

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

Summary of May 20, 2021 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, May 20, 2021 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were: Mark Ambrosen, Katie Becker, John Holcomb, Mike LeSage, Christine Ritchie, Lisa Wagner and Superintendent Dennis Peterson, ex officio.

GOAL ONE UPDATE

Executive Director of Student Support Services Michelle Ferris noted that she was pleased to provide the Board with an end-of-year progress report on Goal One. She said her update would highlight the action items and the great work of our school leaders, staff, students and community in partnering to promote positive mental health and well-being. Highlights included the following:

Recommendations from the Evaluation of Student and Family Well-being

- Social and Emotional Learning (SEL) – Health curriculum
- Education and parent outreach in areas of mindfulness, self-mastery, lifestyle and resilience
- Ongoing and expanded mental health training for staff
- Further work in the tiered systems of support and expansion of MTSS for all students and staff
- Expansion of co-located mental health
- Analysis and utilization of LCTS funds
- Closer look at chemical health screening and the interventions offered
- Completion of student and parent interviews
- Incorporate recommendations of the mental health advisory council.
- Expansion of mental health screening
- EmpowerU
- Further work in the tiered systems of support and expansion of MTSS

Work of Building Leaders and Staff

- Ongoing and expanded student support
- Continued with all counseling services – to ensure consistency and routine
- Added creative, innovative ways to connect and provide student support services
- Postcards sent home to encourage and motivate students

- Virtual social times
- Weekly YouTube videos on positive strategies
- Mindful Mondays and Top Ten Well-being Tips – both uploaded to Seesaw
- Wednesday relaxation times
- Counseling office support times extended

Recommendations Completed in 2019-20

- Analysis and utilization of LCTS funds
- Looking closer at chemical health screening and interventions offered
- Working with Dr. Mark Sanders of Hennepin County
- Completion of student and parent interviews
- Analysis and clarity on the role of the school nurse
- Roles and responsibilities of student support staff

Recommendations from the Mental Health Advisory Committee

- Expand access to mental health services
- Provide education and awareness to students and families
- Create more Tier 2 intervention options
- Expand Health curriculum
- Add lifestyle and resilience education
- Survey students and staff on mental health

Quantifiable Measurements to Evaluate Student Well-being

- Hennepin County data project
- Student Support Team (SST)
- Research of Student Survey Tools
- Panorama for SEL
- Developmental Relationships Survey Search
- SAEBRS-Fastbridge
- Work with the Center for Applied Research and Educational Improvement (CAREI)—Dr. Kim Gibbons at the U of MN

Ms. Ferris concluded her report by offering the Board information on the Class of 2021's Student Legacy Project, which consisted of a four-year service project that focused on supporting the mental health and well-being of MHS and the community. The project leaders recently produced a video series to raise student awareness around mental health resources in the Minnetonka community. Ms. Ferris shared several of the videos and noted that they had been well received by the students.

Board members thanked Ms. Ferris for the comprehensive report and said it was great to see all the work that had been done on the goal in the past year, even during the time of COVID. Board member Holcomb asked how all the information regarding the District's mental health resources could be shared with families and students at the beginning of

the school year. Ms. Ferris responded that all of this information is embedded in the District's back-to-school materials. She also noted that information regarding the MTSS evaluation would be shared with the Board at the upcoming study session in June.

GOAL TWO UPDATE

Superintendent Peterson, Assistant Superintendent for Instruction Amy LaDue, and Executive Director of Communications JacQui Getty provided the following updates on Goal Two:

Action Plan for Engagement Regarding Goal Two

Overview: Engagement with all stakeholders on the District's efforts in implementing School Board Goal #2, Excellence and Belonging: Diversity. Equity. Inclusion., is vitally important, as we seek to bring our community together to ensure all students and families feel safe, welcomed and valued in the District.

Strategies: The District will determine opportunities throughout the year to engage constituents on the various aspects and efforts surrounding this goal.

Tactics: The District will determine the appropriate pathways and vehicles to engage each stakeholder groups on the District's work in support of Goal #2.

1. Students

- a. Districtwide email announcing District goals, commitment to excellence and belonging
- b. MHS Principal emails to MHS students and families
- c. Morning announcements at MHS
- d. Principal's ongoing engagement with several student groups re: conversations about Goal #2
- e. Beyond 140 video series with topics of inclusion, empathy, belonging
- f. Black History Month efforts across the schools, with strong support from PTO/PTA groups
- g. School Board Listening sessions (open to all) regarding policies reviewed
- h. Student Belonging Committees (High School and middle schools) were formed, and members met with Assistant Superintendent of Instruction and Director of Curriculum to discuss curriculum review process, and with MHS principal and his leadership team to discuss Goal #2 work, and with Executive Director of Communications to provide input and feedback on development of a confidential reporting tool to report incidents of harassment and discrimination
- i. TIPS276 confidential reporting tool available and communicated out to students
- j. Expanded Curriculum Review Committee to include more students and to ensure the committee reflects the diversity of the school community

- k. Staff resource identified in each building to support belonging initiatives who students can approach about Goal #2 efforts, questions, ideas
- l. Student climate survey (High School)
- m. Student learning opportunities related to belonging and empathy
- n. Remaining responsive throughout the year to meeting requests, calls and email exchanges with students on a variety of questions, concerns and suggestions in support of/in regard to Goal #2

2. Parents

- a. Districtwide email announcing District goals, commitment to excellence and belonging
- b. Principal emails to parents regarding student learning opportunities in support of Goal #2 on empathy and belonging
- c. School Board Listening sessions (open to all) regarding policies reviewed
- d. School Board News, a summary and video of School Board Meetings sent out after each regular monthly meeting
- e. Parent Belonging Committees (High School, middle schools and elementary schools)
- f. Input from MHS Parent Belonging Committee on confidential reporting tool
- g. Expanded Curriculum Review Committee to include more parents and to ensure the committee reflects the diversity of the school community
- h. TIPS276 confidential reporting tool available and communicated out to families
- i. Annual Parent Survey (to be distributed mid-May to mid-June, as in past years)
- j. Remaining responsive throughout the year to meeting requests, calls and email exchanges with parents on a variety of questions, concerns and suggestions in support of/in regard to Goal #2

3. Staff

- a. Districtwide email announcing District goals, commitment to excellence and belonging
- b. Ongoing updates from principals and District leaders on this work throughout the year
- c. Staff trainings with Search Institute on the developmental relationship framework in support of Goal #2
- d. Expanded Curriculum Review Committee to include more teachers and to ensure the committee reflects the diversity of the school community
- e. School Board Listening sessions (open to all) regarding policies reviewed
- f. School Board News, a summary and video of School Board Meetings sent out after each regular monthly meeting
- g. TIPS276 confidential reporting tool available and communicated out to staff
- h. Staff resource identified in each building to support belonging initiatives who colleagues can approach about Goal #2 efforts, questions, ideas

