

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

Minutes of June 2, 2022 Regular School Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, June 2, 2022 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, Patrick Lee-O'Halloran, John Odom, Meghan Selinger, Lisa Wagner and Superintendent Dennis Peterson, ex officio. The meeting was also livestreamed on the District's YouTube channel.

Prior to the meeting, the Board recognized, via a video, the following groups and individuals: National Association of Music Merchants (NAMM) Best Communities for Music Education Award; ACDA State Honor Choir Participants (elementary and middle level); National French Contest (Le Grand Concours) Medal Recipients; and Robotics Team State Qualifiers.

Chairperson Vitale then called the regular meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the Flag.

1. AGENDA

Wagner moved, Becker seconded, that the School Board approve the agenda as presented. Upon vote being taken thereon, the motion carried unanimously.

2. SCHOOL REPORT: MINNEWASHTA

Minnewashta Elementary Principal Cindy Andress shared highlights of the school year, including updates on student learning and support, student well-being and belonging, professional development and staffing and parent involvement efforts.

3. COMMUNITY COMMENTS

Chairperson Vitale noted that this opportunity for comment was available to community members who wished to address the Board on any item on that night's agenda.

MME teacher Colin Perucco addressed the Board at this time. He asked the Board and District Administration to do a better job of supporting BIPOC and LGBTQ+ staff and students, which will in turn build a better, more equitable district for all.

4. **APPROVAL OF WAIVERS OF PHYSICAL EDUCATION REQUIREMENTS**

Dr. Peterson noted that in December of 2007, the School Board approved a Physical Education Waiver provided students met certain requirements. Mr. Jeffrey Erickson, principal at Minnetonka High School, certifies that the students on the list provided to the School Board have met the requirements in order to be granted a waiver.

Lee-O'Halloran moved, Wagner seconded, that the Board approve the list of students to be granted a waiver. Upon vote being taken thereon, the motion carried unanimously.

5. **ACCEPTANCE OF MHS CLASS OF 2022 GRADUATES**

Dr. Peterson asked that the Board give final authorization to all students who have completed the District's requirement for graduation.

Ambrosen moved, Odom seconded, that the Board approve the list of graduates, as shown in Addendum A. Upon vote being taken thereon, the motion carried unanimously.

6. **TOUR DE TONKA REPORT**

Executive Director of Community Education Tim Litfin presented information regarding this year's upcoming Tour de Tonka bike ride event, to be held on August 6. He reiterated that volunteers are always needed for this great event!

7. **STUDENT WELL-BEING AND MENTAL HEALTH ADVISORY UPDATE**

Assistant Superintendent for Instruction Dr. Amy LaDue and Health Services Director Annie Lumbar-Bendson presented this item to the Board. Highlights of their presentation included the following:

Education and Outreach

The District goal outlines the priority to providing ongoing education and outreach on mental health and student well-being, with students, staff, parents and the community, while continuing to work on ending stigma and fostering strong relationships within the school and with our mental health community stakeholders and resources.

Student voice in relation to well-being, health, and mental health continues to be sought out, elevated, and addressed. The Teaching & Learning Student Advisory group met in February to discuss the embedded health model and thoughts/recommendations for the health curriculum that is currently under review. This advisory group's overall purpose is to provide an ongoing opportunity for student voice and engagement in District teaching and learning processes and programs. They previously convened to discuss mental health, needs of students, and the impact

of COVID on students. This was previously reported on to the Board in the mid-year update.

The MHS Student Wellness Group continues to meet weekly, and work began to incorporate, partner, and support the work of this group with the overall focus and effort around well-being and mental health in the District. The Director of Health Services will continue to collaborate and meet with them monthly to strengthen and support their work.

The District's partnerships with community providers and contracted services continued and expanded based on the needs of students and families. As reported to the Board mid-year, the District partnered with Jonah Salita and the DIAL app he developed to make resources more accessible and available to students. Currently, the app is being piloted at the high school after a vetting and review process with District stakeholders.

The partnership with Relate Counseling continues to provide co-located therapy services for students. This important assistance allows direct support to our families to ensure that students have their mental health needs addressed, allowing them to fully engage in their educational programming, reinforcing the District's commitment and focus on whole child health.

The District expanded the number of seats available with EmpowerU (increased from 40 to 50) during the second semester in response to student needs at the high school level. This expansion is aimed to ensure the success of students by providing a resource to address their barriers to success.

Outreach, collaboration, and education continues with Alex McCannel, Licensed Marriage and Family Therapist, through a contract that provides for direct care to families and education to staff around trauma informed practices.

Work continues on the manual to outline and standardize processes for Care & Treatment and will continue moving forward. The goal is to clearly delineate the process for students needing to be placed in an alternative setting due to health needs and how the District can ensure their educational needs are being addressed while also providing the necessary and needed support to transition back into the school setting when they are able to do so.

Children's Mental Health Awareness Week was May 1-7 and provided an opportunity to promote positive youth development and to overtly address the stigma associated with mental health needs. Principals were provided with a myriad of resources and encouraged to incorporate these into parent newsletters, weekly updates, morning announcements, and school-based activities. Additionally, ideas were provided to Principals around gratitude acknowledgments, affirming kindness messages, and general promotion of mental health awareness. They were also provided with

articles/handouts on reducing stigma, tips to boost mental health, and tools for promoting good mental health.

