

**MINNETONKA INDEPENDENT SCHOOL DISTRICT #276**  
**District Service Center**  
**5621 County Road 101**  
**Minnetonka, Minnesota**

**Summary of March 2, 2023 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, March 2, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

Prior to the Study Session, the Board held a closed session to conduct Superintendent Law's mid-year review.

**REVIEW OF VISION VIDEO**

In 2022, the Minnetonka School Board members worked together to update the Board's *Our Vision for the Future* document, which charts a path for the future of the Minnetonka Public School District.

As noted in the *Vision* document, Minnetonka Schools has earned a reputation for excellent teaching, exceptional student achievement and outstanding fiscal management, and the School Board feels that ensuring that this legacy continues is the heart of their job as elected representatives for the District. The Board shared that its vision enables the District to be a world-class, child-centered public school system of which each student, parent, staff member, administrator, alumni and community member can be proud.

*Our Vision for the Future* was published, and copies were distributed to staff members throughout the District and to each school and building to display in their lobbies. An electronic copy is on the District website, and highlights of the document were shared in the District's 2022 Annual Report. The Board tasked the District with creating a companion video of *Our Vision for the Future*, to be shared with new employees and to be housed on the District website as an encapsulated version of the Board's vision.

Executive Director of Communications Dr. JacQui Getty presented a draft of the vision video for the Board's consideration. Board members reacted positively to the mix of students, staff, administrators and Board members in the video.

**REVIEW OF FY24 HEALTH AND DENTAL INSURANCE PREMIUM RECOMMENDATIONS**

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He explained that the District has been self-insured for employee health and dental insurance

since July 1, 2002. Self-Insurance for health and dental benefits means the District has its own plan for health and dental benefits, and then contracts out third party administration for the adjudication of claims. Premiums are contributed by employees out of the bi-weekly paychecks and by matching amounts from their fringe benefits compensation.

The School Board are the Trustees of the Self-Insurance Fund. There is a self-insurance advisory committee made up of representatives of all the employee groups of the District. This body makes recommendations to the School Board on annual premium levels and plan benefit levels for the School Board to consider when they are setting the annual premium rates and any plan design changes.

The Self-Insurance Fund has been very beneficial to both the District and employees. Since its inception, annual premium increases have averaged 3.17% over the first 22 years of the Self-Insurance Fund. In FY22, the Self-Insurance Fund finished the year with a cash balance of \$12,736,837 and a fund balance after liability accruals of \$10,643,467.

Over Fiscal Years 2020 through 2022, because of the COVID-19 Pandemic muting medical activity, the Self-Insurance Fund ended up with higher than normal year end surpluses. In normal years, premium levels are set at an amount that would generate a break-even to slightly above break-even level of surplus. During those three fiscal years, surpluses totaled a cumulative \$5,537,971.

As a result, premium levels for FY23 were left at the same level as the prior year for the second year in a row. In FY23, the Self-Insurance Fund is projected to utilize approximately \$1,400,000 of those additional surplus funds to cover all expenses of the Fund, in effect “giving back” a portion of the larger-than-normal surplus from Fiscal Years 2020 through 2022.

Looking forward to FY24, medical claims trend (CPI) is projected to increase at 7.4% and pharmacy claims trend is projected to increase by 9.8% according to the Segal Health Plan Cost Trend Survey.

There is also the backdrop of the overall inflation rates for the country which is impacting health care provider costs. Per the Bureau of Labor Statistics, the Calendar Year 2021 inflation rate was 7.0%, and the Calendar Year 2022 inflation rate was 6.5%, so a compounded 13.5% over two years. Inflation is projected to be “sticky” for calendar 2023 and into calendar 2024, so it will impact the FY24 Self-Insurance Plan Year.

In light of these inflationary pressures, coupled with the fact that health insurance usage is returning to pre-Pandemic levels, the initial CBIZ Actuaries recommendation for health insurance premium increases for FY24 was for a 13% increase to break even for the year.

Several plan options were looked at to see what impact changes would have on that projected increase. The most productive one is a modest \$10 per prescription copay increase for the Base Plan and VEBA HRA Open Access plan to \$25 for generic prescriptions, \$55 for formulary prescriptions and \$95 for non-formulary prescriptions for

projected savings of \$342,334 or 2%. Of note, 93% of all Self-Insurance Fund prescriptions are for generic drugs. This change reduces the projected rate increase to balance FY24 down to 11%.

In light of the fact that there will still be a significant amount of the FY20 through FY22 surpluses remaining after FY23, it is possible to use some of that surplus to moderate the premium increase by approximately 3%. This would entail using approximately \$551,675 of the Self-Insurance Fund reserves that built up from the FY20-FY22 period. The resulting premium increase recommendation is for an 8% premium increase for FY24. For the Dental Plan, the proposed premium increase is 4%.

The Self-Insurance Advisory Committee met on February 15, 2023 to review these options and voted 10-0 to recommend to the School Board that for FY24 medical premiums be increased 8%, pharmacy copays be increased \$10, and dental premiums be increased 4%.

Board members thanked Mr. Bourgeois for the information. Chairperson Wagner noted that this item would be brought back to the March 9 regular Board meeting for approval.

### **REVIEW OF AMENDED COMMUNITY EDUCATION BUDGET**

Executive Director of Community Education Tim Litfin led the discussion. Minnetonka Community Education continually monitors revenue and expenses throughout the year, and typically makes mid-year budget adjustments in revenue and expense projections after the first 6-7 months of the year. The original MCE budget is annually put together in the spring of the year and presented to the School Board in May and June.

Since the original budget was approved, MCE had the need for increased expenditures in general supplies, classroom supplies, equipment, and miscellaneous needs. Those increases were due in part to the installation of the new MCEC playground, the purchase and installation of a new MCEC gym climbing wall, 20 new hallway cubbies, and a growth in students in Explorers. Additionally, overall participation in MCE has been very good so far this year which affects both sides of the ledger.

Explorers staff increases and related program expenses are one of the largest YOY expenses in this revised budget. The expense of added staff since the time of the original budget is one side of the equation. Also, the Board accepted the recommendation of a market adjustment for Explorers staff effective August of 2022. That market adjustment increase was off cycle with the every two-year Policy 440 agreement. That increase was very necessary to retain and recruit staff due to the increase in inflation in late 2021, throughout 2022, and into 2023.

The CPI has grown considerably the last two years and our expenses at MCE have as well.

- 2021 CPI was 7%
- 2022 CPI was 6.5%

- The CPI for January 2023 was 6.4%

### Participation:

Each year for this report and along with the revised revenues and expenditures, Jenny Bodurka, Molly Bahneman and I analyze registration data and trends. Naturally, we are analyzing registration daily, but in regard to this revised budget process we specifically look and compare YOY registration data.

With a dynamic budget and complex programming like we have at MCE, it is challenging to hit the budget on the mark each year, though we try. It is also hard to predict exact participation. Our predictions are based on Board policy, procedure, innovation, experience, history, as well as strong belief in our community, our staff, our volunteers, and the many new programs and classes we program in MCE each year.