- i. Remaining responsive throughout the year to meeting requests, calls and email exchanges on a variety of questions, concerns and suggestions in support of/in regard to Goal #2
4. Community members/Alumni/General Public
- a. [Comprehensive Excellence and Belonging website](#), with Commitment to Excellence and Belonging, [Action Plan](#), Resources, [TIPS276 reporting tool](#), and information on District's past efforts with [Barriers to Success](#) and its ongoing work with [Reimagine Minnesota](#)
 - b. Updates on Goal #2 throughout the year at School Board Meetings and Study Sessions where all constituents may attend meetings and offer community comments/citizen input
 - c. Videos and stories shared on social media of Black History Month efforts across the district
 - d. School Board Listening sessions (open to all) regarding policies reviewed
 - e. School News Postcard to be mailed in May 2021 to all District residents with update on the District goals
 - f. Remaining responsive throughout the year to meeting requests, calls and email exchanges with all constituents on a variety of questions, concerns and suggestions in support of/in regard to Goal Two

Staff Training

To address staff training for School Board Goal 2, the District has partnered with the Search Institute. The mission of the Search Institute is to partner with organizations to conduct research that promotes positive youth development and equity. Its Developmental Relationships Framework aligns with the Commitment to Excellence and Belonging and the District's direction and therefore provides a strong foundation for this goal. The core tenant 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 experience:

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

The initial staff learning experience occurred on February 12. The training provided an introduction to Intentional Developmental Relationships. The outcome for this initial staff learning was centered on systematically creating the conditions for each student to experience a sense of belonging within our school community. As a result of this common experience and common language, each adult in the Minnetonka school community understands the importance of being both intentional and inclusive in building relationships with young people and knows the difference between the two concepts. They view their work through the lens of the five elements of the Developmental Relationships Framework. Through this staff training, the goal is to consistently prepare adults to intentionally create developmental relationships.

On the April 26 late start, all district staff participated in the second session on the Developmental Relationships Framework. In session two participants learned to intentionally build developmental relationships with young people to powerfully benefit youth learning and development. By sharing data from a survey of over 14,000 students, the Search Institute demonstrated the essential and positive role that developmental relationships (DR) play in youth development. They defined DR activities and DR approaches, differentiated between them, and emphasized the need to implement both to help all young people succeed. At the conclusion of the webinar, participants were asked to commit to the DR element they would be more intentional with for the final weeks of the school year. Staff who were unable to participate during the live webinar were provided with a link to the recording in order to ensure all staff have participated in this foundational training.

One of the greatest takeaways from this webinar was the disconnect between staff perceptions of developmental relationships and student perceptions of developmental relationships. This highlighted the importance of surveying our students and staff so that we may identify and analyze this discrepancy locally. Plans to survey in order to analyze and address any identified discrepancy are in progress.

Another key benefit of this webinar was the Search Institute Developmental Relationship Guidebook shared with all staff. The DR Guidebook provides staff with 40 activities and 50 approaches to support implementation efforts. The activities may be embedded into current curriculum while the approaches are broader in nature and can be adopted by all staff. Moving forward, sites were encouraged to use professional development time to engage teams in going deeper into this resource.

The Teaching and Learning Department is in the process of identifying supplemental professional learning opportunities to compliment the work with the Search Institute. These will occur during the August Teaching and Learning Academy and as a part of professional development offerings during the 2021-22 school year.

Student Learning

Student learning related to Board Goal 2: Excellence and Belonging focused on the role of students in contributing to creating the conditions for each student to experience a

sense of belonging within our school community. During the months of March and April, all Kindergarten through Grade 8 students were introduced to the District focus on belonging to develop a common understanding of what it means to belong and how to contribute to helping others feel that they belong. Principals led these initial lessons. Students in Grades 9 through 12 focused on inclusion.

During the months of April and May Kindergarten through Grade 8 students focused on empathy. Empathy is defined as the ability to understand and share the feelings of another.

The kindergarten through fifth grade lessons were completed the last two weeks of April and the first week of May. Principals identified support staff, such as administrative TOSAs, counselors, or social workers at their school to deliver the lessons to all students at their school.

Learning outcomes for K-5 students focused on:

- I can understand how someone else is feeling.
- I can understand why someone is feeling a certain way.
- I can relate to other people's situations.

The three middle school lessons for both MME and MMW were delivered during students' advisory time and were shared every other week, starting in April and continuing into May.

Learning outcomes for 6-8 students focused on:

- Develop an understanding of the meaning of empathy.
- Empathy is connecting with people, so we know that we're not alone when we are in struggle.
- Empathy is a way to connect to the emotion another person is experiencing; it doesn't require that we have experienced the same situation that they are going through.

Students in grades 9 through 12 focused on Inclusion in March and then shifted to highlighting and reinforcing Minnetonka High School Core Values with an emphasis on standing up for respect. High school learning also includes class meetings and grade level retreats.

Curriculum Review/Policy #606 Update

- The Teaching and Learning Advisory Committee was expanded for the 2020-21 school year to include additional student, parent, and teacher representation to ensure the committee reflects the community we serve. The committee provided feedback regarding the curriculum review process, including effective ways to garner stakeholder.

- The revised curriculum review process was completed and presented to the School Board on December 17, 2020.
- The revised curriculum review process was introduced to all department chairs on January 7, 2021.
- Policy #606 was reviewed with department chairs and principals, specifically highlighting the selection and implementation process, and will inform the selection of instructional materials for 2021-22.
- Ms. LaDue and Director of Curriculum Steve Urbanski met with the Teaching and Learning Advisory Committee and MHS Student and Parent Belonging Committees to continue to expand student and parent voice in the curriculum review process.
- District committees, such as the American Indian Education Parent Committee, continue to inform curricular and programmatic decisions to ensure diversity, equity, inclusion and excellence.
- The English Language Arts department will begin the curriculum review process, following the approval of new state standards, during the 2021-22 school year.
- Health department and Social Studies department curriculum reviews are also upcoming.

Summary of Goal Two Work

- The District published a Minnetonka Commitment for Excellence and Belonging, detailing the District's beliefs and commitment to diversity, equity, inclusion and excellence. In addition, a comprehensive website, including a resource guide and an action plan, was created and published. Work completed through the Barriers to Success and Reimagine Minnesota efforts are components of the site. Additional content has been added to the site, including information on listening sessions, as the year progressed.
- There was an in-depth review of District policies #504, 514, 534, 604, 607 using a lens of diversity, equity, inclusion and excellence, and, with community input from listening sessions, emails, calls and in-person conversations, several updates were made to these policies.
- Belonging committees, made up of students, parents and administrators were formed at the high school, middle school and elementary school levels. The High School Belonging Committee has reported to the Board, as have the two middle school committees. The elementary school belonging committees will provide reports later this evening.
- The District reviewed its curriculum review process/Policy #606 to ensure it embraces diversity, equity, inclusion and excellence. Additionally, the Curriculum Review Committee was updated, adding more parent and student members to better reflect the make-up of the Minnetonka Schools community.

