

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

Summary of April 19, 2021 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Monday, April 19, 2021 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. The meeting was rescheduled from April 22. 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.

DISCUSSION ON GOAL 3

Executive Director of Finance and Operations Paul Bourgeois and Dave Maroney, architect from ATS&R, led the discussion. The main points of the discussion were the possible construction of a VANTAGE/MOMENTUM facility at 5735 Highway 101, next to Clear Springs Elementary, and the possible construction of classrooms at Clear Springs to replace the current “temporary” classrooms that were erected in the 1990’s. They discussed possible funding sources, current building code requirements including tornado shelter requirements for new construction, and shared architect’s renderings of what the new facilities would look like. Highlights of the presentation included the following:

Funding Resources for VANTAGE/MOMENTUM Facility

- 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 new buildings
- Lease levy annual capacity of approximately \$2,567,000 is fully committed with MOMENTUM addition through FY2024
- \$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
 - 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 after 4350 Baker Road lease is ended – lease payments can shift to bond payments at that time
- Total of \$9.0 million in bond proceeds available over two years

\$8.0 Million Option

- 18,000 square feet
- Core infrastructure for future additions – HVAC, elevator, restrooms

- Site work sized for future additions – least cost over time
- Fits within available \$9.0 million available bond proceeds

\$10.6 Million Option

- 27,000 square feet
- \$9.0 million available bond proceeds plus \$1.6 million from other District sources
- Advantage – allows for 10,000 square-foot expansion with two 5,000 square-foot “wingtips” on each side

\$14.0 Million Option

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

Potential Additional Opportunity

- Replace “temporary” classrooms constructed in 1995 at Clear Springs with a permanent structure
- Possible because of timing of 4350 Baker Road lease ending at the end of FY24
- VANTAGE classes at Baker Road can continue to be held there through FY2024 and start at a new VANTAGE/MOMENTUM building in Fall 2024 in FY2025
- Space would be available in the VANTAGE/MOMENTUM building for one year
- Temporarily house the four classrooms from Clear Springs while a permanent structure is built

Timing Assumptions

- VANTAGE/MOMENTUM structure is approved by the Board in late spring 2021
- Design and permitting of structure take place July 2021 – February 2022
- Structure is constructed from April 2022 – June 2023
- Simultaneously Clear Springs permanent classrooms are designed and permitted from September 2022 – February 2023
- Clear Springs students occupy part of VANTAGE/MOMENTUM structure from September 2023 – June 2024
- Clear Springs permanent structure is constructed from June 2023 – July 2024
- Clear Springs students move to permanent structure by September 2024
- VANTAGE students from Baker Road move to VANTAGE/MOMENTUM building by September 2024

Funding Resources for Clear Springs Permanent Classrooms

- Multi-tiered funding strategy
- Lease levy bonds of \$3.0 million issued in Spring or Summer 2022 with first payment in FY2024
- Remaining funds from other District sources for any costs above \$3.0 million

\$3.0 Million Option

- Four classrooms – single story
- Complies with new Tornado Shelter building code requirements for all new buildings or additions housing 50 or more occupants at one time
- Constructed in a manner that a second story could be constructed on top at a future date
- Fits on top of current temporary rooms footprint – actually slightly smaller

\$5.8 Million Option

- Eight classrooms – two story
- Complies with new Tornado Shelter building code requirements for all new buildings or additions housing 50 or more occupants at one time
- Fits on top of current temporary rooms footprint – actually slightly smaller

In the discussion that followed, Board members asked for clarification on the following:

- Future use of TSP building – will we continue to use for VANTAGE students or use for different purposes?
- What are the additional sources of income – for the next ten years
- More information on the District's current and future bond portfolio

Board members also asked that Administration set up a time for them to tour the current Clear Springs classroom space. Chairperson Vitale noted that he loved the idea of Clear Springs students utilizing the possible new VANTAGE/MOMENTUM space while the new classroom space at Clear Springs was being built.

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:

- Minnetonka teacher Ali Alowonle spoke about the need for the District and the Board to more fully support teachers and students in the wake of recent events. She noted that condemning bigotry, hate and violence is not political or debatable, but rather necessary.
- Deephaven resident and retired Minnetonka teacher Sandy Gosen spoke to the Board about the need for performing arts spaces at the middle schools.

REVIEW OF SECONDARY STAMP DATA

Director of Assessment Dr. Matt Rega led the discussion. He began by saying that last February, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students had

participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders do not take the STAMP Test anymore, because Immersion students are assessed several times throughout the year, which results in data redundancy and can lead to the feeling of testing fatigue among Immersion students. There are much data accessible to Immersion staff and the currently implemented assessment system amply allows for the effective monitoring of student progress and Language Immersion program evaluation. Students have the option to take the STAMP in Eleventh and Twelfth Grades if they choose to pursue the state Bilingual Seal. The Bilingual Seal affords students the opportunity to earn as much as four semester college credits if they choose to attend a Minnesota State University. Furthermore, students can earn the Seal by reaching specific benchmarks on the AP Chinese and Spanish Language Exams or the IB Chinese and Spanish Language Exams. The specific benchmarks for Bilingual Seal attainment are located on the Minnetonka District website and scores earned by students in Grades 10-12 allow students to be eligible for the Seal.

The STAMP 4S is a nationally recognized web-based test that assesses language proficiency, and the results inform test takers and educators about learning progress in the target language and program effectiveness. The test has four sections: Reading, Writing, Listening, and Speaking. Reading and Listening items are computer-scored and computer-adaptive (meaning that questions are selected based on previous responses, becoming easier or more difficult as needed to determine proficiency level). Writing and Speaking items are scored by Avant's trained raters who use a Scoring Rubric that lists the criteria for meeting Benchmark Levels. The test was developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and was adapted and is delivered by Avant Assessment.