The Minnetonka Schools Well-Being Guide (located on the Minnetonka website) was sent out to all staff in May to reinforce the rich resources available to them that provide information and connections around student academic, social, emotional, and behavioral well-being.

Information on the Employee Assistance Program (through VITAL WorkLife) was also sent out to all staff at the beginning of April to remind them of the supports and resources available to all district employees and their families to support mental health.

Mental Health Advisory

Ms. Lumber-Bendson provided this update to the Board. The District's Mental Health Advisory Council continued to meet monthly throughout the year. The goal was to continue to elevate and support the inclusion of key recommendations from the Mental Health Advisory Council into District actions for the 2021-22 school year.

The focus of the Council this year was to redefine membership and purpose, identify needs and opportunities for parent education, respond to stakeholder feedback around needs related to mental health, identify, and collate resources in the community, and to identify opportunities for education around the intersection of COVID and mental health.

To further support parent and community education, the Mental Health Advisory Council sponsored a web-based speaker event for families on April 28, 2022, that was well received with almost 200 families registered for the event. Dr. Darryl Goetz, a licensed psychologist with a PhD in family social science and the founder/director of the Wayzata Center for Marriage and Family Health in Wayzata, spoke on "Supporting Our Kids Through Challenging Times: Building Resilience for Healthy Well-Being." Following Dr. Goetz's presentation, families were able to participate in a group discussion for elementary, middle, and high school levels, facilitated by a licensed provider that is part of the Advisory Council. All registrants also received handouts that Dr. Goetz referenced during his presentation titled "Communicating with our Kids" and "Symptoms of Distress in Kids (SAD-A-FACES)."

Moving forward, the Minnesota Student Survey results will be reviewed, prioritized, and considered as a resource to inform the work for this Advisory for the upcoming year. Board member Wagner said she looked forward to seeing the results of the Student Survey.

8. **UPDATE ON BARRIERS TO SUCCESS WORK**

The District began a concerted effort to identify barriers to student academic success nearly 10 years ago during the 2012-13 school year. As a key strategy, the School Board set a goal in 2014 to design and implement school-specific strategies that address identified barriers to student academic achievement and subsequently provided progress reports over several years related to the strategies being implemented as well as the success of these strategies at each school. Dr. LaDue provided the following update on the current work at each building:

Clear Springs Elementary

FOCUS AREA: Clear Springs focused on making certain ALL students have multiple trusting and supporting relationships in the building and access to individualized support groups as needed.

OUTCOMES: Through the use of adult mentoring, relationship professional development, and professional learning communities, Clear Springs has been committed to making sure ALL students have multiple adult connections in the building.

Our theme is: We Are Clear Springs- Be Responsible, Be Safe, Be Respectful, and Be Ready to Learn. Our theme of “We Are Clear Springs” correlates to the expectation in our building that ALL students recognize their role in making our community one in which ALL students belong and honor each other.

FOCUS AREA: We also used the SAEBRS screener to make data-based decisions to help identify which students may need targeted additional support for social and emotional needs, as part of the MTSS process.

OUTCOMES: This year, SAEBRS screening data at Clear Springs stayed fairly consistent and stable throughout the year, with the following outcomes:

- Fall 2021: 90 students identified as at-risk (7.7 percent of the building)
- Winter 2022: 90 students identified as at-risk (7.7 percent of the building)
- Spring 2022: 98 students identified as at-risk (7.8 percent of the building)

After students were identified on SAEBRS as students who may need additional support for social/emotional needs, multiple interventions were utilized. This included strategies such as Tier 2 weekly small group instruction and individualized student interventions provided by the school social worker and school psychologist. These groups targeted needs such as building social skills, emotional regulation, building coping skills, reducing anxiety, or instruction for executive functioning skills. Students were identified for participation in these groups through SAEBRS results, teacher or parent referrals, or identification of needs during the Student Support Team (SST) process.

Other MTSS interventions that occurred at Clear Springs to reduce barriers to success this year included: multiple Tier 1, 2 and 3 academic intervention programs to support reading and math skills; executive functioning skill building and ADHD advocacy provided by our ADHD Coach; Targeted intervention for K-2 students indicating a need to build confidence and connection at school provided by our intervention para (Project Play program); Scheduled weekly mentoring sessions between staff and students in need of additional connection to a trusted adult; opportunities for daily check-ins and movement breaks with our behavior paraprofessional; and various individualized and targeted interventions designed as part of MTSS as students went through the SST team process, which included intervention plans for **51** students as part of SST this year.

Deephaven Elementary

At Deephaven Elementary the approach to removing barriers was to ask each teacher to identify and target 2-3 students in their classroom with barriers to learning. Each teacher developed a plan to address their students' unique barriers.

Below are four examples of how this work was implemented at the classroom level throughout the school year.

FOCUS AREA: Teacher identified 2 students with reading challenges.