- All District employees have completed two mandatory training sessions regarding diversity, equity, inclusion and excellence. Students have also begun learning sessions on empathy and belonging. This work will continue.
- An engagement action plan was implemented throughout the year, through the belonging committees, listening sessions, surveys, and through all of the interactions via email, phone, and in-person meetings. Additionally, a confidential reporting tool was created and shared with District families and with students. This tool was developed for students to report issues and concerns with diversity, equity and inclusion. There have been 25 reports submitted since it was implemented in November, about half coming from MHS and half from the two middle schools combined. There has been one customer service ranking among those 25 reports, and it was a 10/10 for good customer service. Our response time in having the issues resolved (not just responded to but resolved) has been two days. On the site, the District states it will respond within two days.
- Building principals have determined a staff resource or resources in each building to support belonging initiatives and will ensure students are aware and have access to these resources.
- The District's Human Resources Department has reviewed its hiring activities to further promote hiring staff with diverse backgrounds, particularly people who are BIPOC and LGBTQIA+, to enrich the learning environment for all students by way of diversified perspectives, identities and experiences. It has participated in 15 recruiting activities aimed at this effort.

In the discussion that followed, Ms. LaDue noted that the work with the Search Institute will continue into the following school year, and they will continue to guide the District on the deepening of that work. She said that as the Teaching and Learning Department works with Department Chairs and principals this summer, and as the Board provides further guidance, T&L will continue to offer professional development on an ongoing basis. She also said that she has been in conversation with MTA leadership on the staff training, and will be sharing more about that at an upcoming Board meeting. Regarding the student experience, she said that this year the work had focused on three core areas: relationships and belonging; curriculum and policy work; and instructional practices, i.e. what are we actually doing in the classroom. She noted that, as with the staff training, the Board will provide further direction on the student training as well. Additionally, student and staff surveys will continue to provide critical information.

CITIZEN INPUT

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. He also read the guidelines for Citizen Input, for the benefit of those who wished to comment. The following people then addressed the Board:

- Shorewood resident Beth Robertson-Martin spoke about a group of District parents, educators, students and alumni called Voices for Excellence Through Equity (VETE). The group's mission is to support equitable education and radical inclusivity. The group believes that our schools cannot have excellence without equity and that both are possible. She asked that the second year of work on Goal Two be more specific and measurable.
- MME teacher Colin Perucco spoke about the recent incident regarding the MME Morning Show and his disappointment with the Board's response. He also asked that marginalized groups within the District be included in all stages of decision making, and that actualization of Goal Two be SMART (specific, measurable, attainable, relevant and time-based).
- Eden Prairie resident Sarah Jackson spoke about a recent incident of hate speech involving her daughter at MME, and asked that the Board update Policy #506 to specifically articulate examples of banned speech and symbols. She asked that punishment for hate speech be just, restorative and appropriate.
- MME student Luna Jackson spoke about her recent experiences with verbal harassment at the school and asked that students be taught about the damaging effects of homophobia.
- MME student Elinor Windels asked that incidents of homophobia be addressed and dealt with at school.

Chairperson Vitale thanked the speakers for coming to the Study Session and sharing their experiences.

GOAL THREE UPDATE

Executive Director of Finance and Operations Paul Bourgeois and Dave Maroney, architect from ATS&R, led the discussion. They presented updated information on a possible VANTAGE/MOMENTUM building next door to Clear Springs Elementary. They also discussed a possible replacement of the "portable" classroom wing at Clear Springs with a permanent structure. Highlights of the presentation included the following:



Near-Term Facilities Needs – Vantage & MOMENTUM

- **Vantage**
 - Larger and improved space for Health Sciences strand – growing - up to 80 enrolled for FY2022
 - Occupying about 1,500 square feet at Highway 7 Education Center (TSP)
 - Permanent space to replace the 8,900 square feet of leased space at 4350 Baker Road, The Loft at MHS for MHS classes as well as free up science room capacity at MHS
 - Annual lease costs of approximately \$320,000
 - Funds could be put towards bond payments - \$320,000 would support payments on about \$4.3 million in construction bonds for a permanent 100-year facility
 - Capacity for additional strands
- **MOMENTUM**
 - Capacity for additional strands beyond what fits in the MOMENTUM addition at the Pagel Center



Funding Resources for Vantage/MOMENTUM Facility at 5735 County Road 101

- Multi-tiered funding strategy – must be funded from Operating Capital revenues
 - Lease Levy can only be used for additions of instructional space up to 20% of the existing building square footage – not for completely new buildings

\$14.0 Million Option

- 37,800 square feet on three stories
- \$9.0 million available bond proceeds plus \$5.0 million from other District sources



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Funding Resources for Vantage/MOMENTUM Facility at 5735 County Road 101

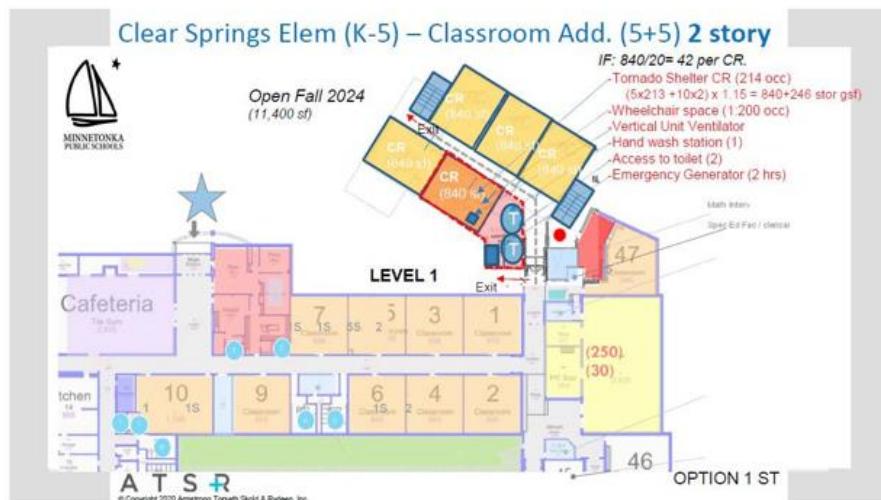
- Multi-tiered funding strategy – funded from Operating Capital
- \$250,000 remaining from 2020D land purchase and building demolition bonds
- \$2,650,000 from new July 2021 or later bond issue to fund design and initial phases of construction with first payment in FY2022
 - Possible from refunding and restructuring 2016F and 2016G bonds with 2021K and 2021L bonds
- \$6.1 million from new May 2023 bond issue
 - Close in June 2023 with first payment in July 2024 in FY2025 after 4350 Baker Road Lease is ended – lease payments can shift to bond payments at that time
- Total \$9.0 million in bond proceeds from above sources

Potential Additional Opportunity

- Replace temporary classrooms at Clear Springs with a permanent structure
 - Constructed in 1995 of wood
- 4350 Baker Road lease ends in August 2024 at the end of FY24
- June 2023 – Vantage/MOMENTUM Building complete and ready for students
- June 2023-August 2024 – Clear Springs temporary rooms demolished and replaced with permanent structure
- September 2023-June 2024 - Vantage classes continue at 4350 Baker Road
- September 2023-June 2024 - Clear Springs classes occupy temporary classrooms in lower level of Vantage/MOMENTUM Building
- September 2024 – Clear Springs classes start in permanent classrooms
- September 2024 - 4350 Baker Road Vantage classes start in Vantage/MOMENTUM Building