Dr. Rega noted that the common benchmark that the District uses to measure all immersion students is based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Minnetonka's Immersion teachers have used this common vocabulary internally and will continue to use the ACTFL guidelines as they discuss student growth in target language proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines which makes it easier to track student progress under this system.

The STAMP results are reported using two scales to measure benchmarks. One scale measures Reading and Listening results, while the other scale measures Writing and Speaking. Benchmark levels are grouped by major levels (Novice, Intermediate, and Advanced). Within each major level are three sub-levels that identify students in the top third, middle third, or bottom third of the range score for that particular level. Similar to ACTFL's low, mid, and high designations, these designations will assist the classroom teacher in seeing a further breakdown of each student's ability. The *National K-12 Language Immersion Proficiency Targets* table below illustrates that students can remain at any one of the three major proficiency levels for multiple years, thus highlighting the need to utilize the three sub-levels within each of major levels to identify student needs.

Because it takes a great deal of time and practice for students to acquire the skills necessary to move from the Novice Level to the Intermediate Level, teachers are able to track student progress within the sub-levels. Regarding the difference between Chinese Immersion and Spanish Immersion performance, it is widely recognized that students learning the Chinese language will take more time to develop their Reading comprehension skills, thus impacting their Interpretive Reading and Writing results.

Key Findings

Chinese Immersion:

- The Chinese Immersion cohorts showed a strong increase in performance among students moving from Grade 8 to Grade 10 with the sharpest increases observed among Spanish and Chinese Immersion students in Reading and Listening.
- Chinese Immersion Tenth Grade student results increased significantly compared to last year which ranged from Intermediate-Mid to Advanced-Low ranges on the four subtests.
- With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, all Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while 96.5 percent of Eighth Graders met or surpassed these targets.
- Listening results indicate near all-time high levels among Sixth graders and all-time high levels of performance among Eighth and Tenth Graders. With a national target of Intermediate-Mid, 97.6 percent of Minnetonka Eighth Graders surpassed this target. All Tenth Grade Chinese Immersion students met or surpassed the national target of Intermediate-Mid.
- With a national target of Intermediate-Low for Chinese Immersion Eighth Grade Writing, both middle schools saw Eighth Graders eclipse the national expectations for Chinese Immersion Writing reaching their highest levels of performance to date.

Spanish Immersion:

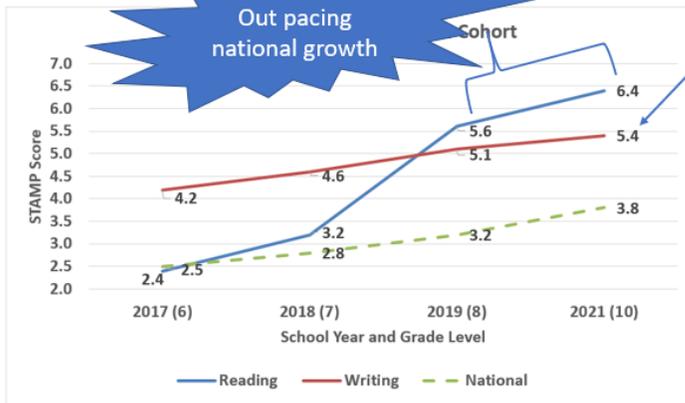
- The Spanish Immersion cohort showed a strong increase in performance among students moving from Grade 8 to Grade 10 with the sharpest increases observed among Spanish and Chinese Immersion students in Reading and Listening.
- In Reading, Tenth Grade Spanish Immersion students for the first time had a majority of students perform at the Advanced-High level marking a two-year increase at this level.
- In 2021, 98 percent of Grade 6 students met or surpassed the national target in Listening, and 92.3 percent surpassed the national target proficiency level of Intermediate-Low.
- 90.4 percent of Tenth Graders reached the Advanced-Mid and High ranges with an astounding 57.1 percent performing at the Advanced-High level.
- 97.8 percent of Tenth Graders have surpassed the national target of Intermediate-Mid for Speaking.

National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Intern Low	Intern Low	Intern Low	Intern Low		Intern Low	Intern Low	Novice High	Novice High
8	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	<u>Intern Low</u>
10	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	<u>Intern Low</u>

Chinese Immersion Grade 10 Cohort Reading and Writing

2017-21 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort



Writing test has a strong grammar focus

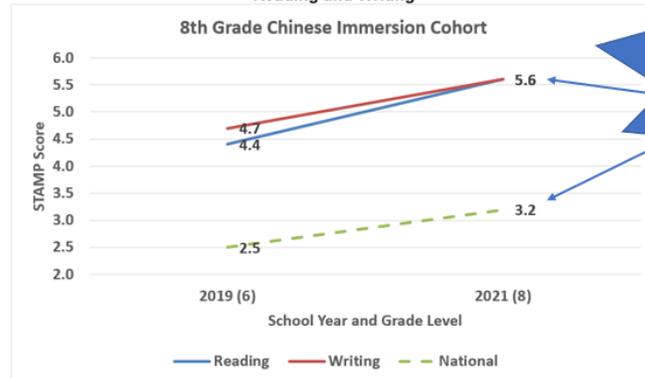
*0 out of 71 students were enrolled in two courses

National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Intern Low	Intern Low	Intern Low	Intern Low		Intern Low	Intern Low	Novice High	Novice High
8	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	<u>Intern Low</u>
10	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	<u>Intern Low</u>

Chinese Immersion Grade 8 Cohort Reading and Writing

2019-21 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort Reading and Writing