OUTCOMES: Teacher worked closely with identified students one on one and had many volunteers work with them in small groups to take tests and practice reading skills. Identify good fit books so they can be successful reading on their own. I have gone to CST with one of the students to have her tested for a learning disability. Worked with our counselor to help one of the families with food for snacks and at home, as well as some personal items needed. The teacher worked with the reading and math interventionists at school to share information and to make sure they were working together to address the student's needs. Reading fluency scores went from 17 words per minute to 33 words per minute for one student and from 34 words per minute to 44 words per minute for another student. Self-confidence rose and they were comfortable reading out loud to the class.

FOCUS AREA: Teacher's goal was to make sure a new student felt comfortable at Deephaven.

OUTCOMES: The teacher worked with our counselor as a resource to help him adjust to his new school and help him be more present. She provided the student with preferred seating and checked in routinely with the student and his family. The student now has friends and is socially confident and happy at school.

FOCUS AREA: Teacher's goal was to support student's sensory issues, anxiety, and dysregulated emotions.

OUTCOMES: Worked closely with parents and the special education department to get her evaluated and diagnosed with EBD and ASD. She is now receiving support from multiple adults at school to help her improve her social skills and regulate her emotions. She has accepted more academic rigor and has input into choice and creativity in assignments. Her grades have improved and she is more engaged in class.

FOCUS AREA: Teacher supported a student with vision problems

OUTCOMES: Supported eye doctor recommendation of having her sit in the front of the classroom. She was given a page to cover text and expose the text to be read. She is receiving services from our reading interventionist and engaged in additional guided reading groups. Use of manipulatives for spelling, such as sand, and her reading has gone from 27 words per minute to 39 words per minute.

SUMMARY: Each classroom teacher had different student barriers to address and utilized a myriad of strategies to support students in overcoming their barriers. This was a personalized approach based on the unique needs in each classroom.

Excelsior Elementary

FOCUS AREA: Excelsior Elementary is using SAEBRS (Social Academic Emotional Behavior Risk Screener) data to determine groups of students facing barriers to success. Students are universally screened 3 times per year--which helps identify students 'at risk' in one of 4 areas: social, emotional, academic, and behavioral. Classroom teachers complete a 19-question survey for each student. The data are sorted, and students are grouped by risk area. Teachers are then informed about which students qualify for support services and collaborate with the School Counselor to meet student needs.

The licensed school counselor meets weekly with the identified students and offers targeted, data-driven interventions in these areas: social skills support, academic strategies to help with focus/concentration, and emotional needs such as anxiety, social isolation, or overall well-being.

OUTCOMES: The licensed school counselor meets weekly with identified students and offers targeted interventions in these areas: social skills support, academic strategies to help with focus/concentration, and emotional needs such as anxiety, social isolation, or overall well-being.

As of April 7, after weekly meetings with the elementary counselor, Relate Therapist, or ADHD Coach, the number of students who show a need for support counseling has been reduced.

Students identified as at risk:

- Fall 2021: 7.5 percent (56 of 742 students)
- Spring 2022: 5.5 percent (41 of 738 students)

****Please note, this is year 5 of SAEBRS implementation. Since its inception, we have decreased student barriers significantly. Fall 2018: 10 percent (81 students)**

Groveland Elementary

Groveland Elementary focused on students who were identified in the Fall of 2021 on the SAEBRS screener as needing support in 2 or more of the areas tested (Social, Emotional, Academic, Behavioral). Our data showed that a total 25 students were identified in this category.

FOCUS AREA: The goal was to reduce the number of students who struggled in two or more areas on the SAEBRS screener.

The school Psychologist, School Social Worker, Relate Counselor, Behavior Para and administrative staff worked to address these needs. The School Psychologist applied interventions related to executive functioning needs, including small group social skills instruction focused on executive functioning, emotional regulation skills, and individual coping skills, which support classroom-based, teacher managed, positive behavioral interventions. The school Social Worker met with students individually to apply interventions in social and emotional areas including groups to work on strategies to improve friendships, reduce anxiety and work through changing family dynamics. The Counselor from Relate met with individual and small groups to work on issues with anxiety as well as changing family dynamics. The Behavior Para was instrumental in proactive check-ins with students as well as providing “in-the-moment” support when students were dysregulated.

OUTCOMES: The interventions showed encouraging signs of improvement. The overall number of students with 2 or more areas of concern dropped by more than half from **25** to **10**. Of the **15** students that showed improvement, most did not show any areas of significant concern in the spring. Only **1** student showed an increase in the number of areas of concern.

2+ areas of concern		
Grade	Fall	Spring
K	1	0
1	8	4
2	7	1
3	4	2
4	3	1

5	2	2
Total	25	10

Minnewashta Elementary

Minnewashta Elementary continued to follow the students identified with barriers during the 2020-21 school year. There are 23 students that have been identified and followed for multiple years to see how students are progressing over time. 65 percent (17) of the students identified are currently in special education.

