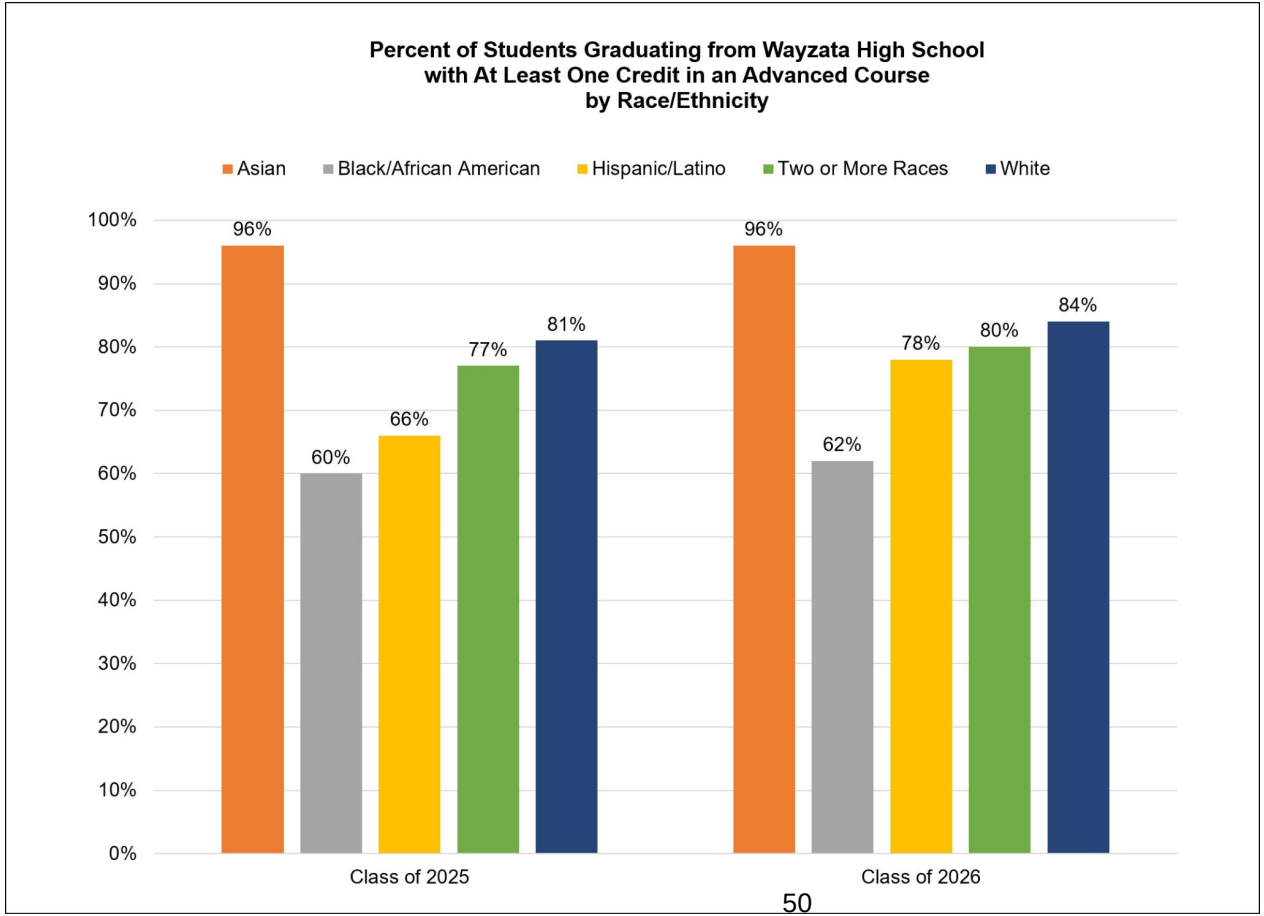


2025-26 School Year

Multilingual Learners: decreased by 8 pts

Special Education: increased by 5 pts

Eligible for Educational Benefits:: increased by 6pts



50

2025-26 School Year

Gap Reduction

<u>A&I Goal</u>
Black/African American increased from 60% to 62%.

Goal Met

Actionable Steps

A&I Summer College Visits (Grades 10–12)

- **Growing Participation:** Increased from **4** to **26 students**
- Starting students arrive early to prepare effectively
- Established dedicated kick-off and wrap-up events

A&I Expanded Middle School Efforts

- **Student Leadership & Empowerment** initiative focus
- For students not enrolled in an advanced opportunity:
  - **25%** started with WPS in elementary school
  - **41%** started with WPS in middle school
- **2026-2027 Design | 2027-2028 Implementation**

Student Perspective

Additional summer college visit components

"I think you guys should continue this because many of us students do need help on how to do this stuff and many of us are too shy to be asking."

Wayzata Public Schools Student Feedback

Actionable Steps-WHS

Continue to expand and promote opportunities for students to access advanced, postsecondary, and college-level coursework.

WHS will be sharing more in November at their School Spotlight..

Data-Informed Refinements

2025–2026

Family Partnership Leads

Only available to certain K-8 buildings; part family outreach, part classroom practices collaboration (opt-in model).

Family Liaison

Broad family outreach, resource support, and opportunity access support.

2026–2027

Belonging & Achievement Partner Teachers

Available to any K-8 building, extended duration in classrooms, focused on Tier 1 practices linked to research.

Family Liaison

Assigned to partner buildings, expanded team to increase support and access.

Middle School Student Voice & Leadership

Increased support for student empowerment at the middle school level.

53

Lifelong Learners

Prepare Students to be Lifelong Learners

CACR Goal: The percentage of students who Agree or Somewhat Agree that their experiences in class help them improve in the Portrait of a Wayzata Graduate characteristics will increase across all questions in Terms 2 and 4 from an average of 91% in 2024-25 to 92% in 2025-26.