\$7.1 Million Option

- Ten classrooms
- Two-story structure
- Complies with new Tornado Shelter building code requirements for all new buildings or additions housing 50 or more occupants at one time
- Fits right on top of current temporary-rooms footprint

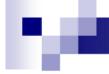


Funding Resources for Clear Springs Temporary Classroom Replacement

- Lease Levy can only be used for additions of instructional space that is not larger than 20% of an existing building square footage
- Lease Levy annual capacity of approximately \$2,584,704 is almost fully committed with MOMENTUM addition at Pagel Center
- However, final-for-awhile \$3.5 million capacity is available in FY2023
 - Late winter 2022 or spring 2023 issue - approximately \$3.5 million in capacity will be available after bond refunding and restructuring of 2016H and 2016O bonds
 - First payment in FY2024
- These bond proceeds will fully cover the cost of one-story of the two story 10-classroom structure to replace the temporary classroom wing at Clear Springs
- Second story with five classrooms costs \$3.6 million
 - Same footprint plus elevator and stairwell
- Second story funded from other sources

Overall Timing Assumptions for Vantage/MOMENTUM Building and Clear Springs Replacement Addition

- Vantage/MOMENTUM structure is approved by School Board in late spring or summer 2021
- Design, bidding and permitting of Vantage/MOMENTUM structure takes place August 2021 through February 2022
- Vantage/MOMENTUM building is constructed from April 2022 through June 2023 – 15 months of construction
- Clear Springs replacement structure approved by the School Board by late spring or summer 2022
- Clear Springs permanent classrooms are designed and permitted from September 2022 through February 2023
- Clear Springs construction from June 2023 through July 2024 – 13 months of construction



Overall Project Funding Timing – Vantage/MOMENTUM Building at \$14 Million

- Design and construction period July 2021 through July 2023
 - Construction April 2022
- July or August 2021 – \$2.5 million COP bond
 - \$2.65 million in proceeds
- Use \$250,000 remaining 2020D proceeds, \$2.5 million COP proceeds and \$5 million other sources from July 2021 through approximately August 2022 in FY2023
 - \$5.0 million other sources drawn in approximately April 2022
- June 2023 - \$6.0 million COP bond to pay for remaining construction costs incurred September 2023 through July 2023
 - \$6.1 million in proceeds



Overall Project Funding Timing – Clear Springs Classrooms at \$7.1 Million

- Design and construction period September 2022 through July 2024
 - Construction June 2023 through July 2024
- December 2022 – \$3.38 million COP bond
 - \$3.5 million in proceeds
- Bond proceeds utilized first, then other sources
 - \$3.6 million other sources drawn in approximately September 2023

In the discussion that followed, Board members asked questions regarding the possible relocation of the pond on the future VANTAGE property to an underground location, the parking capacity at the site, the steps needed to receive approval from the City for the project, the possibility of running shuttle busses from MHS to the site, and how the program might be perceived by students if they could no longer drive themselves to and from the site. Future uses for the District property on Highway 7 (the former TSP Building) were also discussed. Board member Wagner requested that input from the VANTAGE Advisory Board be included in the planning process.

Clear Springs Principal Curt Carpenter noted that he and his staff were very excited about the possible new space at their school. It would be possible to house an entire grade level, or possibly two, in the new space, freeing up space in the existing building for specialized programs, such as advanced learning and/or special education.

Dr. Peterson said that while the Board did not have to give its approval for these projects at tonight's meeting, he did need to know whether to include the projects as future possibilities in the Strategic Plan. The Board agreed that they should be included in the Plan as possible future projects.

BELONGING COMMITTEE REPORTS FROM ELEMENTARY PRINCIPALS

Clear Springs Principal Curt Carpenter, Deephaven Principal Bryan McGinley, Excelsior Principal Stacy DeCorsey, Groveland Principal Andrew Gilbertson, Minnewashta Principal Cindy Andress, and Scenic Heights Principal Joe Wacker provided updates to the Board on the work of their Belonging Committees. Currently, the committees are made up of diverse parents from each school. Some of the committees have met twice, others have met once thus far. Highlights included the following:

Clear Springs Meeting One - Experiences That Felt Inclusive

- Including all religions and cultures
- Teacher reached out to offer support during a tough time
- Reading diverse books in class
- Being personally invited to join events
- Welcoming change has felt good
- Offering to listen is a great first step
- “How families came to America” project
- Focus on empathy, acceptance has been great
- Inclusive of non-traditional families

Clear Springs Meeting One - Experiences That Felt Exclusive

- As a visitor, sometimes I feel different
- Wondering if we’re missing opportunities to learn about challenging current events
- Continue to look at gender identity, including bathrooms, pronouns - we are not there yet

- Need to continue to analyze and update curriculum

Strategies and Ideas to Create a Greater Sense of Belonging

- Could we somehow list pronoun preferences in Skyward?
- Relationships, relationships, relationships: continue our Responsive Classroom approach and take it up another level. "I'm here for you no matter how you show up." Examples include adult mentoring and morning meeting circle training
- Implicit bias training
- Highly inclusive calendars so we don't miss important holidays
- Inventory for cultural awareness - <https://idiinventory.com/>
- Creating spaces for families to connect - "I want to connect with other adopted families"
- It's okay to hold each other accountable for creating belonging
- Possible next step – a blending of the Belonging Listening Group and the Climate Committee

Deephaven Meeting One - Experiences That Felt Inclusive

- Smooth transition
- Feelings of warmth - so different from Africa
- We blended in
- Teachers help the students thrive
- Staff is friendly and greet the students
- My kids have always felt like they belonged
- A personalized approach to helping us with the transition
- When moving from China, we were confused at first but the district answered all of our questions
- Welcoming staff at drop off
- Connecting with classmates who have different interests

Deephaven Meeting One - Experiences That Felt Exclusive

- Peer pressure from other kids
- People cannot pronounce her name correctly
- Communication issues at the district level - how to register, transportation, etc.