FOCUS AREAS: The barriers identified include Academics, Family Crisis/Challenge, Mental Health, Disruptive Behavior, Discipline Referrals, Work Completion, Attendance, Transportation, Threat Assessment

OUTCOMES:

Academic: 78 percent (18) of identified students have academic barriers. Of the 18 students, 9 remain at the 40 percentile or below on MAP Reading. Three of the students currently receive Wilson Intensive. An additional 3 students are receiving Wilson Intensive and are now performing above the 40 percentile.

Family Crisis/Challenge: 26 percent (6) of identified students have encountered a family crisis or challenge this year. We have supplied food, resources, gas vouchers, connected with eye professionals, winter gear, transportation, holiday gifts, crisis team referrals, county connections, and trusted adult connections. The principal directly communicates with these families. The school psychologist, social worker, front office, and assistant principal have been essential in wrapping around these children and families.

Mental Health: 70 percent (16) of identified students have challenges with mental health. Our school psychologist (general education) and social worker (special education) have connected with RELATE (at school and outside of school), the county, and other resources the families are comfortable using for their children. 81 percent (13) of identified students are receiving support services through a mental health professional. We have one student currently in critical care that is not a part of our barriers work. We will add this student to our work for next year. We have a relaxation club that is offered before school for most of the identified students.

Disruptive Behavior: 52 percent (12) of identified students display disruptive behavior. One student with disruptive behavior is in the Atlas Program and we work through the case manager to support him. 92 percent (11) of the 12 students have challenging behaviors at recess. One of the students is disruptive in class more than at other times of the day. He is receiving special education services, but the data is not showing a decline in disruptive behavior, in fact, there is an increase in disruptive behavior. We offer a bike club at the beginning of the school day, exercise club before school in the

morning, and movement breaks with exercise that increases the heartrate during the day combined with yoga or relaxation. Our Reflection Room paraprofessional problem solves with these students and enters discipline data.

Discipline Referrals: There are 77 discipline referrals amongst these students from 12 different students. 57 percent (44) of referrals originate from one student. This one student is also the student in the disruptive behavior category that has increased in disruptive behavior this year. Our Reflection Room paraprofessional problem solves with these students and enters discipline data.

Work Completion: .04 percent (1) of students struggle to complete assignments. This student is in the Atlas program and completes more work than any other year and is a twice exceptional student. The percentage of students in this category has dropped by 83%. The strategies we use are homework club (funded by a grant), and para support through special education. We may need to explore para support for students not in special education if work completion is an issue. Homework club is staff by Minnewashta teachers.

Attendance: The average attendance for this group is 86.59 percent with 2 students averaging attendance of 61 percent. This is an area that we will address and hope that some of the attendance is for public health reasons. A resource we will explore is www.attendanceworks.org

Transportation: 13 percent (3) students need transportation in order to attend and participate in all aspects of the school. We provide transportation as needed to participate during the school day and to attend school events.

Threat Assessment: We have conducted a threat assessment on 4 percent (1) of these students this school year and 17 percent (4) of them last school year. In total we have completed four additional threat assessments this year. We will add these students to students we are tracking for our barriers work. We have been using the Wisconsin School Threat Assessment Forms - Phase 1.

100 percent of the identified students (23) are in the Low Risk category on SAEBRS. This is our fourth year using SAEBRS and the results would not have been possible without the direct interventions of the school psychologist (general education), social worker (special education), and school counselor (in the early years of SAEBRS for general education).

Scenic Heights Elementary

FOCUS AREA: Scenic Heights used SAEBRS (Social Academic Emotional Behavior Risk Screener) data, and Student Support Team (SST) referrals to determine groups of students facing barriers to success. Students are universally screened three times per school year which helps to identify students at risk in one of four areas: social, academic, emotional and behavior concerns. Classroom teachers complete a 19

question survey for each student. The data are sorted, and students are grouped by risk area. Teachers are then informed about which students qualify for support services and collaborate with the School Counselors and Behavior Support Para to meet student needs.

Our School Counselors meet weekly with the identified students and offer targeted, data driven interventions in these areas: social skills, self-regulation, organization and concentration skills. They also support emotional needs such as anxiety, self-esteem and overall well-being. Our Behavior Support Para utilizes the Check-In Check-Out (CICO) program and regularly scheduled motor breaks to support individual students daily. In addition to these supports, our highest needs students benefit from Relate Therapy, ADHD Coaching, Before and After School Clubs (Relaxation, Exercise Club, Immersion Homework Club, English Homework Club), Growing Through Grief and Project Play.

OUTCOMES: It is evident that the intervention services are working. The number of office discipline referrals as well as special education referrals were reduced by using SAEBRS data to put proactive, preventative supports in place for identified students. A general marker of success for the Check-In Check-Out program is a student graduating to new goals or out of the program entirely after 6-8 weeks of individual support.

Students identified as at risk on SAEBRS:

- Fall 2021: $88/882 = 10.2$ percent of students identified
- Spring 2022: $76/894 = 8.5$ percent of students identified

CICO and Motor break data:

- Students who started in this program: 31
- Students who have graduated from program entirely and are now utilizing tier 1 supports: $26/31 = 84$ percent of students made progress
- Students who moved to tier 3 (special education supports): 2

Minnetonka Middle School East

FOCUS AREA: As a critical piece in the development of a workable MTSS model, MME has focused on developing a more robust system of diagnostics, supports and enrichments to support student literacy. Specific to the current 6th grade class, we reviewed longitudinal data (MCAs and NWEAs) and specific reading fluency scores related to benchmarks.