In the first seven months of this school year, participation was up considerably YOY. The growth in that period of time was 11.15%. Project SOAR in particular stood out with a solid increase more than doubling the number of participants from the previous year.

The bottom line for 2022-23 has closed nicely with this revised budget. Originally, MCE was looking at a loss of \$235,112. Thanks to increased participation and other savings in MCE, this loss is now expected to be \$50,520. This one-year projected loss of \$50,520 for 2022-23, will be absorbed by the existing MCE fund balance.

The chart below indicates both the original MCE budget that was approved in June of 2022, as well as the proposed revised MCE budget for Board consideration. These changes are necessary for the reasons listed above.

The MCE Revised Budget indicates the following changes:

- Revenue: An increase of \$1,423,102 in revenue is anticipated in the revised budget proposal compared to the original budget.
- Expense: Extra expenditures of \$1,238,510 are anticipated in the revised budget proposal compared to the original budget.

The budget chart below indicates solid growth in nearly all MCE program areas when you compare the original budget that was submitted in May of 2022, against the revised budget for 2022-23.

The Early Childhood category includes ECFE, Minnetonka Preschool and Early Childhood Screening. The Marketing, Events, Administration, MCEC, and Levy category includes those exact areas. The Youth and Adult categories include all forms of youth and-adult enrichment and recreation except our major MCE events. Non-Public dollars are State Aid dollars. Non-Publics can use them for textbooks, technology, and equipment.

## **MCE Budget and Revised Budget for 2022-23**

<b>MCE Budget</b>	<b>Original Budget</b>			<b>Revised Budget</b>		
	<u>Revenue</u>	<u>Expense</u>	<u>Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Balance</u>
Early Childhood	1,809,440	1,730,719	78,721	1,890,493	1,962,518	(72,025)
Marketing/ Events/ Admin/Levy/ MCEC	644,643	1,366,061	(721,418)	637,320	1,288,489	(651,169)
Youth and Adult	9,017,114	8,609,529	407,585	10,354,250	9,681,576	672,674
Non-Public	47,273	47,273	--	\$59,509	\$59,509	--
<b>Total</b>	<b>11,518,470</b>	<b>11,753,582</b>	<b>(235,112)</b>	<b>12,941,572</b>	<b>12,992,092</b>	<b>(50,520)</b>

Board members thanked Mr. Litfin for the information. Board member Vitale noted how great it was to see Community Education starting to come back after a couple of very tough years. Board member Selinger noted the many and varied offerings in the program, saying that Minnetonka's program is much more robust than surrounding districts.

Chairperson Wagner noted that this item would be brought back to the March 9 regular Board meeting for approval.

### **UPDATE ON IMPACT OF GOVERNOR'S BUDGET PROPOSALS**

Mr. Bourgeois led the discussion. He began by stating that starting with the initiation of Spanish and Chinese Immersion programs at all six elementary schools in FY2008, the District entered an era where enrollment growth averaging 223 students per year generated significant additional revenues that could be expended for the benefit of all district students. Voters also approved significant increases in Operating Referendum Revenue per pupil, including \$436.29 per pupil for FY2009, \$340 per pupil for FY2017,

and \$340 per pupil for FY2020. These two significant additional revenue sources, coupled with State Aid revenues and Local Levy revenues for the various funding formulas that are set annually by the State of Minnesota, resulted in almost two decades of financial stability, with revenues growing at a rate that allowed for the implementation of significant program options for all students that might not have been possible without all of those revenue sources.

With additional Operating Referendum revenue increases capped by State Statute and no longer available for the District to access, and in-person K-12 enrollment capped at approximately 11,100 students, the District has limited options to augment funding over and above the State Aid revenues and Local Levy revenues set annually by the State of Minnesota to fund K-12 education programs. The District has returned to reliance primarily on those annual State-determined funding sources. As a result, the actions of the Legislature and Governor to fund K-12 education, while being very important over the past several decades, have taken on increased importance to Minnetonka Independent School District 276.

The Tonka Online Comprehensive Program can provide a modest contribution of additional revenues if it is economically managed, but absent any statutory changes to increase the Operating Referendum Cap, the District will be reliant on State Aid and Local Levy funding formulas for the foreseeable future.

Fortunately for the District, the State Budget Surplus for the FY24-FY25 Biennium has been projected at \$17.6 billion, which is the highest projected surplus in the history of the State of Minnesota.

As part of the FY23 General Operating Fund Amended Budget process, the District also did a preliminary projection of the FY24-FY28 General Operating Fund. In light of the historic \$17.6 billion projected surplus, the District included projected increases for FY24-FY25 of State Aid increases of 4% on the Basic Formula each year and an increase in the Special Education Cross Subsidy Aid from 6% to 15%. Of note, 4% increases to the Basic Formula for two years was awarded one other time in the last three decades for the FY06-FY07 Biennium, which was after three preceding years of 0% increases.

Under these assumptions, the General Operating Fund was projected to operate at a modest surplus of \$1,096,666 in FY24 equal to 0.7% of expenditures, and a deficit of (\$4,755,035) in FY25 equal to (2.9%) of expenditures.

On January 24, 2023, Governor Walz released his proposed FY24-FY25 Budget. The Governor proposes to increase E-12 funding significantly in the biennium. However, many of the funding proposals are targeted to grants and categorical programs for which Minnetonka ISD 276 does not qualify.

The Governor proposes to increase the Basic Aid formula by 4% - \$275 – in FY24 and 2% \$143 in FY25. Compared to the District's initial projection the District would receive \$1,760,816 less in Basic Aid for FY25. The Governor proposes to increase the Special

Education Cross Subsidy Aid from 6% to 47.3%. Compared to the District's initial projection the District would receive \$2,595,252 more Special Education Cross Subsidy Aid in FY24. The Governor proposes to increase the English Learners as a Second Language by \$51 per pupil, from \$704 to \$755. Compared to the District's initial projection the District would receive \$11,271 more in ELL Aid in FY24.

Under the Governor's Budget Proposal, the General Operating Fund is projected to operate at a surplus of \$3,768,970 in FY24 equal to 2.4% of expenditures, and a deficit of (\$3,843,409) in FY25 equal to (2.3%) of expenditures.

Subsequent to the release of the Governor's proposed FY24-FY25 Budget, the District also produced a "What If" analysis with the sole change from the Governor's proposal being 5% increases in the Basic Aid formula for FY24 and FY25 as is proposed in the first plank of the District's 2023 Legislative Platform.

HF439 and SF448 both propose increases in the Basic Aid formula of 5% for FY24 and 5% for FY25.

Under this "What If" projection that assumes the remainder of the Governor's proposals remain intact, the General Operating Fund is projected to operate at a surplus of \$4,539,985 in FY24 equal to 2.9%, and a deficit of (\$336,810) in FY25 equal to 0.2% of expenditures.