Deephaven Meeting Two – Experiences That Felt Inclusive

- When teachers are aware of religious differences. Our family practices the Jewish faith and his teacher cared about this
- When the teachers take time to learn about personal interests like my son's love of Pokemon
- Staff being at drop off in the morning greeting students
- Staff keep track of students

- Previous teachers continue to connect with kids

Deephaven Meeting Two – Experiences That Felt Exclusive

- When different religions aren't recognized
- When students don't have groups that they feel they belong to

Strategies and Ideas to Create a Greater Sense of Belonging

- Offer gatherings for students that have common interests
- Have a place/forum to help each other based on student differences
- Create more opportunities for students to get to know peers in the other language program

Excelsior Meeting One – Experiences That Felt Inclusive

- The Chinese Immersion program provides Asian students with teachers that understand and look like them
- Open house - teachers are welcoming
- It is wonderful to now have a counselor to support students
- Kindergarten open house and events feel welcoming

Excelsior Meeting One – Experiences That Felt Exclusive

- The curriculum does not always represent all races, cultures, ethnicities
- Christmas time - please realize that all students don't celebrate Christmas
- Why aren't there teachers of color?
- Lack of diverse books in the media center
- When teachers line students up by gender - some students are non-binary
- My student is the only student of color in the classroom
- Would like to see more "awareness days" on the District calendar
- Would like to see more training for teachers

Excelsior Meeting Two – Experiences That Felt Inclusive

- History comes alive
- World Culture Week
- Family Movie Nights
- Open House
- New Family Welcome
- Grade level events
- Music concerts
- Band and Orchestra concerts

Excelsior Meeting Two – Experiences That Felt Exclusive

- Halloween Parade and Classroom Parties
- Holiday Sing Along
- Secret Shop
- Book Fair

Strategies and Ideas to Create a Greater Sense of Belonging

- Halloween Parade later in the school day
- Discuss alternate activities to Secret Shop
- Book Fair - more diverse books - have books mailed to homes - all E-bookfair?
- Class placement - affinity considerations
- Clustering BIPOC students similar to how we cluster Wings and ELL students

Groveland Meeting One – Experiences That Felt Inclusive

- All staff, all day from carpool to classroom to after school are welcoming
- Teachers and administration are available and willing to help
- Students feel safe to be themselves
- Quick response to individual situations
- Student felt accepted for how they dressed
- The kindergarten experience was especially warm and welcoming

Groveland Meeting One – Experiences That Felt Exclusive

- School lunches don't feel like they reflect the different cultures in the building
- Experience of students making inappropriate remarks in class regarding race or vaccines
- Lack of diversity in the school
- Experience an African-American student had regarding remarks about their hair

Groveland Meeting Two – Experiences That Felt Inclusive

- Kindergarten events (Meet the Teacher and Kindergarten Playground Night) set a great tone for the rest of their experience
- Staff that are responsive to individual student needs and communicate with families
- World Culture Week

Groveland Meeting Two – Experiences That Felt Exclusive

- World Culture Week could be improved to more deeply reflect an authentic cultural experience

Strategies and Ideas to Create a Greater Sense of Belonging

- Inclusive Menus
- Specific training for civil discourse
- Continue to improve and refine our ability to connect with individual students

Minnewashta Meeting One – Experiences That Felt Inclusive

- Being wholeheartedly welcomed
- Size of COVID pods
- Classroom Culture
- Relationship with principal

Minnewashta Meeting One – Experiences That Felt Exclusive

- Culturally exclusive menus
- Little racial diversity
- Judgment on physical aspects of a student
- Lack of family activities (COVID)
- Varied approaches to fundraising

Minnewashta Meeting One – What Helps Your Child Feel Connected?

- Seeing the child as a person
- Focusing on strengths
- Knowing the names of teachers, paras, other staff
- Finding connections with others
- Feeling free to be authentic
- Kindergarten/ New Family Picnic
- Personalizing learning
- Lots of staff this year
- Teaching the ‘Not Yet’ Mindset
- Customizing yearbook

Minnewashta Meeting Two – Questions Asked

- After our first session, has anything come to mind that we can do at the building level to enhance either you, your family, or your child experiencing a feeling of belonging?
- We understand that acts of omission can be more hurtful than overt actions. Are there acts of omission you have noticed or experienced at school?
- Are there teacher practices that you are aware of that encourage the sense that everyone belongs here?

- If there were one strategy or idea we could develop to ensure children feel heard, respected, included, valued and connected to our community, what would you include?
- For your child(ren) please share how your principal/teacher/staff can express care? Challenge growth? Provide support? Share power? Expand possibilities?

Scenic Heights Meeting One – Experiences That Promote Belonging

- Being in the classroom
- Proactive communication
- Teachers getting to know students personally
- Joining child during lunch
- Welcoming atmosphere at the front desk
- Have a possible lunch with the principal
- Celebrate differences
- Working with Diane Rundquist in the Navigator program
- Knowing names
- Working with counselors, showing interest
- Representation throughout the school of diverse cultures and inclusion
- Having opportunities to have structured time for students to meet between programs
- Class parties

Scenic Heights Meeting One – Experiences That Detract From Belonging

- Separating students by gender
- Less homework
- Textbooks
- Having construction paper matching skin color when doing projects like student portrait
- Representation of more minority groups around the school

Scenic Heights – Meeting Two

- Poorly attended – two parents
- Received one additional idea – have mechanisms in place for staff to know the pronouns a family has chosen for their child

Belonging in Action – Clear Springs

- Morning “Words of Wisdom”
- Belonging and Empathy Lessons
- Black History Month and Asian American & Pacific Islander Month
- Big infusion of diverse books
- Climate Team and Belonging Committee

- Listening Group

Belonging in Action – Deephaven

- Black History Month and Asian American & Pacific Islander Month
- Black History Month Speakers
- Influential Black American of the Day
- Posters around the school
- Purchase of diverse books for media center
- Belonging and Empathy lessons

Belonging in Action – Excelsior

- Native American Heritage Month
- Black History Month
- Asian American & Pacific Islander Month
- Belonging and Empathy lessons
- World Culture Week
- Morning Announcements in Chinese and English

Belonging in Action – Groveland

- Belonging and Empathy Lessons
- Diverse books in media center and classrooms
- Continue Listening Groups
- Guest Alumni and Staff Speakers
- World Culture Week

Belonging in Action – Minnewashta

- Student-led Black History Month
- Student-led Asian American & Pacific Islander Month
- Belonging and Empathy Lessons
- Autism Awareness Month with 1 week led by our program students

Belonging in Action – Scenic Heights

- Black History Month
- Asian American & Pacific Islander Month
- Belonging and Empathy Lessons
- World Culture Week
- Chinese New Year

In the discussion that followed, Board members expressed their gratitude to the principals for leading this work. The following points were made:

- There are common threads running through this work
- Could the District create a “foundation” for the work that the buildings could draw from and then customize to fit their family populations?
- District leadership must be willing to be vulnerable in order to lead this work
- Some of the feedback will be difficult to hear
- Board members are eager to see the work continue and expand next year
- Staff have done an incredible job of making sure all students feel that they belong
- Families who enter the buildings after the kindergarten level need to be supported and welcomed
- Board members would like to hear student feedback on belonging, in addition to the parent feedback

REVIEW OF VISION DOCUMENT

Chairperson Vitale outlined a possible schedule for the Board to review and possibly revise all sections of the Vision document at upcoming Study Sessions. He recommended breaking the document into four sections: pages 1-9, pages 10-17, pages 19-25, and pages 26-33. Board members agreed with this plan. Chairperson Vitale also asked Board members to look over the sections in advance of the discussion and bring their notes and suggestions to each study session.