In the fall, all students took a 3 minute DIBELS assessment called the MAZE to provide a quick snapshot of a student's fluency and comprehension. Students with non-proficient scores or scores below the MAZE benchmark did additional fluency

diagnostics with the reading specialist, who listens for error types, decoding weaknesses, and other fluency related challenges.

This information was then used to guide decisions on interventions as we determine the best program and resources for supporting them. In some cases, this meant a reading support class, the Just Words program, or the Wilson Reading program. Other students were monitored by the reading specialist via ongoing conversations with the ELA teacher, the parents, and quarterly monitoring. Additionally, literacy concerns raised by teachers during PLC and grade level meetings were brought to the reading specialist and student support team for additional discussions around appropriate interventions. In the spring, a series of growth assessments are administered to determine recommended placements and supports for the subsequent year.

OUTCOMES: For the current Sixth Grade class, based on preliminary MCA reading assessment results, overall, the number of students proficient increased this year by 7.1 percent and 56 percent of all students improved their scale scores over the previous year. Additionally, data analysis, specific to students engaged in tier 2 and tier 3 interventions, as well as NWEA growth target scores, has yet to be calculated, but will be studied by the building improvement team over the summer.

FOCUS AREA: MME staff collaborated with student leaders to launch the MHI (Mental Health Initiative) Committee. This committee focused on developing new and innovative approaches to supporting students with mental health concerns through educational outreach and a campaign to eliminate the stigma that prevents many students from seeking help.

OUTCOMES: The MHI committee met before school on a bi-monthly basis and has developed a year-long campaign that culminated in a May Mental Health Awareness Month outreach. During this outreach, the committee utilized the morning show to provide weekly tips for proactively supporting mental health, created engaging competitions that challenged students to utilize new mental health support techniques, and raised awareness around specific resources and organizations that are available for students struggling with a mental health concern.

Minnetonka Middle School West

FOCUS AREA: Ensure that the students identified as struggling learners through the MTSS work (students with multiple failures or at academic risk) will show academic improvement as measured by achievement of NWEA growth targets, NWEA RIT scores, MCA scores, class achievement, and qualitative surveys.

OUTCOMES: We identified 97 MMW learners as being academically at risk after the second quarter. Using their second quarter grades, we focused on the students who had two or more D/F/I/NG grades on their grading report. Those 97 kids had a total of 271 D/F/I/NG grades. The school counselors reviewed the data to design an action plan for the 97 students identified as at risk. Many of the action plans included the

interventions listed in Goal/Focus Area #3 below. After the third quarter and the implementation of the action plans, that group of 97 students decreased their total number of D/F/I/NG grades from 271 to 178, which is approximately one less D/F/I/NG grade per student who was deemed academically at risk.

FOCUS AREA: Successfully utilize MTSS Tier 1 and Tier 2 academic supports such as MAST, Morning Help, Study Lunch, Advisory Math Support, and other interventions for students needing additional academic support.

OUTCOMES: Due to the use of the academic supports listed above, MMW students significantly increased their proficiency level on the Math MCA tests according to preliminary data. The percentage of all students enrolled in Grades 6-8 at Minnetonka Middle School West for at least half a school year who are proficient on the MCA Mathematics tests (MCA and MTAS) show an 8.5 percent increase in 2022.

FOCUS AREA: The MTSS counselor oversees targeted academic and social emotional intervention for students needing high levels of support.

OUTCOMES: MMW used an extensive variety of interventions this school year to provide targeted academic and social emotional intervention. Among those interventions were reading and math workshop classes, math advisory, weekly or daily check-ins with counseling staff for academic and social or emotional counseling, 504 plans, study skills classes, referring students to Tonka Online, Men and Women of color affinity groups, Wilson Reading support, study lunch, Relate Counseling based school therapy, counselor social skill and mental health groups, and the ADHD learning lab. These services were provided to many students, however 93 of the 97 students identified in goal area #1 received at least one and oftentimes more than one of the supports.

MHS

GOAL: To provide an inclusive and respectful school environment where all students feel safe, welcome, supported, valued and accepted so that they will experience more success inside and outside of the classroom.

FOCUS AREA: Tonka Prep

Tonka Prep was created to break down barriers, increase access, and open doors for our students of color. The goal is to use proven strategies to get students to value learning, improve their grades, and maintain high standards for themselves so they can achieve academic excellence.