Reading and Writing out-pacing national growth expectations

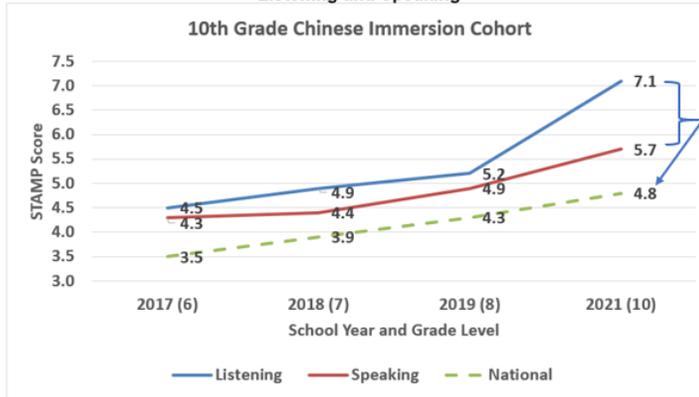
National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion
Grade 10 Cohort
Listening and Speaking

Listening and Speaking out-pacing national growth expectations

2017-21 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort Listening and Speaking



*0 out of 71 students were enrolled in two courses

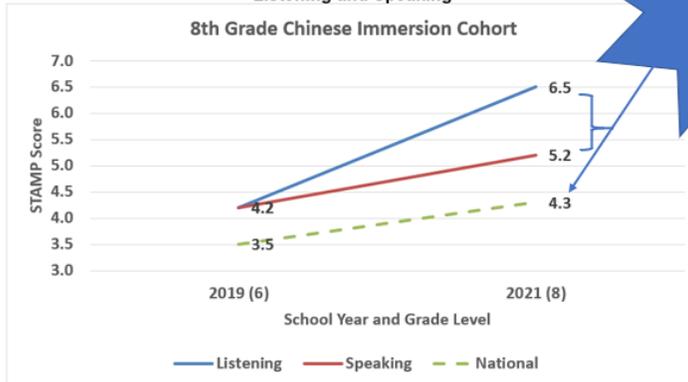
National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion
Grade 8 Cohort
Listening and Speaking

Listening and Speaking out-pacing national growth expectations

2019-21 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort Listening and Speaking



Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Inter Low	Inter Low	Inter Low	Inter Low	Inter Low	Inter Low	Novice High	Novice High
8	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Low	Inter Low
10	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Low	Inter Low

Chinese Immersion Proficiency Levels 2020 and 2021

2020

	Grade 6 Total Chinese Immersion (N=76)		Grade 8 Total Chinese Immersion (N=79)		Grade 10 Total Chinese Immersion (N=44)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	4.6	Int Mid	5.6	Int High	6.0	Int High
Writing	4.9	Int Mid	5.4	Int Mid	5.0	Int Mid
Listening	5.9	Int High	6.6	Adv Low	6.5	Adv Low
Speaking	4.7	Int Mid	5.0	Int Mid	5.0	Int Mid

2021

	Grade 6 Total Chinese Immersion (N=85)		Grade 8 Total Chinese Immersion (N=85)		Grade 10 Total Chinese Immersion (N=73)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	4.3	Int Low	5.6	Int High	6.4	Int High
Writing	4.5	Int Mid	5.6	Int High	5.4	Int Mid
Listening	5.7	Int High	6.5	Adv Low	7.1	Adv Low
Speaking	4.4	Int Low	5.2	Int Mid	5.7	Int High

National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Inter Low	Inter Low	Inter Low	Inter Low	Inter Low	Inter Low	Novice High	Novice High
8	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Low	Inter Low
10	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Mid	Inter Low	Inter Low

Spanish Immersion
Grade 10 Cohort
Reading, Writing,
Listening, and Speaking

2017-21 Mean Score, Sub-Test Results for Spanish Immersion Grade 10 Cohort
Reading, Writing, Listening, and Speaking



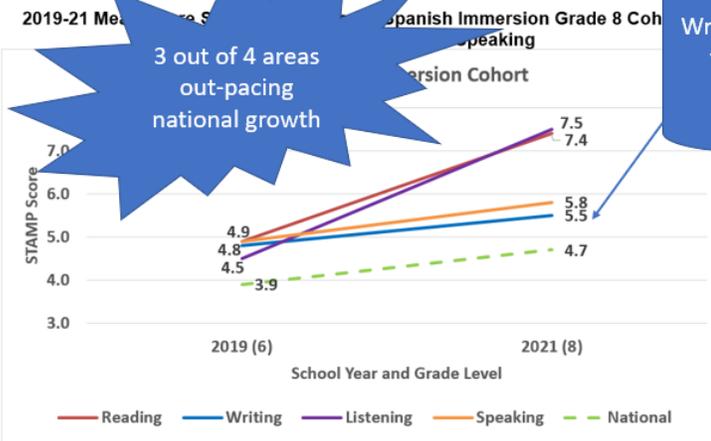
Writing test has a strong
grammar focus

*3 out of 175 students
were enrolled in two
courses

National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Intern Low	Intern Low	Intern Low	Intern Low		Intern Low	Intern Low	Novice High	Novice High
8	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low
10	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low

Spanish Immersion
Grade 8 Cohort
Reading, Writing,
Listening, and Speaking



Writing is an area of growth
for Spanish Immersion
students

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Intern Low	Intern Low	Intern Low	Intern Low		Intern Low	Intern Low	Novice High	Novice High
8	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low
10	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low

Spanish Immersion Proficiency Levels 2020 and 2021

2020

	Grade 6 Total Spanish Immersion (N=231)		Grade 8 Total Spanish Immersion (N=219)		Grade 10 Total Spanish Immersion (N=160)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	6.6	Adv Low	7.5	Adv Mid	8.0	Adv Mid
Writing	5.1	Int Mid	5.7	Int High	6.0	Int High
Listening	6.7	Adv Low	7.7	Adv Mid	8.0	Adv Mid
Speaking	5.6	Int High	5.9	Int High	5.9	Int High