REVIEW OF ELEMENTARY STAMP DATA

Director of Assessment Matt Rega led the discussion. The STAMP 4Se test was recently administered to Third and Fifth Grade Chinese and Spanish Immersion students. The STAMP determines language proficiency in four domains – Reading, Writing, Listening and Speaking. Minnetonka students take the Reading, Listening, and Speaking tests only. The STAMP is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The questions engage learners, and because the test is adaptive, students can demonstrate their own actual proficiency level without any pre-set upper limits. Highlights from Dr. Rega’s report included the following:

- Chinese Immersion students saw 84.3 percent reach the Intermediate-Mid and High levels on the Listening Test, surpassing national targets by two sub-levels
- Spanish Immersion students saw 83.4 percent reach the Intermediate-Mid and High levels on the Listening Test, surpassing national targets by two sub-levels
- On the Listening Test, Third Graders at Excelsior and Scenic Heights both reached the Intermediate-Mid range, surpassing the national target of Intermediate-Low for students at the end of Fifth Grade
- On the Listening Test, Minnetonka Spanish Immersion students well out-paced the national targets by two sub-levels now reaching the Intermediate-High range by the end of Fifth Grade and the Intermediate-Mid range by the end of Third Grade

National K-12 Language Immersion Proficiency Targets

Grade Level	Chinese			Spanish		
	Speaking	Listening	Reading	Speaking	Listening	Reading
3	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice High
5	Interm Low	Interm Low	Novice High	Interm Low	Interm Low	Interm Low

Spring 2021 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Chinese Immersion	Chinese Immersion				Spanish Immersion				Spanish Immersion			
	2021				2021							
	Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level				
2017	2018	2019			3	97	2.9	Nov High	2017			
Int Low	Int Low	Nov High			3	297	4.7	Int Mid	Int Low			
Int Mid	Int Mid	Nov High	5	107	3.6	Interm Low	5	286	5.7	Int High	Int Mid	Int Low

National K-12 Language Immersion Proficiency Targets

Grade Level	Chinese			Spanish		
	Speaking	Listening	Reading	Speaking	Listening	Reading
3	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice High
5	Interm Low	Interm Low	Novice High	Interm Low	Interm Low	Interm Low

Spring 2021 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

Chinese Immersion	Chinese Immersion				Spanish Immersion				Spanish Immersion			
	2021				2021							
	Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level				
2017	2018	2019			3	97	5.0	Int Mid	2017			
Int Low	Int Mid	Nov High	5	107	5.4	Interm Mid	3	297	5.0	Int Mid	Int Mid	Nov High
Int Mid	Int Mid	Int Low			5	286	5.7	Int High	Int Low	Int Mid	Int Mid	Int Low

National K-12 Language Immersion Proficiency Targets

Grade Level	Chinese			Spanish		
	Speaking	Listening	Reading	Speaking	Listening	Reading
3	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice High
5	Interm Low	Interm Low	Novice High	Interm Low	Interm Low	Interm Low

Spring 2021 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Chinese Immersion	Chinese Immersion				Spanish Immersion				Spanish Immersion		
	2021			Prof. Level	2021			Prof. Level			
	Grade	N	STAMP 4Se Score	Grade	N	STAMP 4Se Score	Prof. Level	Prof. Level			
2017	2018	2019		3	97	3.6	Int Low	3	297	3.6	Int Low
Int Low	Int Low	Int Low		5	107	3.6	Int Low	5	286	4.5	Int Mid
Int Mid	Int Mid	Int Low									

Spring 2021 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion					
	Males (N=89) (43.6%)		Females (N=115) (56.4%)		Males (N=281) (48.2%)		Females (N=302) (51.8%)			
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level		
Interpretive Reading	3.0	Nov High	3.5	Int Low	5.1	Int Mid	5.4	Int Mid		
Interpersonal Listening/Speaking	3.6	Int Low	3.8	Int Low	3.8	Int Low	4.3	Int Low		
Interpretive Listening	5.2	Int Mid	5.3	Int Mid	5.3	Int Mid	5.5	Int High		

Spring 2019 ALL AAPPL Sub-Tests Chinese and Spanish Immersion Gender Comparison by AAPPL Rating and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion					
	Males (N=94) (47%)		Females (N=106) (53%)		Males (N=271) (49%)		Females (N=279) (51%)			
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level		
Interpretive Reading	N4	Nov High	N4	Nov High	I1	Int Low	I1	Int Low		
Interpersonal Listening/Speaking	N4	Nov High	I1	Int Low	I2	Int Mid	I3	Int Mid		
Interpretive Listening	N4	Nov High	I1	Int Low	I1	Int Low	I1	Int Low		

Chinese Immersion School Comparisons – Interpretive Reading

Spring 2019 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Reading

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=53)	<i>SH</i> (N=66)	<i>EX</i> (N=38)	<i>SH</i> (N=43)
AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	
Excelsior (N=91)	N4	Nov High	N4	Nov High
Scenic Heights (N=109)	N4	Nov High	I1	Int Low

Spring 2021 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=42)	<i>SH</i> (N=55)	<i>EX</i> (N=50)	<i>SH</i> (N=57)
STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	
Excelsior (N=92)	2.7	Nov High	3.3	Nov High
Scenic Heights (N=112)	3.1	Nov High	3.8	Int Low

Third to Fifth Grade Cohorts

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Chinese Immersion School Comparisons – Interpretive Listening

Spring 2019 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Listening

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX</i> (N=53)	<i>SH</i> (N=66)	<i>EX</i> (N=38)	<i>SH</i> (N=43)
AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	
Excelsior (N=91)	N4	Nov High	N4	Nov High
Scenic Heights (N=109)	N4	Nov High	I1	Int Low

Spring 2021 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX</i> (N=42)	<i>SH</i> (N=55)	<i>EX</i> (N=50)	<i>SH</i> (N=57)
STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	
Excelsior (N=92)	4.9	Int Mid	5.3	Int Mid
Scenic Heights (N=112)	5.1	Int Mid	5.6	Int High

Third to Fifth Grade Cohorts

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Chinese Immersion School Comparisons – Interpersonal Listening and Speaking

Spring 2019 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpersonal Listening and Speaking

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	EX (N=53)	SH (N=66)	EX (N=38)	SH (N=43)
AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	
Excelsior (N=91)	N4	Nov High	I1	Int Low
Scenic Heights (N=109)	I1	Int Low	I2	Int Mid

Spring 2021 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	EX (N=42)	SH (N=55)	EX (N=50)	SH (N=57)
STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	
Excelsior (N=92)	3.5	Int Low	3.7	Int Low
Scenic Heights (N=112)	3.6	Int Low	4.0	Int Low

Third to Fifth Grade Cohorts

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Spanish Immersion School Comparisons – Interpretive Reading

Spring 2019 AAPPL Spanish Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Reading

School	Spanish Interpretive Reading			
	Grade 3		Grade 5	
	CS (N=72)	DH (N=65)	CS (N=47)	DH (N=60)
GR (N=77)	MW (N=86)	GR (N=62)	MW (N=73)	
AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	
Clear Springs (N=119)	N4	Nov High	I1	Int Low
Deephaven (N=125)	I1	Int Low	I1	Int Low
Groveland (N=139)	N4	Nov High	I1	Int Low
Minnewashta (N=159)	I1	Int Low	I2	Int Mid