Both Mr. Bourgeois and Superintendent Law noted the importance of Board members, administrators and community members writing/emailing/phoning their elected representatives and letting them know their thoughts. Mr. Bourgeois said that the financial picture for school districts would become much clearer in the next month.

## **BELONGING UPDATE**

Associate Superintendent Dr. Amy LaDue and Director of Teacher Development Sara White led the discussion. The following information was shared with the Board prior to the meeting:

Each year, the School Board establishes actionable goals that align with the vision and direction for the district. The District Goal, Excellence in Student Well-being and Belonging, states that the District will continue to foster and promote positive student well-being and belonging efforts and will identify barriers that have a detrimental effect on students' well-being and sense of belonging.

The importance of relationships was identified as a cornerstone to accomplishing this goal. The purpose of this report is to share student feedback gathered through the Search Institute's Developmental Relationships survey as well as progress in responding to these results and deepening the understanding and implementation of this framework.

## OVERVIEW

The mission of the Search Institute is to partner with organizations to conduct research that promotes positive youth development and equity. Their *Developmental Relationships Framework* aligns with the District's direction and therefore, provides a strong foundation for Excellence in Well-being, Connection and Belonging. The core tenet of this framework is that intentional developmental relationships create the conditions that support and foster each student's academic, social and emotional growth in order to support each student in achieving excellence and becoming their best self.

According to the Search Institute's research, when young people experience high levels of these developmental relationships, they will have higher levels of:

- a sense of belonging
- motivation and perseverance
- school climate - feeling connected
- feelings of inclusion
- higher GPAs
- a strong sense of mattering and feeling valued
- personal responsibility

### Search Institute Developmental Relationship Framework

"It's not enough to say that relationships matter. To be actionable, teachable, and measurable, we must specify some of the ways young people interact with others that contribute to their learning, growing, and thriving."

*-Relationships First: Creating Connections That Help Young People Thrive*  
Search Institute, 2017

The Developmental Relationships Framework evolved from the Search Institute's landmark research with more than 5 million youth on Developmental Assets. It consists of five elements expressed in 20 specific actions. The Search Institute created concrete definitions of each element and action (Figure 1). How those actions are expressed and received, however, is unique to each young person and the adult with whom they are in a relationship. Different relationship roles - parents, siblings, program leaders, teachers - contribute different strengths to youth development. No single person can enact each action with each child. The goal of the Developmental Relationships Framework is to ensure that each young person has a "web of positive relationships" so that they may reap the benefits of developmental relationships.








Elements		Actions	Definitions
Express Care		Be dependable Listen Believe in me Be warm Encourage	<ul style="list-style-type: none"> <li>• Be someone I can trust.</li> <li>• Really pay attention when we are together.</li> <li>• Make me feel known and valued.</li> <li>• Show me you enjoy being with me.</li> <li>• Praise me for my efforts and achievements.</li> </ul>
Challenge Growth		Expect my best Stretch Hold me accountable Reflect on failures	<ul style="list-style-type: none"> <li>• Expect me to live up to my potential.</li> <li>• Push me to go further.</li> <li>• Insist I take responsibility for my actions.</li> <li>• Help me learn from mistakes and setbacks.</li> </ul>
Provide Support		Navigate Empower Advocate Set boundaries	<ul style="list-style-type: none"> <li>• Guide me through hard situations and systems.</li> <li>• Build my confidence to take charge of my life.</li> <li>• Defend me when I need it.</li> <li>• Put in place limits to keep me on track.</li> </ul>
Share Power		Respect me Include me Collaborate Let me lead	<ul style="list-style-type: none"> <li>• Take me seriously and treat me fairly.</li> <li>• Involve me in decisions that affect me.</li> <li>• Work with me to solve problems and reach goals.</li> <li>• Create opportunities for me to take action and lead.</li> </ul>
Expand Possibilities		Inspire Broaden Horizons Connect	<ul style="list-style-type: none"> <li>• Inspire me to see possibilities for my future.</li> <li>• Expose me to new ideas, experiences, and places</li> <li>• Introduce me to more people who can help me grow.</li> </ul>

Figure 1: The Developmental Relationships Framework

The Search Institute developed an example to illustrate the progression of a Developmental Relationship (Figure 2). While no relationship develops in the same way, and while relationships do not develop in a linear fashion, this progression represents a possible evolution of a developmental relationship.

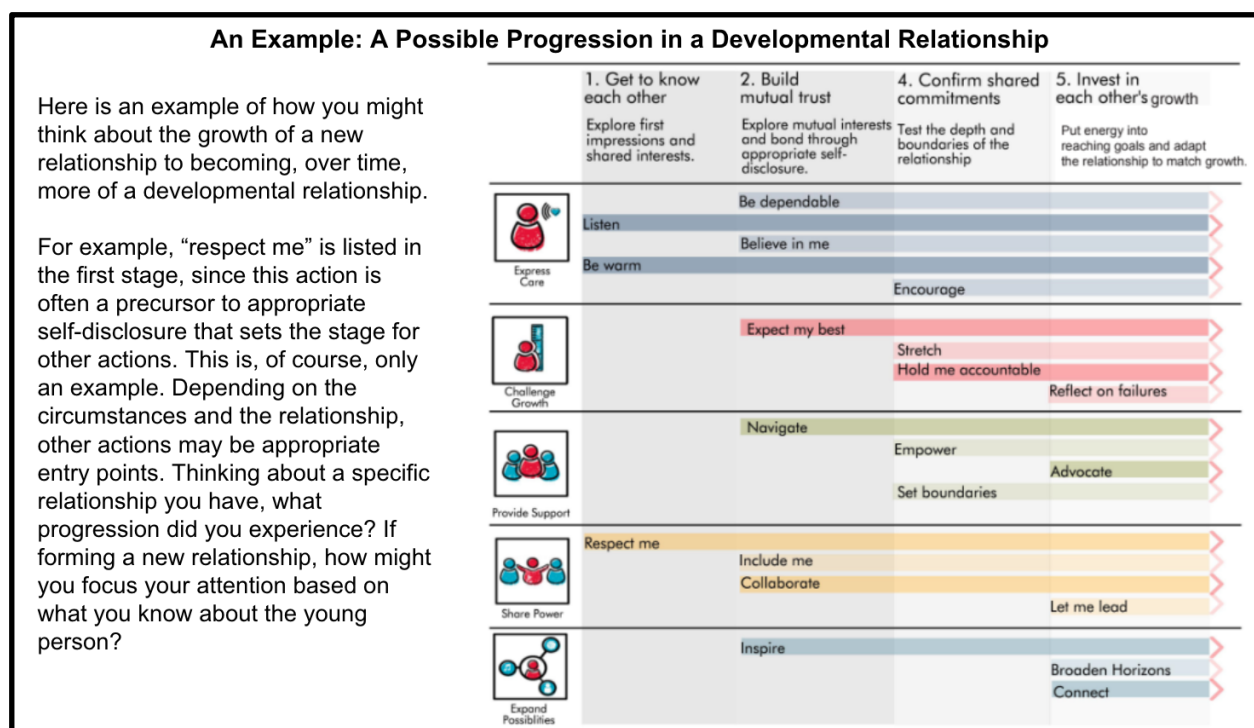


Figure 2: An Example: A Possible Progression in a Developmental Relationship

### Developmental Relationship Survey

The Search Institute’s Developmental Relationships student survey is intended to provide feedback on how students experience developmental relationships. The results of this survey have been the foundation for professional learning in the spring of 2022 and the fall of 2023. The second administration of the survey took place in December of 2022 during the same time frame as the initial survey in 2021.