2021

	Grade 6 Total Spanish Immersion (N=244)		Grade 8 Total Spanish Immersion (N=226)		Grade 10 Total Spanish Immersion (N=177)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	6.5	Adv Low	7.4	Adv Low	8.3	Adv Mid
Writing	4.8	Int Mid	5.5	Int High	5.8	Int High
Listening	6.4	Int High	7.5	Adv Low	8.4	Adv Mid
Speaking	5.2	Int Mid	5.8	Int High	6.2	Int High

Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.6	Int Mid	5.6	Int High
MMW	3.8	Int Low	5.6	Int High

Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.5	Int High
MMW	4.2	Int Low	5.6	Int High

Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.8	Int High	6.5	Adv Low
MMW	5.5	Int High	6.4	Int High

Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.0	Int High	6.7	Adv Low
MMW	5.7	Int High	6.4	Int High

Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.6	Int High
MMW	3.8	Int Low	5.5	Int High

Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	5.4	Int Mid
MMW	4.3	Int Low	5.4	Int Mid

Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.4	Int Mid
MMW	3.8	Int Low	4.8	Int Mid

Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.2	Int Mid	5.0	Int Mid
MMW	4.1	Int Low	5.0	Int Mid

Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=114) MMW (N=130)		MME (N=125) MMW (N=101)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.6	Adv Low	7.4	Adv Low
MMW	6.4	Int High	7.5	Adv Mid

Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=129) MMW (N=102)		MME (N=120) MMW (N=99)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.7	Adv Low	7.5	Adv Mid
MMW	6.5	Adv Low	7.5	Adv Mid

Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=114) MMW (N=130)		MME (N=125) MMW (N=101)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.6	Adv Low	7.5	Adv Mid
MMW	6.1	Int High	7.4	Adv Low

Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=129) MMW (N=102)		MME (N=120) MMW (N=99)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.8	Adv Low	7.8	Adv Mid
MMW	6.7	Adv Low	7.7	Adv Mid

Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=114) MMW (N=130)		MME (N=125) MMW (N=101)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.5	Int High
MMW	4.6	Int Mid	5.4	Int Mid

Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by Spanish Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=129) MMW (N=102)		MME (N=120) MMW (N=99)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	5.8	Int High
MMW	4.9	Int Mid	5.5	Int High

Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	MME (N=114) MMW (N=130)		MME (N=125) MMW (N=101)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.4	Int Mid	5.8	Int High
MMW	5.0	Int Mid	5.9	Int High

Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels Speaking

	Grade 6		Grade 8	
	MME (N=129) MMW (N=102)		MME (N=120) MMW (N=99)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.0	Int High
MMW	5.4	Int Mid	5.9	Int High

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 5 th or 6 th grade
	Intermediate Low		Human Services: Housekeeping Staff	Secondary students after Level IV (logographic) K-8 after 5-6 years of study

16

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

- MHS Chinese Immersion teachers will need to focus on Speaking and Writing (performing beyond national expectations in all four areas)
- Middle School Chinese and Spanish Immersion students would benefit from authentic Writing experiences, and Chinese Immersion students would benefit from a focus in Speaking (performing at or beyond national expectations in all four areas)
- Integrated Performance Assessments (IPAs) are appearing to make a positive impact on student performance across all grade levels and programs and should continue to be revised along with on-going professional development for new teachers

In the discussion that followed, Board member Wagner noted that it was great to see the IPA and grammar work paying off for the students. Chairperson Vitale thanked Dr. Rega and District staff for all their hard work to administer the testing during this pandemic year.

DISCUSSION ON PROPOSED FULL-FUNDING RESOLUTION

Dr. Peterson noted that he, Chairperson Vitale and Vice Chair Ambrosen had recently met with MTA leadership, and they had presented the proposed resolution for the Board to consider for adoption. The resolution reads as follows:

PARTNERSHIP PLAN FOR FULL FUNDING

Whereas, most Minnesotans want similar things for our children, including safe and supportive public schools where all students - no matter what they look like or where they come from -- can thrive and succeed; and

Whereas, in 2003, the state made significant changes in how Minnesota funds schools so that total real per-pupil state aid is \$503 less per student now than it was in 2003, costing the Minnetonka School District nearly \$6.1 million in the 2020-21 school year; and

Whereas, public schools in Minnesota have faced decades of chronic underfunding; and

Whereas, unfunded legislation is negatively impacting funds available for students, staff, and programs, and

Whereas, all Minnesota students are in desperate need of more school social workers, nurses, counselors, psychologists, and other support staff; and

Whereas, too many students are trying to learn in overcrowded and aging classrooms and buildings; and

Whereas, we need enriched opportunities for professional development for teachers to be able to have culturally responsible schools and meet the needs of all students; and

Whereas, all educators and support personnel working with our students deserve more respect for the contribution to the care and education of our children including better pay, affordable health care, and safe working conditions;

Now, therefore, be it resolved that the Minnetonka School Board, in partnership with Minnetonka Teachers Association, calls on the governor and Minnesota's legislature to either remove or fund any and all unfunded mandates and find the courage to fully fund all aspects of Minnesota's public schools so all students can receive the opportunities and supports they deserve.

Chairperson Vitale noted that other districts in the metro area have adopted the resolution. He also said that MTA leadership was open to any changes or suggestions the Board may have.

After discussion, it was agreed that the resolution would be brought back to the May 6 regular meeting for adoption.