High School Growth Plan 2025-26

- The amount of work in this class is fair and manageable: increase from 90% to 92%.
- When I struggle with the course content, my teacher supports me in bouncing back and relearning: increase from 90% to 92%.
- I benefited personally and/or academically from how WIN Time was incorporated in this class: increase from 87% to 89%.

55

56

WHS Student Experience Survey

Aligned to WHS Portrait of a Graduate

7 Characteristics

Questions about teacher support related to each characteristic

One question about support during WIN Time within class

All grade 9-12 students

End of Term 2 & Term 4

Survey Results - Portrait of a Wayzata Graduate

The percentage of students who Agree or Somewhat Agree that their experiences in class help them improve in the Portrait of a Wayzata Graduate characteristics will increase across all questions in Terms 2 and 4 from an average of 91% in 2024-25 to **92% in 2025-26**.

	Term 2		`Term 4	
	Average	**Range**	**Average**	**Range**
2024 - 2025	**91%**	87% - 94%	**91%**	87% - 93%
2025 - 2026	**91%** **Goal Not Met**	87% - 93%	**92%** **Goal Met**	88% - 94%

57

Survey Results - Portrait of a Wayzata Graduate

Percent of students who responded “Agree” or “Somewhat Agree” to the questions listed in the 2025-26 High School Growth Plan

	2024-25	2025-26
Believes in Their Ability to Succeed: The amount of work in this class is fair and manageable (**Goal = 92%**)	Term 2 = 90% Term 4 = 89%	Term 2 = 88% Term 4 = 89% **Goal Not Met**
Demonstrates Learning Agility and Resilience: When I struggle with the course content, my teacher supports me in bouncing back and relearning (**Goal = 92%**)	Term 2 = 90% Term 4 = 89%	Term 2 = 88% Term 4 = 90% **Goal Not Met**
WIN Time: I benefited personally and/or academically from how WIN Time was incorporated in this class (**Goal = 89%**)	Term 2 = 87% Term 4 = 87%	Term 2 = 87% Term 4 = 88% **Goal Not Met**

58

Actionable Steps-WHS

Continue to center our work on the Portrait of a Wayzata Graduate, intentionally building the experiences, skills, and dispositions students need to thrive during high school and find success in their postsecondary lives and beyond.

WHS will be sharing more in November at their School Spotlight.

Job-Embedded Professional Learning

Increase Culturally Responsive Learning Experiences

A&I Goal: At least 75% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

A&I Goal Category: Increase access to effective and diverse teachers.

Metrics

- Peer Coach Survey (self-reporting)
  - Innovation Configuration map for Culturally Responsive Learning Experiences
  - Implementation of new teaching practices
- Elementary intervention referral data - decrease in disproportionate referrals for Black students, the student group experiencing the greatest disproportionality.

61

Culturally Responsive Learning Experiences

Culturally Responsive Protocols with Intention and Automaticity

Living/Ideal	Embracing	Emerging	Discovering
I regularly implement protocols based on a deep understanding of who my learners are, considering their basic needs and cultural behaviors. I select and implement protocols considering academic and social outcomes. I make real-time adjustments and switch between protocols in order to respond to the needs in the moment. I engage in ongoing reflection that ensures use of a wide-variety of protocols.	I use many protocols based on student needs. I select and implement protocols considering academic and social outcomes. I plan for use of these protocols and practice with them often. I engage in reflection that ensures use of a wide-variety of protocols.	I use some protocols based on student needs.	I use protocols to expand my toolbox.

62

Culturally Responsive Learning Experiences

Community, Basic Needs, and Interdependence

Living/Ideal	Embracing	Emerging	Discovering
I teach and embed the basic needs into learning throughout each day which allows students to make decisions based on the needs of the community while having awareness of their own individual needs. I facilitate learning activities where there is both individual accountability and group interdependence. Students always have a way to learn more together. Student learning and students' social impact are interconnected throughout the day.	I use basic needs to coach students to reflect on their needs, their choices and their impact on the classroom community. I facilitate a variety of community building activities that have students cultivating deep relationships. These activities involve all voices in our space. 63	I've taught students the basic needs. I lead community building activities throughout the year/term. These activities may highlight one student at a time.	I have attended training on the basic needs. I use community building activities at the beginning of the year/term.

WAYZATA PUBLIC SCHOOLS

Culturally Responsive Learning Experiences

Student Voice, Self-reflection, and Self-direction

Living/Ideal	Embracing	Emerging	Discovering
I have embedded routines that we can use at any time to have students reflect on their learning so they can choose the next best step for them in working toward our learning goals. I structure activities to allow students to transition through activities based on these reflections. I facilitate these structures so that students are able to support themselves and each other as a learning community. I plan instruction that maximizes the time when students are talking to and learning from each other. I ask questions that allow students to evaluate their own effectiveness toward the learning goal(s) and the social goal(s) as a way to improve their skills working together as a learning community.	I regularly have students reflect on their learning so they can choose the next best step for them in working toward our learning goals. I structure activities to allow students to transition through activities based on these reflections. I plan instruction that maximizes the time when students are talking to and learning from each other. 64	I include time for student self-reflection after assessments. I plan instruction to reduce the amount of teacher talk time and increase the amount of student time talk.	I review data from the student engagement survey to inform my planning.