The survey allowed students to share how they experience the five elements of development relationships (survey questions attached). The information from the survey was intended to help our schools and the District know where we are doing well and where we have opportunities to improve or grow. These data will help us respond to our students’ needs and to plan for next steps in our belonging efforts. Approximately 70% of students in grades 4-12 participated in the voluntary survey. Specific numbers and percentages of participation are in Chart 1.

Certified staff, primarily teachers, took a parallel survey. This survey provides data on the gap between how teachers believe they, as teachers, are expressing developmental relationships when working with students as compared to how students are self-reporting how they are experiencing developmental relationships. Approximately 70% of Minnetonka teachers participated in this survey. Specific numbers and percentages of participation are in Chart 2.

Chart 1: Student Participation in Developmental Relationships Survey by Site

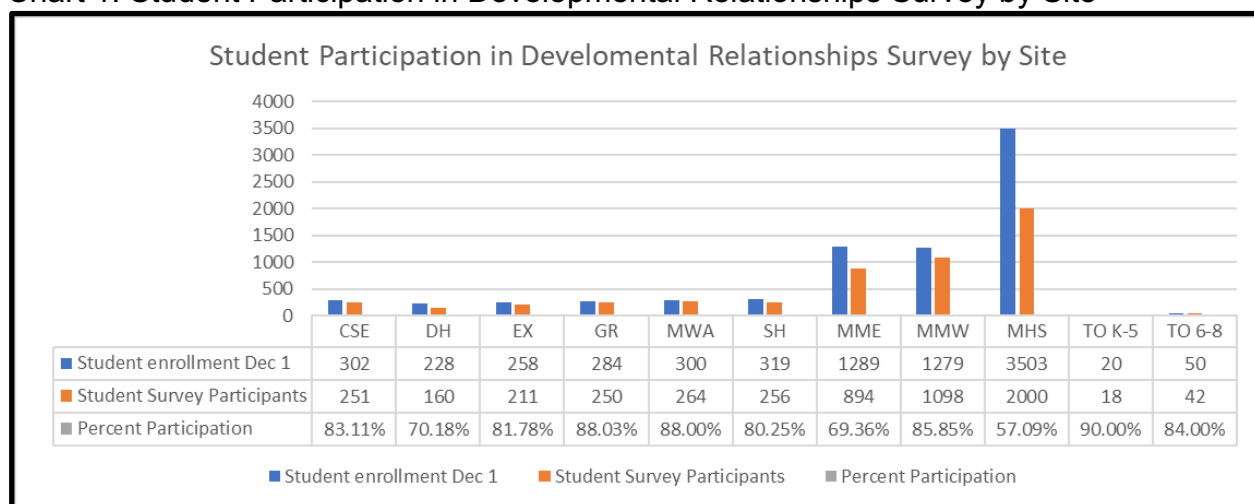
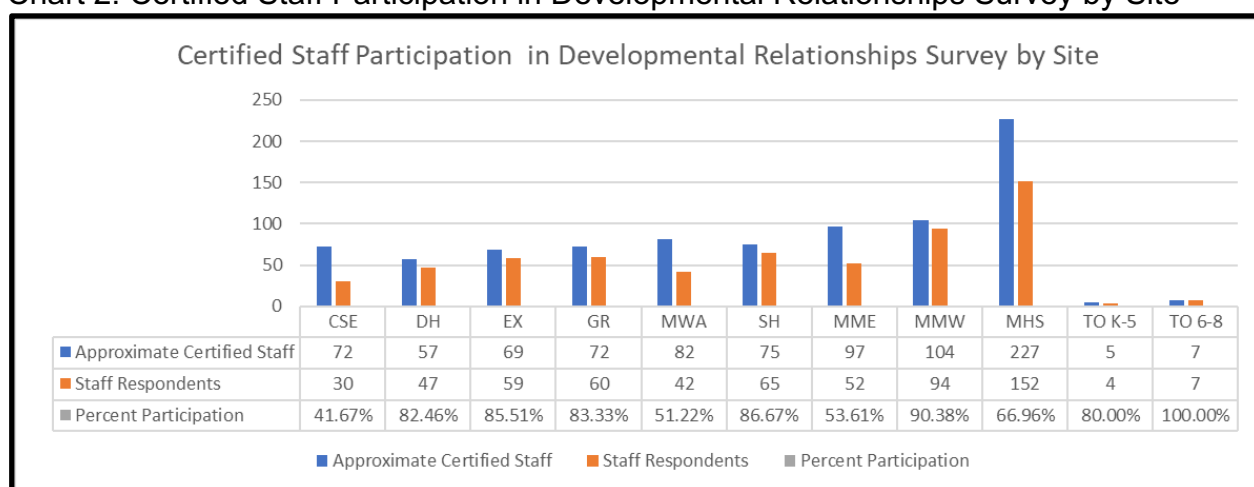


Chart 2: Certified Staff Participation in Developmental Relationships Survey by Site



## Survey Review and Analysis

On January 27, 2023, Manager of Survey Services and Management Strategy at the Search Institute, Justin Ruskopf, met with building and district administrators to share district level data, themes, and trends with survey results. Three outcomes were identified for the session:

1. Understand what the Developmental Relationships Survey measured in 2022 compared to 2021.
2. Understand the district-level results and how to interpret and use them.
3. Build familiarity with the platform in order to investigate individual school results.

To understand the survey results, it is important to understand how survey items scores are determined. Each survey item has four response choices, scored on a scale from 1-4. The options were:

A Little                      Somewhat                      Mostly                      Extremely  
Like My Teachers      Like My Teachers      Like My Teachers      Like My Teachers

Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula  $((x-1)*100)/3$  to assist with interpretation. Scores are then reported in three levels: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores of 33.33-66.33 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). This practice identifies areas where young people are either particularly high or low, which may not always be evident from the average score.

As noted in the figure below, students in Minnetonka largely report strong or moderate developmental relationships with their teachers. While the feedback is considered very strong according to Search Institute standards, Minnetonka administrators and teachers will continue to strive to ensure that each student experiences developmental relationships.

Level	Strong	Moderate	Weak
Elementary	64%	34%	2%
Middle	41%	53%	6%
High	41%	52%	7%

Figure 3: Developmental Relationships Strengths by Level

Themes emerged as to the strengths of relationships between Minnetonka teachers and their students, as well as opportunities to strengthen relationships. Relationships are a strength across the District. Because Minnetonka is starting from a place of strength, large movement in student experiences as reflected in the survey results would not be expected. District trends and where experiences differed were reviewed.