REVIEW OF TEN-YEAR LONG-TERM MAINTENANCE PLAN

Mr. Bourgeois noted that an update of the Long-Term Facilities Maintenance Plan must be reviewed and approved by the School Board annually and filed with the Minnesota Department of Education. He noted that the Plan projects out remaining long-term maintenance needs for the next decade starting with FY2021 through FY2030. The total cost for projects listed in the Plan for those 10 years is estimated at \$60,070,000, or just over \$6 million annually. It is now possible to spend just \$3.29 per square foot annually on long term maintenance, even allowing for inflation, because the District has completed significant “once every 50 years” projects over the last decade and has mostly eliminated deferred maintenance.

Mr. Bourgeois then went over the Plan page-by-page with the Board. Chairperson Vitale noted that the Plan would be brought back to the May 6 regular meeting for approval.

FIRST READING OF POLICY #103: COMPLAINTS

Dr. Peterson began the discussion by noting that the Board had requested that MSBA’s Model Policy #103 be brought forward for review and possible adoption. Chairperson Vitale noted that many of the surrounding districts had a Policy #103 in place. Based on community feedback, he said he thought the policy was needed and recommended that the Board officially adopt it at its next meeting.

In the discussion that followed, Board members discussed the “high level” aspect of the policy. Board member Ritchie expressed her concern over the lack of a clear explanation in the policy of the outcome if a person were to make an official complaint, for example, how long can a person expect to wait for a response. With that being said, Ms. Ritchie did say that she thought adopting the policy would be a good idea, since it would formalize the process. Other Board members agreed, saying that it would always be possible to revisit the policy once it was adopted. Board member Wagner said she viewed the adoption of the policy as the first step in a multiple-step process. Board member Ritchie noted that having the policy in place would help the District’s Human Resources Department deal with any complaints that are received.

Dr. Peterson did note that the section in the policy regarding cross-referenced MSBA policies would be revised to include specific cross-referenced policies that Minnetonka already has in place.

Chairperson Vitale noted that the policy would be brought back to the May 6 regular meeting for further discussion and possible approval.

FIRST READING OF POLICY #426: SHARED POSITIONS AUTHORIZATION AND CONDITIONS

Executive Director of Human Resources Dr. Mike Cyrus led the discussion. He began by saying that it had been a number of years since the District had reviewed this policy. He

noted that the pandemic has revealed certain shortcomings in how the policy was crafted, which this revision seeks to address. Specifically, this policy was aimed primarily at two continuing contract teachers, presumably early in their careers. As the year began, we found ourselves needing to move forward with last-minute job-share arrangements that did not conform to the Board's 2003 policy, given emergent circumstances at the time. The pandemic has also shown us that some late-career teachers could benefit from the option to job-share. Unfortunately, the supply of peers who would be likewise willing to reduce his/her income by 50% in order to join a late-career teacher in the arrangement is limited. Thus, this policy revision seeks to permit other non-continuing contract teachers who have successfully worked in the District for at least two years to come forward as a potential job-share partner. This revision also elaborates that the Board, at its sole discretion, may approve or deny job share recommendations. Other revisions to this policy language are:

- the inclusion of other categories of employees who have contractual provisions allowing for job-sharing;
- the elimination of posting requirements that are obsolete in the internet age; and
- the elimination of typographical errors and correction of word omissions.

During the discussion, the Board reviewed the suggested changes to the policy and supported them. Board member Wagner asked that references to "he/she" be deleted. Chairperson Vitale noted that the policy would be brought back to the May 6 regular meeting for further discussion and possible approval.

REVIEW OF GOAL 4

Dr. Peterson said he welcomed the opportunity to review the work the District has done on Goal 4. The District Goal states the following:

Goal 4: Multimodal Learning

In pursuit of child-centered excellence, Minnetonka Schools will expand the implementation of personalized learning for students and continue to develop ways to personalize instruction to meet unique needs, abilities and interests of all of our students, families and staff.

The initial implementation and progress report will be presented in the back to school Opening Report in October 2020, with additional progress reports as needed.

- *Develop a schedule for instruction that encompasses the health and policy directives of the State of Minnesota/Minnesota Department of Education*
- *Adapt the Minnetonka Curriculum to enable students to achieve their highest potential while adapting the learning environment to meet the needs of both the educational process and needs of the families while best supporting child-centered excellence.*

- *Educational content should be expected to be delivered in a multimodal fashion, leveraging the success of the Tonka Online system, as well as blended in-person model and taking into consideration the needs and abilities of all educational process constituents.*
- *The District will have plans in place to quickly identify student learners who need additional educational and/or mental health support and will create alternative methods to support their educational achievement.*
- *The District will adapt current plans and support structures to take into consideration students' unique needs across academics, social, emotional, belonging and mental health aspects of the educational process.*

The Board had a robust discussion on the work done and the progress made on Goal 4 during the past year. The following specific points were made:

- Test results from the past year (including the secondary STAMP results shared earlier this evening) are a testament to the students' ability to achieve at high levels, even during a pandemic year
- What specific online classes were more difficult to deliver?
- What specific online classes were more difficult for students?
- E-learning has improved immensely from last spring
- Administration needs to provide more information on how we can support students who may have gaps in their learning
- What are the lessons learned from the pandemic – what types of virtual offerings will continue (i.e. secondary conferences)
- District staff has done a great job pivoting throughout the year to achieve continuous improvement
- Leveraging our experience with Tonka Online has been immensely helpful
- Parents have been given a great many choices along the way
- Dr. Paula Hoff has done a great job leading the e-learning program
- The flipped classroom worked very well for some students
- Virtual Wednesdays at the secondary level were very beneficial for some students' mental health
- Supplying the younger grades with iPads was a great decision
- Counselors have been doing a great job identifying students who need more support
- Counselors adapted their schedules to be available (i.e. evening hours)
- The Board would like to hear from the counselors as to how their year has gone
- Online check-ins have been beneficial for students
- E-learning teachers went above and beyond to establish connections with their students
- Offering a childcare option to families when the District was fully e-learning was very well received – families were grateful
- How can we make sure staff is supported as this pandemic school year ends, or possibly continues into the fall?