Tonka Prep - To promote academic excellence and open doors for students this year, an Academic and Student Support Coordinator position was created. This coordinator worked with thirty male students of color throughout the school year to:

- Set goals- Academic and Personal
- Conduct 1:1 meetings tracking progress
- Provide field trips to expose them to Colleges, Universities, and Tech schools
- Act as a designated mentor
- Access lessons on attitudes and perseverance
- Participate in study sessions to keep up with academics and get support
- Learn about their leadership strengths through Strengthsfinder
- Be inspired by influential life coaches/speakers
- Understand resources available
- Learn about and take advantage of support classes
- Learn about and engage in advanced classes

OUTCOMES:

- 15 of 23 (65 percent) students Grades 10-12 involved in Tonka Prep had a higher first semester GPA than they had coming into the school year
- All 9 senior students have post-secondary plans, including:
 - Five attending Normandale College
 - One attending SW Minnesota State University (Marshall, MN)
 - One attending Saint Cloud State University
 - One attending Paul Quinn College (Dallas, TX)
 - One starting his own business
- There were 27 out of 30 Tonka Prep students who attended one or more of the after-school study sessions during the month of May.

Additional Tasks - Students:

- Listed barriers to success for them on a survey in the Fall. *Follow up survey being conducted this week*
- Rated the importance of school to them on a 1-10 scale (average 7.8) in the Fall. Follow up also being conducted this week
- Completed an activity identifying where they see themselves as 20, 30, 40 and 60 year-olds

FOCUS AREA: AP/IB Classes

There was underrepresentation of students of color in these classes.

OUTCOMES: Teachers personally invited underrepresented students to join IB/AP classes. Counselors also analyzed information regarding underrepresented student groups that had not yet taken an AP/IB class as guides for their 1:1 meetings. They introduced students to AP/IB options that would be natural fits to follow their current courses. For IB classes, there was a 24 percent increase in enrollment amongst our Black students and a 21 percent increase in enrollment amongst our Hispanic

students. For AP classes, there was a 12 percent increase in enrollment amongst our Black students and a 7 percent increase in enrollment amongst our Hispanic students.

FOCUS AREA: VANTAGE

Black, Hispanic, and Native American Students are underrepresented in VANTAGE. The goal was to increase enrollment with these students, analyze why enrollment is low, and create an outreach plan.

OUTCOMES: A VANTAGE Diversity Task Force was created consisting of staff and students. This Task force presented what VANTAGE is and why they should enroll students in Men of Color and Women of Color groups. There was an increase in VANTAGE enrollment with Black, Hispanic, and Native American students from 18 to 42. This was an over 133 percent increase from our current 2021-22 school year to next year's 2022-23 school year.

In the discussion that followed, Board member Becker asked whether there are any female students in the Tonka Prep program or whether it is a program geared to boys. Dr. LaDue said she knows that was the target population for this first group and would get the details for the Board about the reasoning. Board member Becker said she really loves to see the report on this each year and to see the work being done. Board Clerk Wagner said it's helpful to see how this effort has continued over the years and the difference it's made for kids over the years. Board member Selinger asked whether the nine different focus areas of barriers were explored in each school. Dr. LaDue said those were the nine original focus areas explored and that schools have gone in different directions as they have noted the specific priority areas based on needs in their buildings. Chairperson Vitale commented that when the Board writes its goals there is a balance of being specific but not so specific that individual schools, the administration, staff and students don't have some involvement in it. He said this report by Dr. LaDue reflects that there is freedom and flexibility in order to adapt and that when the Board turns the goals over to Administration, and staff and teachers are actively involved, great things happen.

9. **Q-COMP AND PLC REPORT**

Director of Teacher Development Sara White presented this item to the Board. She began by saying that in 2021-22, the Minnetonka Public Schools Q-Comp program successfully supported teachers in their quest to improve academic achievement. Survey data overwhelmingly demonstrated that the Q-Comp program has positively impacted student achievement. Many teachers reported that their students' achievement was impacted due to the support they received from the observation process. PLC groups from across the District voiced that the Q-Comp program allowed them to identify student needs, intentionally share and implement resources and strategies, and increase consistency among buildings, grades and classrooms.

Individuals also shared that M-GEM allowed them to be more intentional in their focus

to support students in learning. Because of their work with instructional coaches, teachers felt empowered to take risks as they implemented new strategies, resources, and assessments. The post-observation conversation allowed teachers to intentionally consider their planning and instruction. School Board Clerk Lisa Wagner said it's clear the District is hitting the target with teacher learning. Chairperson Vitale expressed his thanks to the District's TICs and the APOC Committee.

10. **REPORT ON EDUCATORS RECEIVING CONTINUING CONTRACT STATUS**

Dr. Peterson presented this item to the Board. He said that each year the administration recommends to the Board the names of those teachers and administrators who have completed their probationary period, and whom we are recommending receive continuing contract status.

To be eligible for this status, a teacher or administrator must have served a three-year probationary period in the District, or in cases where the teacher or administrator previously served three or more continuous years in a Minnesota public school district, the teacher or administrator would serve a one-year probationary period in Minnetonka.