The Developmental Relationship action strengths were consistent across all levels. These strengths come from four of the five elements. They were:

- **Expect My Best.** This action is from the “Challenge Growth” element and is defined as “Expect me to live up to my potential.”
- **Respect Me.** This action is from the “Share Power” element and is defined as “Take me seriously and treat me fairly.”
- **Set Boundaries.** This action is from the “Provide Support” element and is defined as “Put limits in place that keep me on track.”

- **Be Dependable.** This action is from the “Express Care” element and is defined as “Be someone I can trust.”
- **Hold Me Accountable.** This action is from the “Challenge Growth” element and is defined as “Insistent I take responsibility for my actions.”

Two of the greatest opportunities to strengthen developmental relationships were also consistent across levels:

- **Inspire.** This action is also from the “Expand Possibilities” element and is defined as “Inspire me to see possibilities for my future.”
- **Connect.** This action is from the “Expand Possibilities” element and is defined as “Introduce me to people who can help me grow.”

While it may be tempting to focus energy on the actions with the greatest potential to improve, that may not be the right decision. Mr. Ruskopf suggested that administrators consider concentrating their efforts this spring on actions that may be foundational lower ranked actions. For example, the actions of “Listen” and “Be Warm” from the Express Care element may be foundational for the actions of “Inspire” and “Connect” in the Expand Possibilities element.

As noted previously, certified staff, largely teachers, completed a parallel survey to identify the gap in teacher perception of how they are expressing developmental relationships with how children are experiencing developmental relationships. The narrowest gaps were strengths from both perspectives: Expect My Best and Set Boundaries each with a 3% difference in perspectives. Actions with larger gaps will be opportunities for administrators to learn more. For example, 100% of staff reported that they perceive that they are expressing that they believe in their students. Of student respondents, 77% of students agreed to the statement “My teachers do things that make me feel like I matter.” In responding to this result, individual teachers may ask their students to share insights. Additionally, building leaders may ask focus groups of students to unpack some of the survey items with lower ratings or larger gaps to better understand the student perspective as well as to develop action steps to respond to student feedback.

For context, as a part of the Search Institute’s foundational research, they conducted a survey of nearly 15,000 young people and 700 adults. While 83% of the adults who participated reported being intentional about building developmental relationships with young people, only 46% of the young people reported experiencing developmental relationships with adults.

(Search Institute, <https://info.searchinstitute.org/developmental-relationships-help-young-people-thrive>, 2023)

## **Responding to the 2022 Survey Results**

Minnetonka Public Schools began its work with the Search Institute in the winter of 2021 through the lens of professional learning. All staff participated in this initial learning which focused on establishing a shared/common understanding of each of the five elements of

the Developmental Relationships Framework. Subsequent learning focused on how to be intentional with creating developmental relationships and being inclusive to ensure each student experiences developmental relationships. These learning experiences provided the foundation for Minnetonka teachers prior to the first survey deployment in November/December of 2021.

On the transition day between semesters, January 24, 2022, building and district administrators worked with Mr. Ruskopf of the Search Institute to begin unpacking the results of the first survey. The professional learning sessions on February 18, 2022 were tailored to each level (elementary, middle, high school). Dr. Benjamin Houltberg, CEO of the Search Institute, introduced the survey results for each level in his presentation, “Creating Thriving Spaces: Cultivating Relationships and a Sense of Belonging.” The second hour of learning was led by building administrators to reflect on their specific survey results. Following these learning opportunities, administrators and staff initiated actions to better understand and respond to the student perceptions of the relationships they were experiencing.

In June of 2022, equipped with one year of survey results, the Search Institute guided District and site leadership teams in a full day of “Moving from Data to Insights and Practice.” The goals for that day were to:

- Continue unpacking and deepen the understanding on the Developmental Relationships Survey data
- Guide leadership teams from each building through the process to translate the data into insights to drive the identification of areas of opportunities
- Initiate and sustain efforts to identify relationship-focused goals and action plans

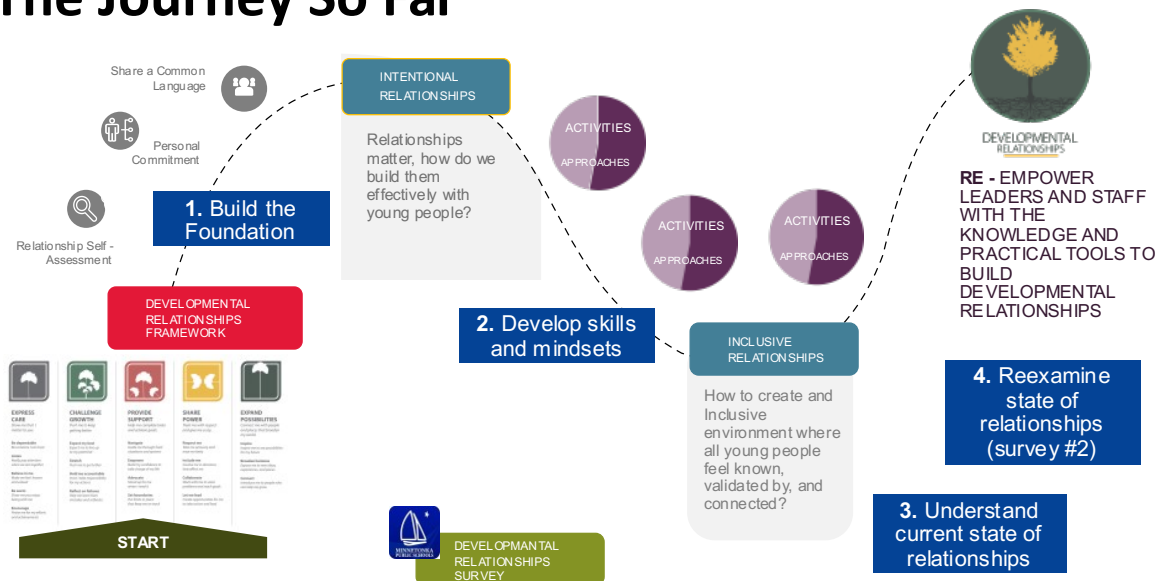
The Search Institute team led teams in analysis of the results and creating action plans for the 2022-23 school year through the ORID protocol (Objective, Reflective, Interpretive and Decisional). Teams left the day with concrete plans and those plans were represented in administrators’ mutual commitments. One expectation for building administrators was to elevate an element or action of the Developmental Relationships regularly at staff meetings and in the professional learning plans.