Dr. Peterson thanked the Board for the feedback and said the work on this goal would continue.

UPDATE ON MTSS EVALUATION

Assistant Superintendent Amy Ladue, Executive Director of Student Support Services Michelle Ferris, and Executive Director of Special Education Christine Breen led the discussion. Ms. Ferris noted that the Multi-Tiered Systems of Support (MTSS) Evaluation had come directly from Dr. William Dikel's recommendations in his *Evaluation of Student and Family Well-being* completed in the 2019-20 school year. Dr. Dikel recommended the District work with Dr. Kim Gibbons of the University of Minnesota Center of Applied Research and Educational Improvement (CAREI) for further analysis of our MTSS systems work. Dr. Gibbons will further explore our MTSS as an educational process, assist in clarifying our universal core instruction, evidence based interventions, roles and responsibilities, the pre-referral processes, professional development and teacher training.

There are many benefits of having an articulated and clear MTSS process and system. One of the most noted benefits of MTSS is improving the education for all students. MTSS also provides support for teachers with instructionally relevant, easily understood information which allows teachers to know what works to improve a student's educational experience. MTSS encourages better collaboration between teachers and families.

Additional benefits include:

- Clearly stated instructional standards and evidence-based interventions.
- Specific types of support for teachers in the form of professional development, technical assistance, and instructional coaching.
- Clearly defined roles, responsibilities, and accountability for teachers, building leaders, and district personnel.
- A coherent system for continuous improvement.
- A common understanding or language to articulate implementation and expected outcomes aligned with core instruction and evidence-based practices.
- All students will benefit when the MTSS model is implemented with fidelity.

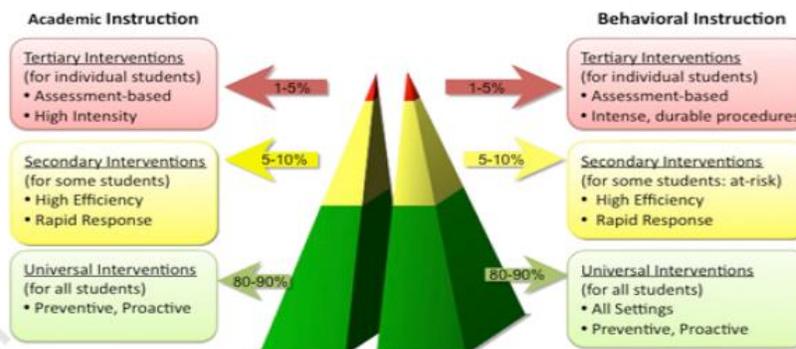
MTSS Framework

Multi-Tiered Systems of Support (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students in the areas of academics, social, emotional, and behavioral needs. The base of this model is core instruction, the learning that all students engage in through our district curriculum. This includes how teachers think about differentiating during the learning process to both intervene and to challenge each learner.

Ms. Ladue then discussed the MTSS pyramid. She noted that the green base represents support for all students; the yellow band represents targeted intervention for some students; and the red band represents intensive intervention for individual students.

Multi-Tiered Systems of Support - MTSS

Designing Schoolwide Systems for Student Success



Ms. Breen then discussed the guiding questions that had been identified by CAREI to guide the systematic data collection and analysis processes:

Guiding Questions

1. To what extent is Minnetonka Public Schools implementing an aligned (K-12) MTSS framework across all buildings?
2. To what extent do teachers and staff support implementation of a MTSS framework?
3. To what extent is staffing sufficient and equitable across tiers of service to support quality implementation of an MTSS framework?
4. To what extent is staffing efficient and responsive to appropriately address student needs?
5. What is the relationship between implementation of the MTSS framework and student achievement and behavioral outcomes?
6. What is the impact of the MTSS framework on special education child count?
7. To what extent is special education programming for mild disabilities consistent with best practice research?

8. How will the results of the MTSS audit be organized into a 3-year implementation plan for the district and each building?

Process to Gather Data

CAREI staff conducted interviews with district leadership as well as a leadership team at each school. Leadership teams were made up of a primary and intermediate classroom teacher or two core content area teachers, a reading and/or math interventionist, special education facilitator, school psychologist, school nurse, administrative support or assistant principal, a social worker or counselor, and the lead building principal. Members of these leadership teams also each completed an individual survey. In addition, all staff received a link to two surveys, one focused on beliefs and one on perceptions, in order to collect additional information and ensure that all voices were heard. Each building exceeded the necessary completion rate to ensure a valid sample. Finally, existing district data, including academic achievement, behavior trends, an initiative inventory, an assessment inventory, and professional development offerings, were gathered and shared with CAREI staff for them to review and analyze as a means to obtain a comprehensive picture of our system, processes, and implementation. All data was collected between February and April of 2021.

Moving Forward

The evaluation will provide information on implementation for each building and will also be summarized by elementary, secondary, and at the district level. Following the implementation review, CAREI will facilitate the development of a multi-year implementation plan at the district level.

A report of findings and recommendations will be provided to the district, and CAREI staff will facilitate professional development to create a shared understanding and common language, followed by action planning with district and building staff.

Timeline

- May 28, 2021: CAREI provides a report of findings to the District leadership team.
- June 7, 2021: CAREI presents findings to the District leadership team.
- June 15, 2021: CAREI shares findings through an embedded professional development approach with the district and building leadership teams including teaching and learning, special education, principals, and teacher leaders. An overview of the district priorities will be provided, and school-based leadership teams will complete initial planning.
- June 17, 2021: CAREI presents findings to the School Board at the study session. District leadership team provides a status report including plans for next steps.
- August 17, 2021: CAREI and District leadership will facilitate an action planning session with district and building leadership teams. This will include sharing of the complete District action plan. Time and support will be provided to further dig into

the details of the MTSS report and for teams to develop detailed building level plans.