Culturally Responsive Learning Experiences

Percent of staff who indicated that they are in the “Embracing” or “Living/Ideal” level on the Innovation Configuration Map self-assessment. (Goal = 75%)

Area	2023-24	2024-25	2025-26
Culturally Responsive Protocols with Intention and Automaticity	78%	74%	**77%** **Goal Met**
Community, Basic Needs, and Interdependence	76%	72%	**75%** **Goal Met**
Student Voice, Self-reflection, and Self-direction	76%	78%	**80%** **Goal Met**

65

WAYZATA PUBLIC SCHOOLS

Culturally Responsive Learning Experiences

The percent of staff responding “Strongly Agree” to the statement “As a result of my work with my peer coach, I have implemented the next actionable step.” (Goal = 50%)

Area	2023-24	2024-25	2025-26
Strongly Agree	**37%**	**47%**	**51%** **Goal Met**
Agree	48%	43%	43%
Total Strongly Agree or Agree	85%	90%	94%

66

Decrease Disproportionality in WRAP Referrals

Wayzata Reflecting into Action Plan (WRAP)

Elementary intervention referral data: decrease the disproportionate referrals to WRAP for Black students, the student group experiencing the greatest disproportionality.

WRAP is a collaborative, data-informed process where school teams partner with teachers to identify student needs, strengthen Tier 1 instruction, design and plan implementation of targeted supports, and monitor progress over time.

WRAP Referrals K-5

Note: This data was pulled from Abre. Buildings varied in their use of Abre in 2025-26.

Total K-5 students referred to WRAP = 181 (3%)
Goal is to meet student needs in the classroom, so the referral to WRAP is not needed.

2023-24 Baseline

Black/African American Students:

- *9% of student enrollment*
- *23% of referrals*
- *Gap = 14 pts*

2024-25 desired benchmark = 12pts
2025-26 desired benchmark = 10 pts

25-26: Made Progress (12 pts)

	2025-26 Percent of **Total Enrollment**	2025-26 Percent of **WRAP Plans**
Asian	20%	7%
Black or African American	10%	22%
Hispanic or Latino	5%	4%
Two or More Races	7%	11%
White	59%	57%

68

Actionable Steps

Abre to Support Data-Informed Culture

Implementation of Abre with all staff to support deeper use of data to assist supports at Tier 1 and Tier 2

CEL Leadership

CEL Leading for Teacher Learning

Continue to strengthen and align PLCs and MnMTSS across the system, responding to teacher and building needs

Partner Teacher Role Shift

Shifted from Family Partnership Lead to **Belonging and Achievement Partner Teacher** for 2026-2027.

- Sustained classroom practice for multiple weeks
- Monitor data of class in addition to strategy use data

For more information about this report, email askTL@wayzataschools.org

Agenda Item: _____

BOARD OF EDUCATION

Special Meeting – September 28, 2026

AGENDA SECTION: Administrative Reports and Recommendations – Finance & Operations

ITEM: Preliminary 2026 Payable 2027 Property Tax Levy

COMMENTS BY: Trevor Peterson, Executive Director of Finance & Operations

Minnesota law requires school districts to certify their proposed tax levy payable in 2027 to the county auditor on or before September 30, 2026. We have recently received the levy data from the Minnesota Department of Education and have analyzed the details. A summary written analysis of the proposed levy is included for your review.

The Minnesota Department of Education is still in the process of adjusting school district levies and will provide districts with updated reports if changes are made. While most components of the levy are materially accurate and complete, the District administration recommends that the Board levy a preliminary amount in all funds. If the Board of Education approves the maximum allowed, the county auditor will automatically include any positive adjustments to the levy. Otherwise, the final levy amount cannot exceed the preliminary levy amount, except for some very limited exceptions. The District administration recommends that the Board of Education adopt this preliminary levy at the "maximum" amount allowed by state statute.

The Board will set the final levy certification amounts at its regular board meeting on December 14, 2026.

Recommended Action: **Approve the Preliminary 2026 Payable 2027 Levy Limitation and Certification, at the "maximum" amount allowed by the state.**

Motion by: _____ ROLL CALL Passed: _____

Second by: _____ Failed: _____

Abstentions: _____

WAYZATA PUBLIC SCHOOLS
Finance & Operations

Trevor Peterson, Executive Director, Finance & Operations
13305 12th Ave N | Plymouth, MN 55441
763-745-5038 | Trevor.Peterson@wayzataschools.org

To: Members of the Board of Education
Dr. Robb Virgin, Superintendent of Schools

From: Trevor Peterson, Executive Director of Finance & Operations

Date: September 28, 2026

Subject: Recommendation of the 2026 Payable 2027 Preliminary Property Tax Levy Certification to Finance a Portion of the 2027-28 School Year Operations

The District has received the 2026 Payable 2027 Preliminary Levy Limitation and Certification document from the Minnesota Department of Education (MDE). Based on state authorization, enclosed are several exhibits summarizing the District's preliminary property tax levy for your consideration.

The District's 2026 Payable 2027 (Payable 2027) preliminary levy must be certified by the Board of Education by September 30, 2026. Therefore, it is necessary that the District certifies a preliminary tax levy at the special meeting scheduled for Monday, September 28, 2026. Typically, once the District has submitted its preliminary tax levy certification to the county auditor, it can only be increased with authorization from MDE or from a successful voter referendum in the time frame between the approval of the preliminary levy and the final levy. However, individual items may be decreased by the Board of Education prior to final approval, which will occur in December 2026.

The District's property tax levy is allocated to individual parcels of property within the District using formulas based upon market values assessed by Hennepin County. The preliminary estimate of the District's total assessed market value increased by $693 million from $21.591 billion in 2024 to $22.284 billion in 2025. This represents approximately a 3.21% increase in market value and includes existing and new properties. A sample of individual parcel school property tax estimates will be available prior to approval of the final levy scheduled in December.

Legislative actions combined with revenue formulas, student enrollment growth and fluctuations in individual taxpayer's market value add complexity to a school district's local property tax levy. The purpose of this document is to discuss the significant changes that have occurred in the Payable 2027 preliminary levy and to provide clarity to the Board of Education and to the community.