Following Mr. Ruskopf’s data overview with administrators in late January of 2023, Director of Teacher Development Sara White met with individual site leadership teams to review their specific data and identify next steps. The “Possible Progression in a Developmental Relationship” (Figure 2) was especially helpful in identifying where to focus their energy for the remainder of the school year. A multitude of resources developed by the Search Institute was re-elevated to administrators to utilize as they deepen their work with teachers in their school. These resources include both approaches and activities. Activities occur at specific times and require planning and sometimes resources, approaches can occur at any time and in any circumstance. In addition to sharing Search Institute resources, administrators discussed how the Developmental Relationship Framework connects to and builds on the Minnetonka Teaching and Learning Framework. For

example, the strategies that teachers may use to Personalize Learning, one of the elements of the T&L Framework, also share power with students. When teachers engage students in Authentic and Real-World Learning, students are collaborating to solve problems and are developing leadership skills.

Dr. LaDue and Ms. White also shared the following information in a powerpoint presentation:

## The Journey So Far



## Youth Self-Report Surveys

Strengths	Limitations
<ul style="list-style-type: none"> <li>Youth voice matters</li> <li>Perception is reality</li> <li>Reliable</li> <li>Predictive of objectively measured outcomes</li> <li>Inexpensive</li> <li>Quick</li> <li>More equitable</li> </ul>	<ul style="list-style-type: none"> <li>Misinterpretation of items</li> <li>Not appropriate for assessing all skills and behaviors</li> <li>Reference bias</li> <li>Faking and social desirability</li> <li>Disruptive environmental factors</li> </ul>

For more information, check out Duckworth & Yeager (2015)

## Student Participation

5,463 Students

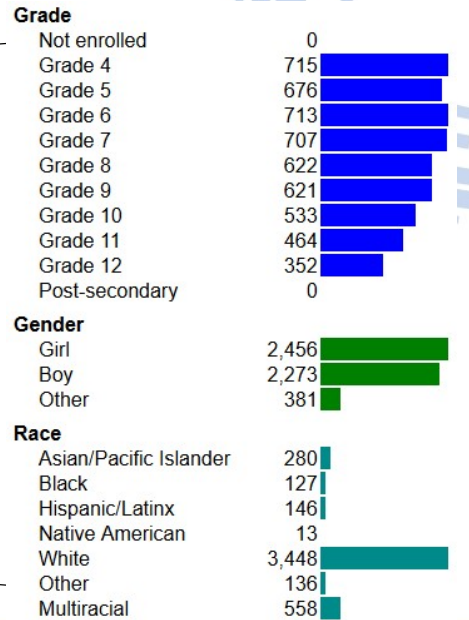
\*392 fewer respondents than 2021

-47 at elementary school level

+124 at middle school level

-438 at high school level

Grade level left blank for some

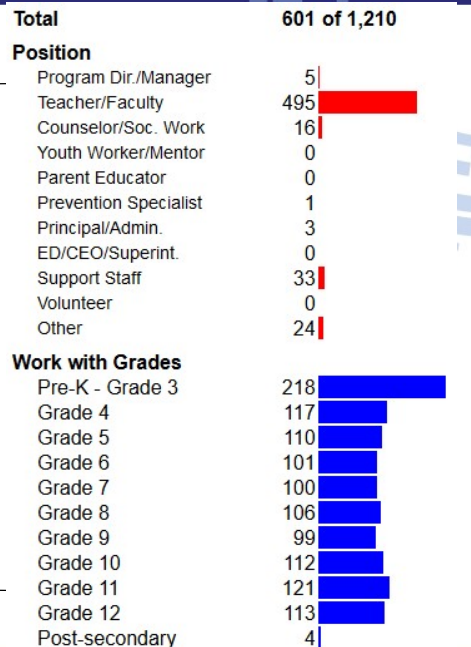


## Staff Participation

601 Staff

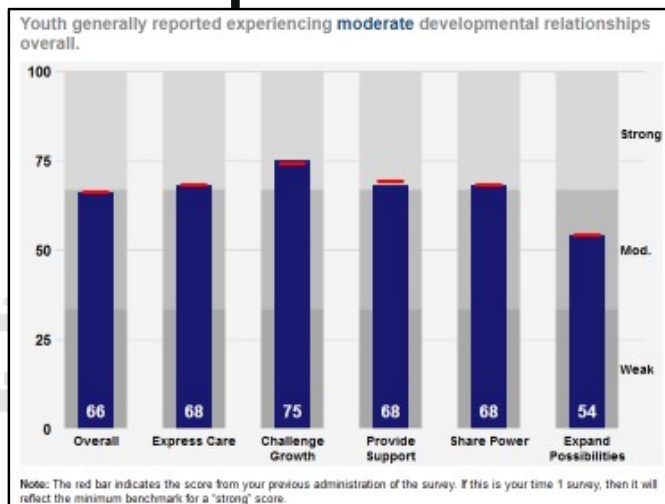
86% Teachers

8 fewer respondents than 2021





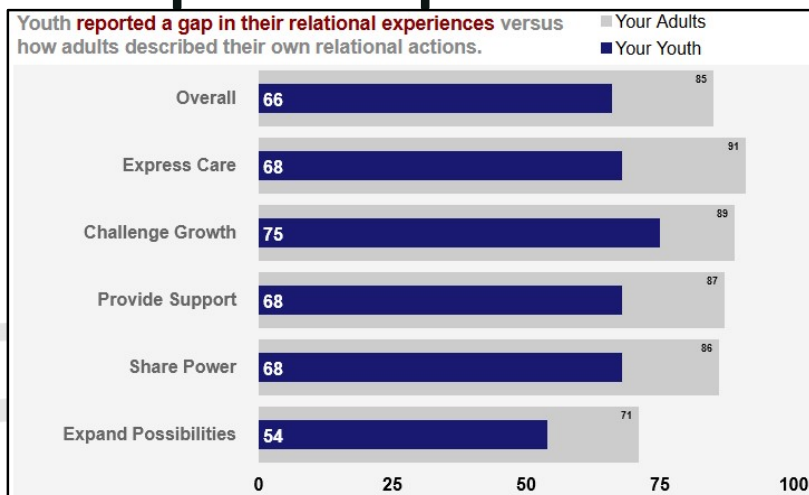
# Developmental Relationships



## Takeaways:

- +Relationships are still a strength across the district.
- +/-We are starting from a place of strength, which may make large movement in averages difficult. Status quo is not a bad result.

# Perception Gap

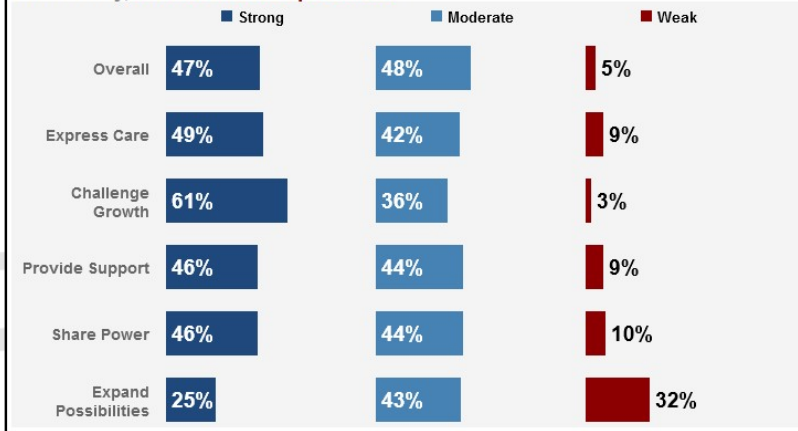


## Takeaways:

- +Staff perspectives were consistent with their responses on the 2021 survey, which may level expectations for growth from the youth perspective.