- September 23, 2021: CAREI and District leadership will present an update to the School Board to share more details about the District MTSS work plan overall and CAREI's role in continuing to support the District and each school with the implementation process.

Special Education Evaluation

Ms. Breen noted that while all eight of the questions CAREI set out to answer through this evaluation connect directly to special education, questions six and seven and the answers unearthed will impact special education most significantly. Question six states: *What is the impact of the MTSS framework on special education child count?* Data used to answer this question include but is not limited to MCA, NWEA, grades and discipline referrals and removals. CAREI staff are going to review the percentage of students receiving special education services by category over three years and review ratios of intervention specialists and special education teachers to total student population by building in order to have a measured outcome of a description of special education child count and staffing. Question seven states: *To what extent is special education programming for all settings consistent with best practices research?* CAREI staff are going to use staff interviews and focus groups, review extant data, conduct staff (special education teachers and administrators) surveys of effective practices and complete a literature review. In addition, they will review a random sample of Individualized Education Plans (IEPs), Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) using the TATE Evaluation Tool. The measured outcomes of this question will ensure alignment between research and practice as well as a description of the continuum of services with procedures to ensure a Least Restrictive Environment (LRE).

While our goal was to complete the special education evaluation portion of the MTSS Evaluation concurrently with the rest of the MTSS evaluation, it became apparent that we needed to pause and recognize where our teachers were at during this challenging year. In order to really acquire the best data to drive analysis and decision-making, collectively we made the decision to move the special education evaluation portion of this project to Fall 2021. This will allow our special education and general education teaching staff, related services, and administrators to focus on finishing the 2020-2021 year prior to this review.

Ms. Breen then said that in the Fall of 2021, CAREI will conduct the focus groups with elementary, middle and high school teachers, support staff, building principals and district administration. They will interview 12 groups of staff with roughly 6-10 participants in each group. The purpose of these focus groups is to gather information on the high-incidence disability programming within the district. Specifically, CAREI will seek to determine what is currently working within our programs and where there might be opportunities for improvement. They are also interested in the strategies and skills needed to best support special education teachers and general education teachers in implementing programming to best meet the needs of the students they serve. This information will be used by the

district to guide the development of professional development, as well as to determine how else we can support improved instruction for students with disabilities.

In addition to the focus groups, CAREI will conduct staff surveys, which contain 40-50 items asking staff to rate the extent to which evidence-based practices that target challenging behaviors are important, are happening in their school(s), and their level of preparedness to implement these evidence-based practices.

Ms. Breen noted that special education is monitored by the Minnesota Department of Education (MDE) on a six-year cycle for due process compliance. As Ms. Ferris shared two years ago with the Board, Minnetonka was one of two districts in the state to earn a 100% compliance rating. Therefore, the special education department feels confident in our due process abilities and recognizes there is room for evaluation and improvement in instructional practices, efficacy, and fidelity of instruction. We look forward to the final evaluation, report, findings and recommendations from CAREI to ensure Minnetonka's special education department remains one of the best in the state.

In the discussion that followed, Board member LeSage asked if the consultants from CAREI are paid. Ms. Ferris replied that they are, and the District was fortunate to have funding available for the study through the Special Education Department. Ms. Ferris also noted that while both CAREI and Dr. Dikel are based at the University of Minnesota, their work is independent of each other. Board member Wagner requested that the Board be included in future staff development training provided by CAREI.

REVIEW OF PROGRESS ON GOALS 1, 2, AND 3

Dr. Peterson said the purpose of tonight's discussion was to determine how the Board was feeling on the progress of Goals 1, 2, and 3.

District Goal 1 states the following:

Goal 1: Student Well-Being

In pursuit of child-centered excellence, the well-being of students is a continuing priority for families and the District. In 2020-2021, the District will continue the development and implementation of a plan that supports families' desires to have their students be socially and emotionally strong and provides the necessary level of support to students for their academic, social, and emotional well-being. The District will continue to foster and promote positive student well-being efforts and identify leading causes of issues that have a detrimental effect on student well-being.

Updates on the implementation and recommendations will be presented to the Board in October, January and May and will include:

- *Recommendations from the Evaluation of Student and Family Well-being completed in 2019-20.*

- *The completion of the Student and Parent Focus group identified in the Evaluation of Student and Family Well-being.*
- *Incorporating key recommendations from the Mental Health Advisory Committee.*
- *Ongoing Staff training to give all staff the support, resources, tools and training needed.*
- *Quantifiable measurements to evaluate Student well-being and the impact of Minnetonka's efforts within our scope/boundaries as a public institution.*

The following points were raised in the discussion of Goal 1:

- Goal 1 has been a multi-year goal and an incredible amount of progress has been achieved
- Dr. Dikel's report in 2019-20 drove the District's work in 2020-21
- All of Dr. Dikel's recommendations from his report have been addressed and are being worked on
- The focus groups took place this past fall and valuable information was gathered
- The Mental Health Advisory Committee has done great work in the past year
- Student members of the Mental Health Advisory Committee will be producing videos in May for Mental Health Awareness Month
- Staff training on mental health and suicide prevention is ongoing
- We are fortunate to partner with Relate Counseling and other resources in Hennepin County

District Goal 2 states the following:

Goal 2: Excellence and Belonging – Diversity. Equity. Inclusion.