PROPOSED PRELIMINARY PROPERTY TAX LEVY

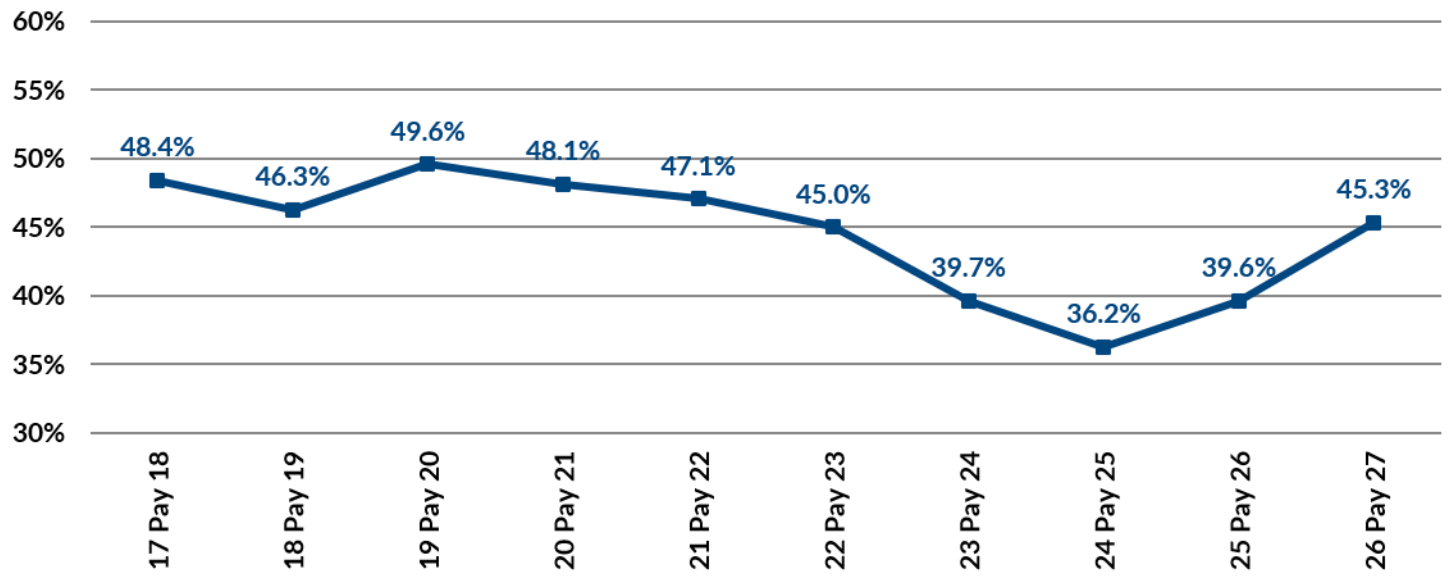
The District's total preliminary levy for taxes payable in 2027 is $120,198,597.82. This levy amount represents an overall increase of $17,970,053.62 or 17.58% from the previous year.

Of this amount, about 2/3rds of the annual increase ($12,164,127.64) is due to the voter approved building bond referendum on April 14, 2026.

The table below shows a comparison of the preliminary levy payable in 2027 with the District's certified levy payable in 2026. While the levy detail is presented by separate funds, it is important to focus on the District's total Payable 2027 levy when comparing it to the total Payable 2026 levy.

Fund	Actual Tax Levy Payable in 2026	Proposed Tax Levy Payable in 2027	$ Change	% Change
General	$ 79,920,348.06	$ 85,649,457.41	$ 5,729,109.35	7.17%
Community Service	$ 2,241,134.46	$ 2,578,951.79	$ 337,817.33	15.07%
Debt Service	$ 20,067,061.68	$ 31,970,188.62	$ 11,903,126.94	59.32%
TOTAL	**$ 102,228,544.20**	**$ 120,198,597.82**	**$ 17,970,053.62**	**17.58%**

Over the last nine years, the District's total levy increase has averaged 6.02% while the Net Tax Capacity (NTC) has increased by 85.14% over the same period, an average of 9.46% per year. This corresponding growth in NTC has minimized the tax impact on District property owners. The following graph compares the District's levy amount to the Adjusted Net Tax Capacity.



The following pages provide a detailed analysis of the levy by fund.

GENERAL FUND

Exhibit I on page 5 is a detailed analysis of the proposed levy recommendation for the General Fund. Overall, the General Fund levy increased by 7.17% or $5,729,109.35.

RMV – Voter Approved Levies

- Total increase of 4.55% or $1,552,701.71.
- The District's voter-approved operating referendum changes annually based on two main factors: enrollment projections and an increase for the annual inflation factor.
- Increase in the current year operating referendum inflationary allowance of 2.14% results in the per pupil amount to be $2,380.06. This, along with increased enrollment results in increased revenue of $1,569,164.10.
- Payable 2027 prior year adjustments (+$138,729.60) were very similar to Payable 2026 (+$155,191.99).

RMV – Other Levies

- Local Optional Revenue increased $112,654.40 due to enrollment increasing from 14,791.20 estimated pupil units (2026-27) to 14,946.80 estimated pupil units (2027-28), an increase of 155.60 pupil units. Formula allowance of $724.00 per pupil unit remained the same, so 155.60 * $724.00 = $112,654.40 increase.
- Equity Revenue decreased $297,473.38 from Payable 2026. This decrease is the result of the District's revenue per pupil as calculated for Equity purposes exceeding the 95th percentile for metro districts in Payable 2027 and not in Payable 2026.
- Transition Revenue remained relatively consistent from Payable 2026.