# Averages Mask the Nuance

Overall, 47% of youth had strong experiences of developmental relationships. Conversely, 5% had weak experiences.

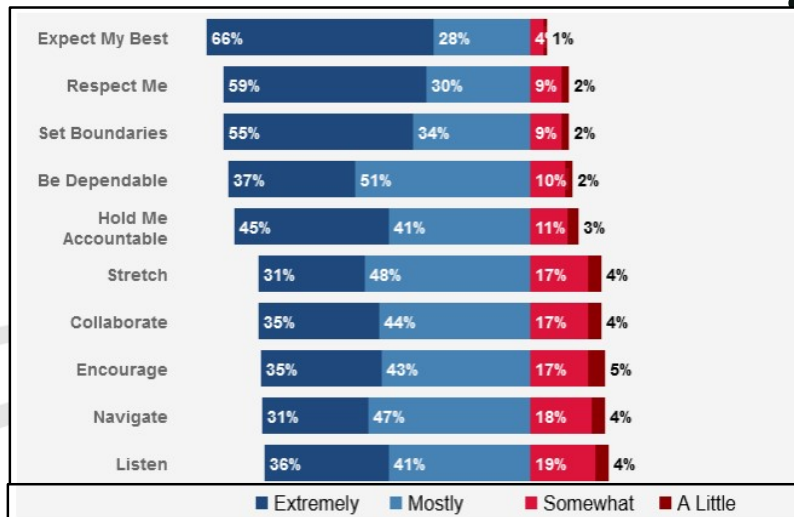


## Takeaways:

+Very few students do not experience good to great relationships with teachers.

-Compared to 2021, we see small differences in most of the categories, with a 3% & 4% drop in students with strong scores for Share Power and Provide Support, respectively.

# Relational Actions- Strengths

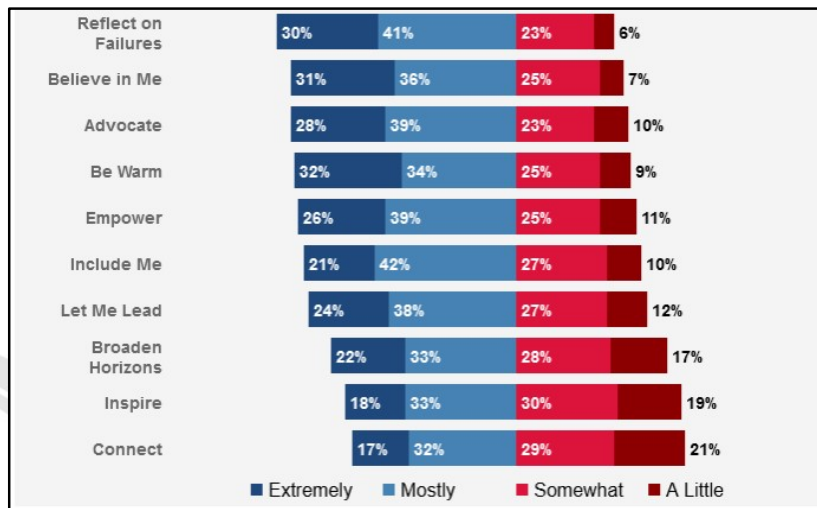


## Takeaways:

+/-Compared to 2021, we see very few differences in the ranked order of most of the categories.

-Listen' dropped 2 positions, but all other categories either remained in a similar placement or shifted 1 higher or lower.

## Relational Actions – Growth Areas



## Activities AND Approaches

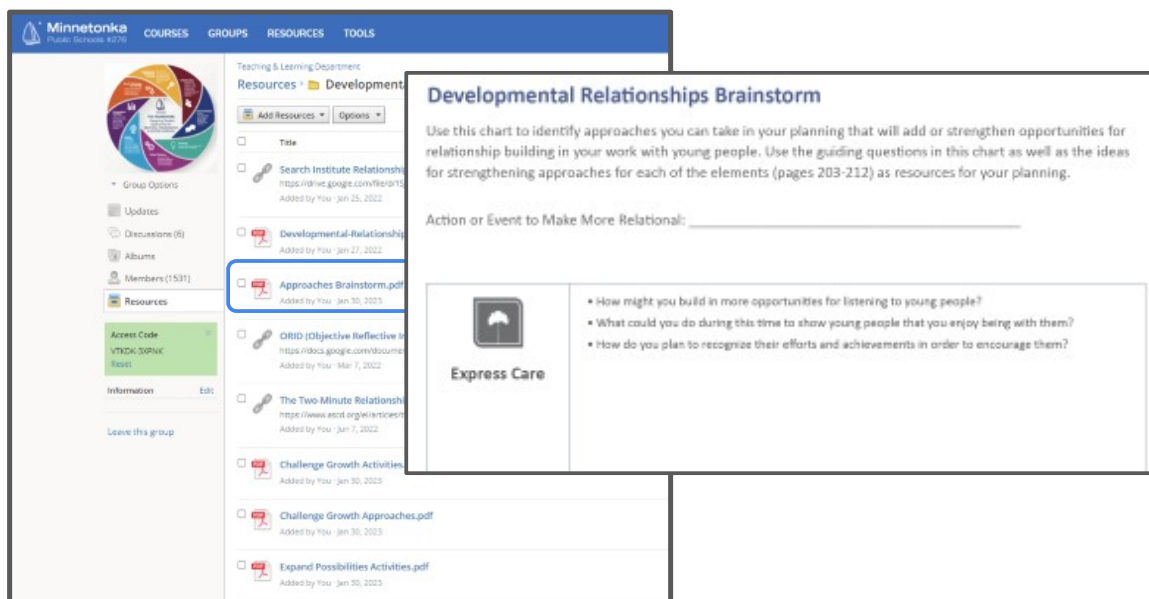
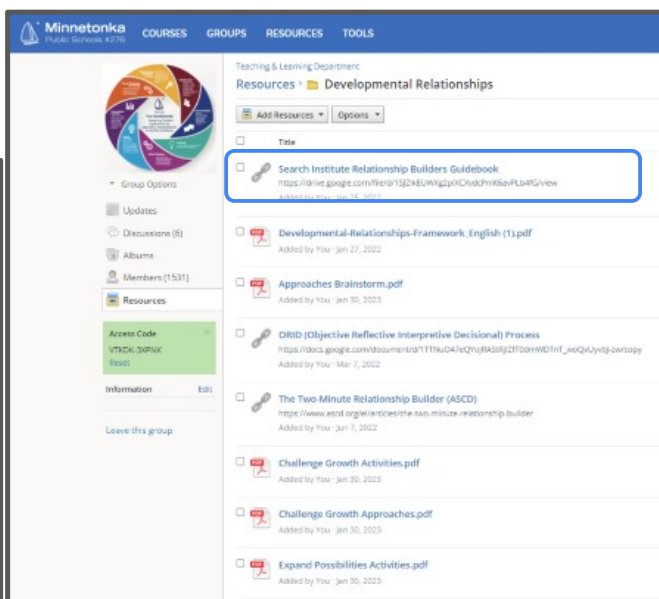
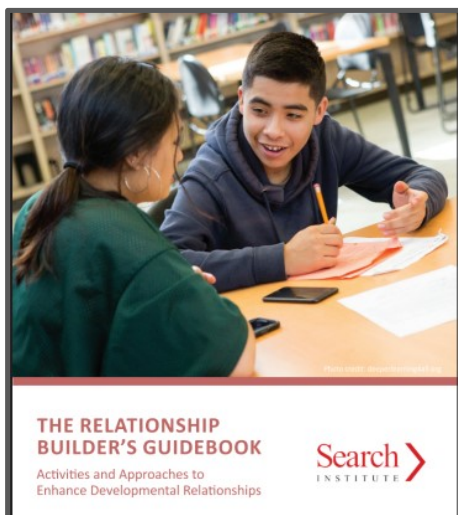
### Activities:

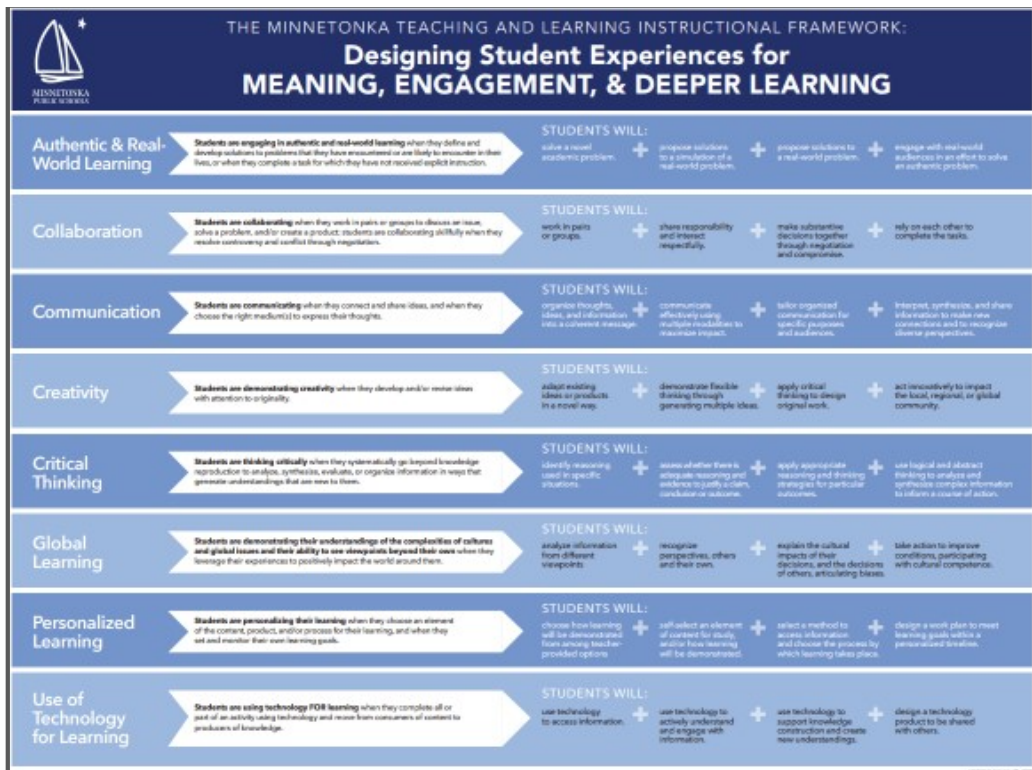
- Structured experiences to get to know youth (and help them get to know the adult!)
- Student to student relationships as well as student-teacher relationships
- Vulnerability
- Require resources - planning, materials, time

### Approaches

- Techniques integrated into work
- Happen anytime, anywhere

# Resources





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In the discussion that followed, Board members thanked Ms. LaDue and Ms. White for the wealth of information, and noted that there would be growing pains as this work continued. Superintendent Law noted that things will be happening differently in classrooms forever after this training. “This is not a one and done. There are always opportunities to grow. We’re not there yet,” he said.

## **CITIZEN INPUT**

Chairperson Wagner extended an invitation to members of the audience who wished to address the Board on any topic. Clear Springs student Madelene Hannisdal addressed the Board regarding her desire for physical education to be part of every school day.

## **UPDATE ON OUTSTANDING BONDS**

Mr. Bourgeois led the discussion. He began by noting that the District periodically issues bonds as needed to fund long term maintenance projects on its approximately 1,833,000 square feet of building space and 259 acres of land, or to construct targeted building additions as needed to meet the needs of the educational program for the students. When the District was founded in 1952, the district inherited the 1929 Excelsior High School Building – now serving as Excelsior Elementary School – and the 1938 and 1947-built Deephaven High School Building – now serving as Minnetonka Community Education Center. For 21 years inclusive of the 17,199 square foot addition to the Minnetonka Community Education Center, the District facilities were built by the populace.

Starting in the middle of the 2000s decade, with all of the square footage of the aforementioned buildings approaching or exceeding 50 years of age, the District undertook a strategic initiative to perform mid-life long term maintenance to rebuild the buildings to ready them for another 50-60 years of use. This rebuilding process itself will last approximately 19 years, from summer 2008 through summer 2027 before it is completed, with one of the last phases being replacement of original cabinetry in the 1950s areas of the various elementary schools. At that point in time all facilities will be prepared for continued use through approximately 2070. Subsequent to 2027, the District will be in more of a continuing maintenance mode as roofing and paving continue annually, HVAC systems which last approximately 30 years come due for replacement, and synthetic turf fields come due for replacement approximately every 12 years.

In the past several years, the great majority of deferred maintenance items have for the most part been eliminated, with only a few remaining, and the District is on schedule with its long-term maintenance plan to continue to replace major building components for the fleet of buildings that have reached 50 years or more of use. The District also has done targeted additions over the past several years to serve the educational programs in an efficient manner and serve all the students that wish to enroll in the District.

Mr. Bourgeois then provided a status report on the various bond issues of the district, the annual bond payments on the outstanding bond principal, and a look at the current and future levels of outstanding bonds as the District moves through its strategic facility initiatives and bonds are paid off over time. The report also contained additional information regarding the financial and budget history of the District, the course of the District set by past School Boards, and additional detail on various bond issues, all of which provided additional context to the information about the outstanding par value of bonds outstanding.

## **ADJOURNMENT**

The Board adjourned the Study Session at 7:55 p.m.