The staff who are achieving continuing contract status for 2022-23 are the following:

First Name	Last Name	Subject	Building
Molly	Barry	Grade 2 Spanish Imm.	Groveland
Alyssa	Baumer	Language Arts	MHS
Lee	Berger	Tech Ed/Auto	MHS
Anna	Bjork	ELL	MME
Tara	Charlton	Language Arts	MHS
Robyn	Connelly	Special Education	SAIL
Vivian	Cunha Galletta Kern	Grade 1 Spanish Imm.	Minnewashta
Madalyn	Daven	ECSE	MCEC
Jennifer	Delatorre	Kindergarten Spanish Imm.	Clear Springs
Jacqueline	Dickens	Nurse	Deephaven
Wenyun	Dong	Grade 5 Chinese Imm.	Scenic Heights
John	Douglass	Language Arts	MHS
Jonathan	Dryke	Physical Education	MMW
Troy	Dvorak	School Psychologist	Deephaven
Stacey	Edlavitch	Special Education	MHS
Benjamin	Eller	Grade 1 Spanish Imm.	Clear Springs
Sally	Goddard	Reading	Scenic Heights
Kristin	Goeser	Adaptive PE	MHS/MME
Connor	Gomer	Math	MHS
Katherine	Haire	Special Education	MHS

Anne	Helseth	Special Education	MHS
Nicollette	Hendrix	Special Education	Excelsior
Josh	Jansen	Assistant Principal	Deephaven
Faith	Kasper	Special Education	SAIL
Beth	Keskey	Science	MMW
Dalton	Knes	Teacher of Student Affairs	MMW
Alexander	Lauer	Language Arts	MHS
Kristen	Lea	Navigator Teacher	Excelsior
Daniel	Leland	Social Studies	MME
Conor	Maher	Counselor	MHS
Leighanne	Mahoney	S/L Pathologist	Minnewashta
Angela	Meagher	Grade 3	Minnewashta
Taylor	Moon	Special Education	MHS
Claudia	Morales Pico	Kindergarten Spanish Imm.	Deephaven
Kristen	Moreen	Special Education	MHS
Kendra	Olson	Counselor	MHS
Savannah	Olson	Kindergarten Spanish Imm.	Minnewashta
Susan	Owens	Grade 4	Deephaven
Tara	Owens	Special Education	Clear Springs
Sarah	Palmer	Nurse	Scenic Heights
Melanie	Pederson	Special Education	Minnewashta
Charles	Plumadore	Science	MME
Daniel	Polski	Reading	MMW
Alicia	Reedy	S/L Pathologist	MME
Katie	Roche	Math	MHS
Amanda	Say	Science	MHS
Sarah	Seldon	Counselor	MHS
Diane	Severin	Nurse	Minnewashta
Drew	Simanton	Special Education	Minnewashta
Ellie	Stillman	Language Arts	MME
Bryce	Tesdahl	Physical Education	MHS
Kirsten	Tetzlaff	Math/Computer Science	MME
Lissa	Thomas	Orchestra	Minnewashta
Erin	Washburn	Math	MMW
Reilly	Woodruff	Special Education	MMW

Chairperson Vitale, on behalf of the Board, congratulated the educators named above on reaching this achievement.

11. ADOPTION OF FY23 BUDGET

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He began by saying that the Board is required by statute to adopt a budget for each fiscal year prior to July 1 of that fiscal year. District administration has been working with staff on the development of the Fiscal Year 2023 Budget. The General Fund Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$259,298 of ongoing revenues to ongoing expenses. An increase in the Basic Revenue Formula of \$135 per Adjusted Pupil Unit from the State of Minnesota is the major component of increased revenue per pupil projected for FY2023. 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 185 K-12 students, from 11,187 in October 2021 to 11,372 students in October 2022. 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 FY2023 is projected to be \$23,897,204 which is 16.2% of projected FY2023 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.

Mr. Bourgeois then walked the Board through the District's various funds, explaining the revenues and expenses for each. In the discussion that followed, Board member Lee-O'Halloran asked how the current inflationary conditions match up with what was presented. Mr. Bourgeois explained that MDE estimates the rate of inflation, and then the actual numbers are trued up in the following years. Dr. Peterson also said the budget is of course impacted by student numbers, and those numbers are not known until after school begins in the fall. Board Treasurer Becker noted that the District's Finance Advisory Committee, of which she is a member, had met last week and gone over the budget in detail, and they had been supportive of it.

Becker moved, Wagner seconded, that the Board approve the following motion:

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby adopt the Fiscal Year 2023 Budget as presented in the Summary of Budgets – All Governmental Fund Types in accordance with Governmental Accounting Standards Board standards, including projected revenues and other sources of \$220,604,640 for all funds, projected expenditures and other uses of \$229,667,972 for all funds and a projected fund balance at the end of Fiscal Year 2023 of \$72,387,903 for all funds.

Upon vote being taken thereon, the motion carried unanimously.

12. APPROVAL OF NON-RENEWAL

Executive Director of Human Resources Dr. Mike Cyrus presented this item to the Board. He explained that Chairperson Vitale needed to read the resolution out loud, call for a motion to approve the resolution, and then conduct a roll-call vote.

Chairperson Vitale then read the following resolution out loud:

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF THE PROBATIONARY TEACHER

WHEREAS, the teacher listed below, is a probationary teacher in Independent School District No. 276:

Kelly Elias-Special Education Teacher, Clear Springs Elementary School

BE IT RESOLVED, by the School Board of Independent School District No. 276, that pursuant to Minnesota Stat. §122A.40, that the teaching contract of the probationary teacher named above in Independent School District No. 276, is hereby terminated and not renewed.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding the termination and non-renewal of said contract as provided by law.