NTC - Voter Approved Levies

- District voters authorized an annual capital project levy which funds technology expenditures such as student and staff devices, district-wide technology infrastructure, and technology access and support.
- The Payable 2027 Capital Project / Tech Levy at $12,747,594.70 increased by $347,508.81 due to the increase in the District's net tax capacity (NTC). The voter approved tax rate is applied to the District's previous years NTC. The increase for Payable 2027 is similar to the increase recognized in Payable 2026.

NTC - Other Levies

The District's Long-Term Facilities Maintenance (LTFM) levy finances deferred maintenance projects on school facilities, accessibility improvements, and meets health and safety requirements. To receive revenue, the Board of Education must annually approve a ten-year plan which is subsequently submitted to MDE for approval.

- LTFM revenue will finance projects throughout the District and can be carried over from year to year until projects are completed but are adjusted on the annual levy.

- For the taxes Payable 2027, the District's LTFM levy (net of adjustments) of $14,203,427.32 is an increase from the prior year of $10,449,752.91. Payable 2027 negative adjustment of $2,285,821.03 is more in line with expectations as opposed to the previous two years. Payable 2025 included a large negative adjustment of $8,811,303.89 which is due to project timing and those projects which the district was unable to initiate, while the negative adjustment for Payable 2026 was $4,302,644.20.

The General Fund levy also includes several other levies that are primarily formula driven and have changed either due to revised estimates, enrollment fluctuations or increases in the District's tax capacity. These levy amounts are authorized by statute and the District must levy for each component or risk losing the revenue, or in some cases, lose a corresponding state aid.

- The Other Post-Employment Benefits (OPEB) levy represents the unfunded actuarial accrued liability (UAAL) as calculated by the District's actuary under the Government Accounting Standards Board Statement No. 75 (GASB 75). This levy for Payable 2027 is $124,601.00, compared to $166,061.00 and $490,657.00 in Payable 2026 and 2025, respectively.

- Another notable change is for the District's lease levy. Combining the current year lease levy and adjustments from previous years, the lease levy is $776,926.10 lower in Payable 2027 from what it was in Payable 2026.

Overall, each individual component of the General Fund levy has been reviewed for reasonableness and accuracy with the corresponding formula that drives its calculation.

Payable 2027 Levy Certification
Proposed General Fund Levy

Exhibit I

Funding Category	Payable 2026 Final Levy	Payable 2027 Proposed Levy	$ Change	% Change
RMV - Voter Approved				**4.55%**
Referendum Levy Authority	34,005,116.71	35,574,280.81	1,569,164.10	
Prior Year Adjustments	155,191.99	138,729.60	(16,462.39)	
RMV - Other				**-1.72%**
Local Optional Revenue	10,679,093.16	10,791,747.56	112,654.40	
Prior Year Adjustments	(13,212.04)	(62,407.84)	(49,195.80)	
Equity Revenue	1,044,813.38	747,340.00	(297,473.38)	
Prior Year Adjustments	(36,696.02)	(4,052.58)	32,643.44	
Transition Revenue	17,453.61	17,637.22	183.61	
Prior Year Adjustments	(70.00)	(150.17)	(80.17)	
NTC - Voter Approved				**2.80%**
Capital Projects / Tech Levy	12,400,085.89	12,747,594.70	347,508.81	
NTC - Other				**18.60%**
Operating Capital	2,516,052.33	2,594,041.38	77,989.05	
Prior Year Adjustments	9,386.30	10,786.54	1,400.24	
Alternative Teacher Compensation	1,202,329.31	1,227,754.71	25,425.40	
Prior Year Adjustments	(935.48)	417.69	1,353.17	
Achievement & Integration	797,548.02	827,423.39	29,875.37	
Prior Year Adjustments	12,803.45	3,256.81	(9,546.64)	
Reemployment Insurance	100,934.00	175,642.94	74,708.94	
Prior Year Adjustments	138,930.08	125,763.17	(13,166.91)	
Safe Schools	532,483.20	538,084.80	5,601.60	
Safe Schools Intermediate 287	221,868.00	224,202.00	2,334.00	
Prior Year Adjustments	30,614.28	(4,695.57)	(35,309.85)	
Ice Arena	276,000.00	272,000.00	(4,000.00)	
Career Technical Education	717,297.96	1,110,526.73	393,228.77	
Other Post-Employment Benefits	166,061.00	124,601.00	(41,460.00)	
Prior Year Adjustments	-	(3,005.00)	(3,005.00)	
Long-Term Facilities Maintenance	15,461,147.11	17,229,498.35	1,768,351.24	
LTFM Bond Adjustments	(708,750.00)	(740,250.00)	(31,500.00)	
Prior Year Adjustments	(4,302,644.20)	(2,285,821.03)	2,016,823.17	
Lease Levy	3,578,400.15	3,049,964.89	(528,435.26)	
Prior Year Adjustments	230,743.53	(17,747.31)	(248,490.84)	
Abatements	1,106,743.00	1,236,282.71	129,539.71	
Other Adjustments	(418,440.66)	9.91	418,450.57	
Total General Fund Levy	**79,920,348.06**	**85,649,457.41**	**5,729,109.35**	**7.17%**

76

COMMUNITY SERVICE FUND

Exhibit II is a detailed analysis of the proposed levy recommendation for the Community Service Fund. These levies are based on statewide tax rates applied to all property in the state. Statewide revenue formulas remained stable. All Community Service fund levies are assessed on NTC (no RMV) and are included in Other Levies.

- The largest component of the Community Service Levy, school age care, is estimated at $1,250,000.00, an increase of $50,000.00 from Payable 2026. This levy is a self-adjusting levy based on annual expenditures from two fiscal years prior, which resulted in a $201,812.51 adjustment. This adjustment supports the increase in this levy category last year when it increased from $985,000.00 to $1,200,000.00

- Early Childhood Family Education (ECFE) increased $19,046.11 for the current year with an adjustment that is $58,464.35 more than Payable 2026.