Spring 2021 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

School	Spanish Interpretive Reading			
	Grade 3		Grade 5	
	CS (N=80)	DH (N=64)	CS (N=70)	DH (N=58)
GR (N=66)	MW (N=75)	GR (N=74)	MW (N=80)	
STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	
Clear Springs (N=150)	4.8	Int Mid	5.4	Int Mid
Deephaven (N=122)	4.5	Int Mid	5.7	Int High
Groveland (N=140)	4.4	Int Low	5.7	Int High
Minnewashta (N=155)	4.9	Int Mid	5.9	Int High

Third to Fifth Grade Cohorts

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Spanish Immersion School Comparisons – Interpretive Listening

Spring 2019 AAPPL Spanish Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Listening

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	CS (N=72)	DH (N=65)	CS (N=47)	DH (N=60)
GR (N=77)	<i>MW (N=86)</i>		GR (N=62)	MW (N=73)
AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	
Clear Springs (N=119)	N4	Nov High	I1	Int Low
Deephaven (N=125)	N4	Nov High	I1	Int Low
Groveland (N=139)	N4	Nov High	I1	Int Low
Minnewashta (N=159)	I1	Int Low	I1	Int Low

Spring 2021 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	CS (N=80)	DH (N=64)	CS (N=70)	DH (N=58)
GR (N=66)	<i>MW (N=75)</i>		GR (N=74)	MW (N=80)
STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	
Clear Springs (N=150)	5.1	Int Mid	5.6	Int High
Deephaven (N=122)	4.9	Int Mid	5.8	Int High
Groveland (N=140)	4.9	Int Mid	5.8	Int High
Minnewashta (N=155)	5.1	Int Mid	5.8	Int High

Third to Fifth Grade Cohorts

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Spanish Immersion School Comparisons – Interpersonal Listening and Speaking

Spring 2019 AAPPL Spanish Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpersonal Listening and Speaking

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	CS (N=72)	DH (N=65)	CS (N=47)	DH (N=60)
GR (N=77)	<i>MW (N=86)</i>		GR (N=62)	MW (N=73)
AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	
Clear Springs (N=119)	I3	Int Mid	I3	Int Mid
Deephaven (N=125)	I2	Int Mid	I2	Int Mid
Groveland (N=139)	I2	Int Mid	I3	Int Mid
Minnewashta (N=159)	I2	Int Mid	I3	Int Mid

Spring 2021 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	CS (N=80)	DH (N=64)	CS (N=70)	DH (N=58)
GR (N=66)	<i>MW (N=75)</i>		GR (N=74)	MW (N=80)
STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	
Clear Springs (N=150)	3.8	Int Low	4.2	Int Low
Deephaven (N=122)	3.2	Nov High	4.3	Int Low
Groveland (N=140)	3.5	Int Low	4.8	Int Mid
Minnewashta (N=155)	3.8	Int Low	4.4	Int Low

Third to Fifth Grade Cohorts

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Proficiency Levels and Sublevels		Functions	Corresponding Jobs/Professions	Who has this proficiency in Chinese and Spanish?
Advanced (Limited Work Proficiency)	Advanced High	<i>Narrate and describe in past, present, and future and deal effectively with an unanticipated complication</i>	Finance: Account Executives, Financial Advisors Health Science: Doctors Law, Public Safety, Corrections, & Security: Military Linguists or Translation Officers	Students with graduate degrees in language
	Advanced Mid		Health Science: Medical Interpreters, Patient Advocates Finance: Bankers, Insurance Customer Service Specialists Human Services: Benefits Specialists Marketing: Sales Representatives	Native/Heritage speakers who learned language in the home environment
	Advanced Low		Education & Training: K-12 Teachers Health Science: Nurses Hospitality & Tourism: Hotel Receptionists Human Services: Social Workers, 911 Dispatchers, Customer Service Representatives, Billing Clerks Law, Public Safety, Corrections, & Security: Legal Secretaries or Receptionists	<ul style="list-style-type: none"> Graduates with language degrees who have lived in target language-speaking countries Immersion students at high school graduation Secondary students after Level VIII in some skill areas
Intermediate (The Survivor)	Intermediate High	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	Hospitality & Tourism: Tour Guides Human Services: Receptionists Information Technology: Telephone Operators, Utilities Installers Law, Public Safety, Corrections, & Security: Police and Fire Officers Transportation, Distribution, & Logistics: Aviation Personnel, Auto Inspectors	<ul style="list-style-type: none"> Graduates with language degrees who have not lived in target language-speaking countries Immersion students continuing into high school Secondary students after Level VI or VII
	Intermediate Mid		Human Services: Cashiers, Sales Clerks	Immersion students after 5th or 6th grade
	Intermediate Low		Human Services: Housekeeping Staff	Secondary students after Level IV (logographic) K-8 after 5-6 years of study

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Dr. Rega concluded his report by offering the following recommendations for action:

- Focus on Interpersonal Listening and Speaking
 - Chinese Immersion Third to Fifth Cohort: Int Low to Int Low
 - Grade Three non-cohort remained at Int Low
 - Grade Five non-cohort remained at Int Low
 - Spanish Immersion Third to Fifth Cohort: Int Mid to Int Mid
 - Grade Three non-cohort dropped from Int Mid to Int Low
 - Grade Five non-cohort remained at Int Mid
- Revise IPA design allowing teachers to differentiate for students as well as collaborate with their peers in the revision of the assessments

Chairperson Vitale noted that it was great to see these results after such a challenging year.

REVIEW OF PROPOSED FY22 BUDGET

Executive Director of Finance and Operations Paul Bourgeois presented the proposed FY22 Budget to the Board. He thanked the members of his team for their extensive work on the budget in the past few months, noting that they have been working on developing FY22 budgets for all funds since the FY21 Amended Budget was adopted this past winter. Mr. Bourgeois explained that the FY22 budget is still a work in progress, and several important revenue factors could change at the State level.

Mr. Bourgeois then walked the Board through the preliminary budgets for all funds. He explained that the final submission for the FY22 Budget will be presented to the Board for adoption at its regular meeting on June 3. Highlights of his presentation included the following:

- The General Fund Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$1,733,469 of ongoing revenues to ongoing expenses.
- An increase in the Basic Revenue Formula of \$131 per Adjusted Pupil Unit from the State of Minnesota is the major component of increased revenue per pupil projected for FY22. This amount equates to a 2.00% increase in the Basic Formula.
- Targeted enrollment growth on an October-to-October basis is an increase of 46 students, from 11,054 in October 2020 to 11,100 students in October 2021. October enrollment is used by the State of Minnesota to apportion payments for the fiscal year, but the District is actually paid on the Adjusted Pupil Units that the October enrollment head count generates during the full course of the year. The Unassigned Fund Balance at the end of FY22 is projected to be \$21,868,624 which is 15.7% of projected FY22 expenditures.
- The combination of tightly monitored expense controls plus the additional revenue provided from enrollment growth in past years has allowed the District to continue to maintain very stable finances while maintaining and selectively expanding opportunities for students. Additional Operating Referendum Revenue, which is in place through the 2024 Pay 2025 levy to fund Fiscal Year 2026, gives the District a stable base of revenue from which to maintain the high quality programs that are being delivered to students.
- If enrollment remains capped at 11,100 students going forward, efficiencies in the area of salary and benefits will eventually have to be made due to flat revenues.