The Minnetonka School Board and District Administration believe a commitment to diversity, equity, inclusion, world class culture and child-centered excellence strengthens Minnetonka Public Schools. We are committed to deepening our understanding of racial and socio-economic factors in academic performance and discovering new strategies for closing all achievement gaps. We believe that students who feel a sense of belonging or connectedness to their school are more likely to experience success inside and outside the classroom. Belonging is defined in this goal as a strong feeling of positive connection, acceptance and importance as a member of the Minnetonka Schools community, regardless of race, religion, gender, sexual orientation, country of origin, and socioeconomic status. We are dedicated to working tirelessly to providing a school environment where all students feel safe, welcome, supported and accepted.

The Minnetonka School Board has developed a series of measurable, meaningful and intentional action steps below for the District to promote belonging in our schools. We are committed to action and to making necessary changes. We look forward to partnering with students, parents, staff and community members on this important work. It will not be done in isolation and will require thoughtful consideration. The School Board and District leadership will listen with compassion, examine our own biases and determine what we also can do to help to ensure all students, families and staff feel safe and

accepted. We will be a part of the solution, lead by example and continue to listen and learn. Our commitment to belonging and child-centered excellence will be the foundation for all our efforts.

This will be a multi-year endeavor. In the 2020-2021 school year, the District will:

- *Publish the Minnetonka Commitment for Excellence and Belonging which will detail the District's beliefs and commitment to diversity, equity, inclusion and excellence. This will be completed by September 2020.*
- *Publish an Action Plan, Resource Guide and Website for these efforts. The initial resources will be available by September 2020, and updates will be made throughout the school year. This will include, but will not be limited to, sharing the work done through the Barriers to Success and Reimagine Minnesota programs.*
- *Conduct an in-depth review of board vision and district policies #504, 514, 534, 604, 607 using a lens of diversity, equity, inclusion and excellence.*
- *Report on the efforts of the Committee on Belonging. Reports will be delivered to the School Board in October 2020; February 2021; and May 2021. Reports will include recommendations for actions. This will include an addition of committees for the elementary and middle school levels.*
- *Evaluate the curriculum review process/Policy #606 to ensure it embraces diversity, equity, inclusion and excellence. This will be completed by December 2020 and brought to the Board for approval. The revised process will be utilized in curriculum review work beginning in January 2021. Add materials as appropriate where there are gaps in the curriculum in the interim.*
- *Conduct a minimum of two mandatory training sessions for all staff, students and school board members regarding diversity, equity, inclusion and excellence. One session will be completed in each semester. The District will incorporate training in staff and school board onboarding activities.*
- *Develop an action plan to partner with students, parents, staff, alumni and community members. This may include efforts such as listening sessions, surveys, reporting tools and follow-up mechanisms. A system to report issues and concerns with diversity, equity and inclusion will also be included.*
- *Determine a staff resource or resources in each building to support belonging initiatives. Ensure students are aware and have access to these resources.*
- *Review 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. Conduct a minimum of three recruiting activities aimed at this effort.*

The following points were raised in the discussion of Goal 2:

- It is important that District Administration not get ahead of the Board's directive on this goal
- Ethnic subgroups in Minnetonka continue to outperform their counterparts both in Minnesota and nationally
- Some of our ethnic subgroups are outperforming Caucasian students in Minnesota

- We must continue to have high expectations for our students – that is the greatest honor you can give a person
- Our driving work is to honor all students and let them know we expect them to do well – that is one of the best ways to instill a feeling of belonging
- Administration needs direction from the Board on a possible review of the District's Vision and the timeline for that
- The requested policy review related to this goal has been completed
- The Board would like to receive input from District leaders and teachers on how the policy implementation has been for them and how Goal 2 is being implemented in the classroom
- It is imperative that all District voices are heard and valued
- What is the environment in the classroom? Could the Belonging Committees report on this?
- Belonging Committees can appear before the Board to report on their progress
- More input needed on the efficacy of the student reporting tool
- More information needed on how the Belonging Committees were formed and what specific issues they are working on
- The evaluation of the curriculum review process/Policy 606 has been completed
- Student voice has been incorporated in the curriculum review process
- Feedback from staff on the initial training session with the Search Institute has been very positive
- Second training session is scheduled for April 26
- The Board would like an executive summary of everything that has been accomplished relative to this goal that could then be shared with the community
- Staff resources in each building have been identified – the Board would like more information on who these people are and how many individuals have sought them out for assistance
- Virtual job fairs during the pandemic have enabled us to broaden our reach and interview a much larger number of candidates for open positions
- The Board feels that there were some missed opportunities this year on communication – increase efforts to share with the community what we are working on and the progress we have made

District Goal 3 states the following:

Goal 3: District Strategic Plan

Create and publish a five-year Strategic Plan for the district with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap. Update will be presented for review by April 2021 including new learnings.

Key components should include:

- *Space and capacity plans for students, classrooms and non-instructional spaces*
- *Facility upkeep and maintenance plans for education and non-instructional spaces*

- *Technology plan for fixed assets (infrastructure) and variable (students, staff, vendors) needs and expenses*
- *Curriculum that is demonstrably meeting the needs of tomorrow's workforce*
- *District budget that considers the effects of enrollment trends, facility needs and provides options that deal with fluctuations of state/local funding and enrollment.*

The following points were raised during the discussion of Goal 3:

- ATS&R completed a comprehensive Facilities Evaluation that included capacity numbers last spring
- The Board receives a yearly update on the Ten-Year Long-Term Facilities Maintenance Plan
- The Strategic Plan, once published, should be a high-level executive summary of the work that has been completed
- The Plan would then be shared with the community
- Future online enrollment will be a critical factor in the Strategic Plan – these numbers may fluctuate with the ebb and flow of the pandemic

ADJOURNMENT

The Board adjourned the study session at 11:20 p.m.

/cyv