- The remaining categories for the Community Service Levy (Basic Levy, Home Visiting, & Adults with Disabilities) are consistent with levies from recent years.

Payable 2027 Levy Certification
Proposed Community Service Fund Levy

Exhibit II

Funding Category	Payable 2026 Final Levy	Payable 2027 Proposed Levy	$ Change	% Change
Basic Levy	590,036.70	590,036.70	-	
Early Childhood Family Education	456,731.15	475,777.26	19,046.11	
Prior Year Adjustments	(52,647.84)	5,816.51	58,464.35	
Home Visiting	15,735.00	16,125.00	390.00	
Prior Year Adjustments	(159.70)	226.80	386.50	
Adults with Disabilities	12,894.87	13,263.71	368.84	
School Age Care	1,200,000.00	1,250,000.00	50,000.00	
Prior Year Adjustments	(12,117.08)	201,812.51	213,929.59	
Abatements	30,661.36	25,893.30	(4,768.06)	
Total Community Service Fund Levy	**2,241,134.46**	**2,578,951.79**	**337,817.33**	**15.07%**

DEBT SERVICE FUND

Exhibit III is a detailed analysis of the proposed levy recommendation for the Debt Service Fund. The District is required to levy 105% of scheduled principal and interest payments to ensure the District has the funds to make scheduled payments in the event of taxpayers not paying their property taxes. To compensate for any overpayments for when the taxpayers do pay their property taxes, negative debt excess adjustments are made in subsequent years. All Debt Service fund levies are assessed on NTC (no RMV) and split between Voter Approved and Other Levies.

- The voter approved portion of the Debt Service levy of 105% for scheduled principal and interest payments increased by $11,623,606.00. This increase can be attributed to the voter approved building bond referendum from April 14, 2026. 105% of the debt service payments for those bonds equals $12,164,127.64, which means the levy for the remainder of the voter approved levy decreased by $540,521.64.

- The portion of Debt Service for other levies and LTFM increased by $213,470.00.

Payable 2027 Levy Certification
Proposed Debt Service Fund Levy

Exhibit III

Funding Category	Payable 2026 Final Levy	Payable 2027 Proposed Levy	$ Change	% Change
NTC - Voter Approved				**71.44%**
Debt Service	16,108,375.00	27,731,981.00	11,623,606.00	
Reduction for Debt Excess	(0.40)	-	0.40	
Abatements	255,056.08	321,106.62	66,050.54	
NTC - Other				**5.76%**
Debt Service	1,363,905.00	1,396,245.00	32,340.00	
Reduction for Debt Excess	-	-	-	
Long-Term Facilities Maintenance	2,339,726.00	2,520,856.00	181,130.00	
Total Debt Service Fund Levy	**20,067,061.68**	**31,970,188.62**	**11,903,126.94**	**59.32%**

SUMMARY

The 2026 Payable 2027 Preliminary Property Tax Levy represents the total impact, across all funds, of the legislated property tax levy authority. As the state continues to refine the 39 pages of formulas that derive the levy amounts, it is important to note that minor changes may still occur. The state allows local school boards to simply approve a "maximum" preliminary levy certification to allow changes made until September 30th which will then be reflected in the parcel specific notices mailed out this fall. The District administration recommends that the Board of Education approve the maximum levy amount. The Board of Education retains the option to subsequently reduce the amount of the levy prior to certifying the levy at its December 14, 2026 meeting.

The District administration recommends approval of the presented preliminary amounts by allowing the maximum.

TRUTH IN TAXATION LAW

The public will have the opportunity to speak to the Board of Education about Wayzata Public Schools' Tax Levy at the regular school board meeting on December 14, 2026, at 7:00 p.m. If you have questions regarding the enclosed materials or desire additional information, please contact me at (763) 745-5038 or trevor.peterson@wayzataschools.org

Preliminary 2026 Payable 2027 Levy Certification

Special School Board Meeting
September 28, 2026

Levy Certification Timeline

July 2026

LTFM Application Approval

(7/31 deadline)

August 2026

MDE Submission

Districts submit levy information into MDE system

Sept 2026

Preliminary Levy Approved

(9/30 deadline)

Oct / Nov 2026

Tax Statements

County mails proposed tax statements to property owners

Nov 2026

Referendums

Districts may hold referendums (operating levies or building bonds)

Dec 2026

Final Approval

Truth in Taxation public hearing

Final Levy approved

WAYZATA PUBLIC SCHOOLS

Levy Overview

Payable 2027

Taxes collected from taxpayers in calendar year 2027

1st Half Due

May 15th, 2027

2nd Half Due

October 15th, 2027

Distribution: School districts generally receive their portion 2-3 weeks after collection dates.

School District FY 2027-28

Provides revenue for the district in Fiscal Year 2027-28

Budget Year Begins

July 1st

Fiscal Period

July 2027 – June 2028

Cities, Counties & Townships

Differs from school district fiscal operations

Budget Year Begins

January 1st

Revenue Application

2027 taxes provide revenue for 2027 calendar year

WAYZATA PUBLIC SCHOOLS

Funding is Highly Regulated

MDE / State of Minnesota Establishes Three Key Regulatory Pillars:

Revenue Formulas

Determines Funding Levels

- Establishes formulas to calculate district revenue.
- Most revenue is directly tied to specified dollar amounts per pupil.

Tax Levy Caps

Maximum Authorized Limits

- Districts may choose to levy less than allowed, but not more.
- Exceeding the state cap requires voter approval in November or other state-mandated adjustments.