Mr. Bourgeois also shared Six-Year Projection Assumptions with the Board:

- Enrollment
 - FY22 through FY27 K-12 students set at 11,100 K-12 cap based on November 15, 2019 Actual, Projected and Target Enrollments for 2019- 2024 with FY25-F26 rolled forward
- Total Revenues for FY22 of \$141,135,235 which is a \$1,503,869 increase over FY21 Amended Budget Revenues of \$139,631,456
- General Education Formula Per Pupil FY22 - assumes 2.0% increase of \$131 to \$6,698 based on conservative estimate from historical averages

- o General Education Formula Per Pupil FY23 - assumes 2.0% increase of \$134 to \$6,832 based on conservative estimate from historical averages
 - o General Education Formula Per Pupil FY24 - assumes 2.0% increase of \$137 to \$6,969 based on conservative estimate from historical averages
 - o General Education Formula Per Pupil FY25 - assumes 2.0% increase of \$139 to \$7,108 based on conservative estimate from historical averages
 - o General Education Formula Per Pupil FY26 - assumes 2.0% increase of \$142 to \$7,250 based on conservative estimate from historical averages
 - o General Education Formula Per Pupil FY27 - assumes 2.0% increase of \$145 to \$7,395 based on conservative estimate from historical averages
- Local Option Revenue Tier 1 for FY22 and later remains at \$424 per Adjusted Pupil Unit which generates \$5,292,763 in FY22 - this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy
- Local Option Revenue Tier 2 for FY22 at \$300 and adjusted for inflation through FY27 at Operating Referendum Inflation Rate - generates \$3,489,811 in FY22
- Categorical Programs revenue (Q-Comp, Equity, etc.) FY22- remain at current funding levels per pupil
- FY22 Federal Revenue (as well as offsetting expenditures) set at estimated grant levels per grant letters including estimated carryover revenue from FY21
 - o Does not carry forward any Federal COVID-19 relief funds as all were utilized in FY21 to offset COVID-19 expenditures
- Operating Referendum Revenue- \$1,827.54 per Adjusted Pupil Unit levied for FY22
 - o Reduced \$300 in FY20 by Legislative action
 - o Subsequent years increased by inflation factors per July 23, 2020 calculation from MDE
 - o \$1,827.54 per Adjusted Pupil Unit in FY22
 - o \$1,867.88 per Adjusted Pupil Unit in FY23
 - o \$1,907.60 per Adjusted Pupil Unit in FY24
 - o \$1,951.27 per Adjusted Pupil Unit in FY25
 - o \$2,000.76 per Adjusted Pupil Unit in FY26
 - o \$2,055.45 per Adjusted Pupil Unit in FY27
 - District is at the Operating Referendum Cap starting in FY20 and future years - only annual increase is for inflation
- Miscellaneous Revenue - Includes \$287,500 in Tonka Online gross revenue and interest earnings of approximately \$720 ,000 based on expected rising interest rates and investment earnings on annual OPEB Receivable of \$120,000
- Total Expenditures for FY22 of \$139,401,856, which is a \$6,583,377 decrease over FY21 Amended Budget Expenditures of \$145,985,233

- o FY21 Expenditures were elevated above normal levels to provide instruction during the COVID-19 pandemic
- Salaries - Salaries are 67.4% of the General Fund Budget-together with Benefits at 20.9%, they make up 88.3% of the General Fund Budget
 - o Teachers (Fund 01)
 - FY22 Adopted Budget K-12 teaching staff at 799.90 FTE through 04/15/21 staffing document from Human Resources. From the FY21 Amended Budget, 36.75 FTE which were added for additional support due to COVID-19, have now been removed. Compared to the FY21 Adopted Budget, 4.91 FTE have been added to the FY22 Adopted budget.
 - FY23-FY27 assumes no teacher growth over FY22
 - Assumes a Total Compensation Package increase of 3.0% Salary and benefit package increases for FY22 and a 3.0% salary and benefit package increase assumed each year FY23-FY27 for Minnetonka Teachers Association
 - o Other Staff
 - FY22 Actual Contract amounts for FY22 for all other bargaining unit contracts and other contracts
 - 2.7903 non-instructional staff FTE decrease for FY22
 - Assumes 3.0% future salary increases for FY23-FY27
- Benefits - Benefits inclusive of the OPEB Retirement Benefits transfer reduction are 20.9% of the General Fund Budget - together with Salaries they make up 88.3% of the General Fund Budget
 - o Actual fringe benefit contribution increases for FY22 are included for MTA within the 3.0% benefit package increase estimated for FY22 and FY23 through FY27
 - o Teachers Retirement Association pension contributions at 8.13% in FY21, 8.34% in FY22, 8.55% in FY23 and 8.75% in FY24 and thereafter
 - o 2018 Pension Bill increased the TRA contribution rate in future years but revenue will be provided to offset the increase
 - o Public Employees Retirement Association pension contributions at 7.50% in FY22 through FY27
 - o OPEB Trust transfer of \$758,428 is calculated by CBIZ actuaries and reduces benefit expenditures
- Total Salaries and Benefits of \$123,109,581 are 88.3% of Total General Fund Expenditures of \$19,401,856
- Purchased Services
 - o Line items held flat for all budgets unless an increase was approved by the Superintendent for FY22, then increased by 1% inflation for FY23-FY27 for all cost centers
 - o Purchased Services are 4.4% of General Fund Budget

- o Includes line items such as utility costs (electricity, etc.), snow removal, repair and preventive maintenance costs of building systems, property insurance, legal counsel, Special Education tuition at various care facilities, and professional consultants
- Supplies
 - o Line items held flat for all budgets unless an increase was approved by the Superintendent for FY22, then increased by 1% inflation for FY23-FY27 for all cost centers
 - o Supplies are 2.9% of General Fund Budget
 - o Includes line items such as instructional, restroom and cleaning supplies, maintenance repair supplies such as HVAC system filters, and grounds supplies such as fuel for the maintenance vehicles and replacement parts for the lawnmowers
- Transportation
 - o Increase of 3.00% for FY22, which is the third year of a four-year contract
 - o Increase 2.75% for FY23, then assumes a new contract scheduled for FY24-FY25 and later projected at 3.0%
 - o Bus routes in FY22 are at the same number as in FY21
 - o Transportation is 4.1% of the General Fund Budget
- Transfer - to the Arts Center operations budget to fund the operating expenditures of the Arts Center that are not paid for out of play ticket receipts and facility rental revenue - estimated at \$552,211 and 0.3% of the General Budget for FY22 Adopted Budget, then increasing by 3% annually FY23 through FY27

ADJOURNMENT

The Board adjourned the study session at 10:45 p.m.

/cyv