Voter Referendums

Local Ballot Approval

- State law authorizes local school boards to propose referendums.
- Submits operating & capital funding needs directly to voters for final approval.

WAYZATA PUBLIC SCHOOLS

Complexity of Property Tax System

39 **Pages of Levy Calculations**

Extensive state-mandated formulas used annually to establish district tax levies.

50 + **Revenue Categories**

Individual state aid and local tax levy funding lines.

2 Property Tax Bases

Calculated using two distinct property valuation methods:

Referendum Market Value (RMV)

Applied to voter-approved operating referendums and select local levies.

Net Tax Capacity (NTC)

Used for all other state funding formulas based on property class rates.

4 Different Funds

Revenue is accounted for in 4 specific accounting funds:

- General Fund
- Community Service Fund
- Debt Service Fund
- OPEB Debt Service Fund

  (not applicable to WPS)

2 Tax Statement Lines

Separated into two distinct categories on property tax statements:

Voter Approved Levies

Levies directly approved by local voters in public referendum elections.

Other Local Levies

State-authorized board levies for facility, tech, and operational needs.

WAYZATA PUBLIC SCHOOLS

What Causes Levies & Property Taxes to Change?

Four Primary Factors Impacting Annual School Tax Levy Calculations:

State Laws & Regulations

Legislative Control

- State funding formulas set by Minnesota Legislature.
- Adjustments to statutory tax levy caps and limits.
- State-mandated tax base classification changes.

Pupil Units & Population

Enrollment Trends

- Changes in weighted student counts (pupil units).
- Shifts in total district population growth.
- Directly impacts per-pupil state aid & revenue calculations.

Property Values & Tax Capacity

Tax Base Valuation

- Fluctuations in local property market values.
- Changes in Net Tax Capacity (NTC) & Referendum Market Value (RMV) bases.
- Shifts tax burden distribution across property types.

Changes in Expenditures

Operational Needs

- Cost updates for programs, staffing & facilities.
- Inflationary impacts on operational costs.
- Voter-approved referendums for capital or operations.

WAYZATA PUBLIC SCHOOLS

Tax Base Definitions

Referendum Market Value (RMV)

Taxable market value of all taxable property in school district excluding seasonal recreational & agricultural land (there are some other less common classifications that are exempt as well)

Only 4 funding categories are spread against RMV:

- Voter approved levies
  - Operating Referendum
- Other non-voter approved levies
  - Local Optional
  - Equity
  - Transition

Net Tax Capacity (NTC)

Value of property in which property taxes will be levied against for all other school funding formulas

Calculation Formula:

Calculated by multiplying a property's taxable market value by its assigned classification rate (as determined by the Legislature)

Examples: Residential homestead
1.00% first $500,000
1.25% over $500,000

Agricultural homestead
House, garage & one acre: same as residential
Land: 0.50% first $3,500,000
1.00% over $3,500,000

Commercial / Industrial
1.50% first $150,000
2.00% over $150,000

WAYZATA PUBLIC SCHOOLS

Proposed Payable 2027 vs. Final Payable 2026 Levy

All Funds

Fund	Actual Tax Levy Payable in 2026	Proposed Tax Levy Payable in 2027	$ Change	% Change
General	$ 79,920,348.06	$ 85,649,457.41	$ 5,729,109.35	7.17%
Community Service	$ 2,241,134.46	$ 2,578,951.79	$ 337,817.33	15.07%
Debt Service	$ 20,067,061.68	$ 31,970,188.62	$ 11,903,126.94	59.32%
TOTAL	**$ 102,228,544.20**	**$ 120,198,597.82**	**$ 17,970,053.62**	**17.58%**

WAYZATA PUBLIC SCHOOLS

Proposed Payable 2027 vs. Final Payable 2026 Levy

All Funds

	Actual Tax Levy Payable in 2026	Proposed Tax Levy Payable in 2027	$ Change	% Change
By Truth in Taxation Category				
Voter Approved Levies	$ 62,923,825.35	$ 76,513,692.73	$ 13,589,867.38	21.60%
Other Local Levies	$ 39,304,718.85	$ 43,684,905.09	$ 4,380,186.24	11.14%
TOTAL	**$ 102,228,544.20**	**$ 120,198,597.82**	**$ 17,970,053.62**	**17.58%**
By Tax Base				
Referendum Market Value	$ 45,851,690.79	$ 47,203,124.60	$ 1,351,433.81	2.95%
Net Tax Capacity	$ 56,376,853.41	$ 72,995,473.22	$ 16,618,619.81	29.48%
TOTAL	**$ 102,228,544.20**	**$ 120,198,597.82**	**$ 17,970,053.62**	**17.58%**

WAYZATA PUBLIC SCHOOLS

Proposed Payable 2027 vs. Final Payable 2026 Levy

General Fund

By TNT Category & Tax Base	Actual Tax Levy Payable in 2026	Proposed Tax Levy Payable in 2027	$ Change	% Change
RMV - Voter Approved Levies	$ 34,160,308.70	$ 35,713,010.41	$ 1,552,701.71	4.55%
RMV - Other Local Levies	$ 11,691,382.09	$ 11,490,114.19	$ (201,267.90)	-1.72%
NTC - Voter Approved Levies	$ 12,400,085.89	$ 12,747,594.70	$ 347,508.81	2.80%
NTC - Other Local Levies	$ 21,668,571.38	$ 25,698,738.11	$ 4,030,166.73	18.60%
TOTAL	**$ 79,920,348.06**	**$ 85,649,457.41**	**$ 5,729,109.35**	**7.17%**

WAYZATA PUBLIC SCHOOLS

Proposed Payable 2027 vs. Final Payable 2026 Levy

Community Service Fund

Funding Category	Actual Tax Levy Payable in 2026	Proposed Tax Levy Payable in 2027	$ Change	% Change
Basic Levy (1)	$ 590,036.70	$ 590,036.70	$ -	0.00%
Early Childhood Family Education (2)	$ 456,731.15	$ 475,777.26	$ 19,046.11	4.17%
Home Visiting	$ 15,735.00	$ 16,125.00	$ 390.00	2.48%
Adults with Disabilities	$ 12,894.87	$ 13,263.71	$ 368.84	2.86%
School Age Care	$ 1,200,000.00	$ 1,250,000.00	$ 50,000.00	4.17%
Abatements & PY Adjustments	$ (34,263.26)	$ 233,749.12	$ 268,012.38	-782.22%
TOTAL	**$ 2,241,134.46**	**$ 2,578,951.79**	**$ 337,817.33**	**15.07%**

(1) Based on District population

(2) Based on District census

WAYZATA PUBLIC SCHOOLS

Proposed Payable 2027 vs. Final Payable 2026 Levy

Debt Service Fund

Funding Category	Actual Tax Levy Payable in 2026	Proposed Tax Levy Payable in 2027	$ Change	% Change
Debt Service [1]	$ 17,472,280.00	$ 29,128,226.00	$ 11,655,946.00	66.71%
Reduction for Debt Excess	$ (0.40)	$ -	$ 0.40	-100.00%
Long Term Facilities Maintenance	$ 2,339,726.00	$ 2,520,856.00	$ 181,130.00	7.74%
Abatements & PY Adjustments	$ 255,056.08	$ 321,106.62	$ 66,050.54	25.90%
TOTAL	**$ 20,067,061.68**	**$ 31,970,188.62**	**$ 11,903,126.94**	**59.32%**

(1) 105% of Principal & Interest Payments

WAYZATA PUBLIC SCHOOLS

Estimated Preliminary 2027 Tax Impact

Residential, Commercial/Industrial and Apartments

	Payable 2026 Final Levy	Payable 2027 Proposed Levy	$ Change	% Change
TOTALS	$102,228,544	$120,198,598	$17,970,054	17.58%

Property Valuation		Estimated Annual School District Property Taxes				
Type of Property	Estimated Market Value	Payable 2026 Final Levy	Payable 2027 Proposed Levy	$ Change	% Change	Estimated $ Change from Referendum
Residential Homestead	$200,000	$782	$878	$96	12.28%	$99
	$300,000	$1,225	$1,381	$156	12.73%	$162
	$400,000	$1,668	$1,885	$217	13.01%	$224
	$500,000	$2,112	$2,389	$277	13.12%	$287
	$600,000	$2,594	$2,941	$347	13.38%	$360
	$650,000	$2,833	$3,216	$383	13.52%	$396
	$700,000	$3,072	$3,490	$418	13.61%	$433
	$800,000	$3,551	$4,038	$487	13.71%	$504
	$900,000	$4,030	$4,586	$556	13.80%	$576
	$1,000,000	$4,508	$5,135	$627	13.91%	$648
Commercial / Industrial *	$100,000	$408	$460	$52	12.75%	$53
	$250,000	$1,089	$1,237	$148	13.59%	$152
	$500,000	$2,283	$2,603	$320	14.02%	$332
	$1,000,000	$4,670	$5,337	$667	14.28%	$691
	$2,000,000	$9,443	$10,803	$1,360	14.40%	$1,408
Apartments	$500,000	$2,393	$2,741	$348	14.54%	$360
	$1,000,000	$4,787	$5,483	$696	14.54%	$720
	$2,000,000	$9,573	$10,966	$1,393	14.55%	$1,440

Key Assumptions:

1. Preliminary Payable 2027 RMV is estimated to increase by approximately 3.25% and NTC is estimated to increase by approximately 4.25% as compared to Payable 2026.
2. Assumes no change in the value of individual parcels of property from 2026 to 2027 taxes. If the value of a parcel is changed, the change in taxes will be different than shown above.
3. Taxes payable in 2027 are based on latest estimates of proposed levy, as of September 21, 2026.

* For commercial/industrial property, the estimates above are for property in the City of Wayzata. The tax impact for commercial/industrial property in other municipalities in the school district my be slightly different due to the varying impact of the Twin Cities Fiscal Disparities program.

WAYZATA PUBLIC SCHOOLS

Recommendation – Approve at Maximum

Fund		Proposed Tax Levy Payable in 2027	% Change
General	$	85,649,457.41	7.17%
Community Service	$	2,578,951.79	15.07%
Debt Service	$	31,970,188.62	59.32%
TOTAL	**$**	**120,198,597.82**	**17.58%**

Overall Increases / Decreases from Recent Years:

Final Payable 2025 to Final Payable 2026	**6.13%**
Final Payable 2024 to Final Payable 2025	**4.26%**
Final Payable 2023 to Final Payable 2024	**4.90%**
Final Payable 2022 to Final Payable 2023	**2.63%**
Final Payable 2021 to Final Payable 2022	**2.46%**

Thank You

Trevor Peterson
Executive Director, Finance & Operations

Agenda Item: 6

Board of Education

Regular Meeting – September 28, 2026

AGENDA SECTION: Board Reports

ITEM: Board Reports

COMMENTS BY: Milind Sohoni, Board Chair

This section of the agenda provides an opportunity for Board members to update school board members on school board-related work or to make announcements of interest to the public.

Agenda Item: 7

Board of Education

Regular Meeting – September 28, 2026

AGENDA SECTION: Adjourn

ITEM: Adjourn

COMMENTS BY: Milind Sohoni, Board Chair

This agenda item brings closure to the School Board meeting.

Recommended Action: Call the meeting to a close.

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Time of Adjournment: _____