Becker moved, Wagner seconded, that the Board approve the resolution as presented. Upon roll call vote being taken thereon, the following voted in favor: Ambrosen, Becker, Lee-O'Halloran, Odom, Selinger, Wagner and Vitale; none voted against; whereupon the motion carried unanimously.

13. APPROVAL OF OPEB TRANSFER

Mr. Bourgeois presented this item to the Board. He began by saying that in December of 2008, the School Board had established a Trust Fund for Other Post-employment Benefits (OPEB) as authorized by Minnesota Statute 471.6175. The purpose of the fund was to accumulate assets to pay for OPEB Benefits that had been contractually obligated to various employee groups prior to July 1, 2002. The Statute authorized the sale of bonds to fund the corpus of the OPEB Trust, and the investment of those bond proceeds in the same array of investments as the State Board of Investment can invest in for State pension funds. The Statute also gave entities the opportunity to choose between an irrevocable trust option or a revocable trust option. The District chose to establish a revocable trust because that option allows for the use of excess assets over and above the actuarially determined liability of the trust fund. This option was chosen because it would give flexibility to future School Boards of the District to utilize excess trust fund assets.

Mr. Bourgeois noted that at the Board's previous study session in May, a discussion had been held regarding the possible transfer of \$2,850,000 from the Fund to fund the additional cost of the VANTAGE/MOMENTUM building to be constructed at 5735 Highway 101 (adjacent to Clear Springs Elementary School and the District Service Center). The Board had agreed to the transfer, and official approval from the Board was being requested by Administration this evening.

Mr. Bourgeois explained that as retirees pass away, the pool of persons receiving payments from the OPEB Trust likewise declines. With the withdrawal of an additional \$2,850,000 for the VANTAGE/MOMENTUM Project, the Total Assets of the OPEB Trust are projected at \$16,055,817 to cover the \$10,985,427 liability at 146%, with excess assets of \$4,714,287. A conservative projection of investment earnings averaging 3.00% indicates that even with an additional \$2,850,000 in excess assets withdrawn in FY22, the OPEB Trust Assets will remain at approximately 150% or more of the projected liability through June 30, 2039, and because of the mortality of the closed group of beneficiaries, the excess assets of the OPEB Trust will gradually grow back to a projected \$8,984,704 by June 20, 2039. The liability at June 30, 2039 is projected to be funded at 270%.

Odom moved, Selinger seconded, that the Board approve the following motion:

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the transfer of \$2,850,000 in excess assets from the OPEB Trust Fund to the General Fund as authorized by Minnesota Statutes 471.6175 Subd. 7(a)(iv) to fund the additional cost of the proposed VANTAGE/MOMENTUM building to be constructed at 5735 Highway 101, Minnetonka, MN.

Upon vote being taken thereon, the motion carried unanimously.

14. **CONSENT AGENDA**

Becker moved, Wagner seconded, that the School Board approve the recommendations included within the following Consent Agenda items:

- Minutes of May 5 Regular Meeting; May 19 Special Meeting; and May 19 Closed Session
- Study Session Summary of May 19, 2022
- Payment of Bills—in the amount of \$7,183,327.46.
- Recommended Personnel Items
- Gifts and Donations for May 2022: \$300.00 from the Blackbaud Giving Account and \$50.00 from Target c/o Cyber Grants, LLC; both to be placed in the Deephaven Elementary School Principal Discretionary Account. \$188.93 from the Groveland Elementary School PTO to be placed in the Groveland Elementary School Grade 3 Account. \$48.52 from the Benevity Community Account and \$5.60 from the Blackbaud Giving Account; both to be placed in the Minnewashta Elementary School Principal Discretionary Account. \$5.60 from the Blackbaud

Giving Account to be placed in the Excelsior Elementary School Principal Discretionary Account. \$2,000.00 from Wendy Lulavy to be placed in the MHS Jani Pankoff Scholarship Account. \$500.00 from Brad Burnham to be placed in the MHS Mary Beth Wiig Scholarship Account. \$2,218.82 from the MMW PTO to be placed in the MMW Enrichment Grants Account. \$250.00 from Seacole-CRC, LLC to be placed in the MHS Seniors Serve 2022 Program Account. \$1,000.00 from Virginia and John Fogg to be placed in the MHS Theatre Account. \$27.40 from Box Tops for Education to be placed in the MME Student Leadership Account. \$22.40 from the Blackbaud Giving Account to be placed in the MMW Principal Discretionary Account. \$121.55 from Brent Rickenbach and \$26.60 from the Benevity Community Account; both to be placed in the Scenic Heights Elementary School Principal Discretionary Account. \$100.00 from the Minnetonka Skippers Booster Club to be placed in the MHS Softball Program Account. \$100.00 from the Minnetonka Skippers Booster Club to be placed in the MHS Human Rights & Relations Club Account. \$100.00 from Arden and Donna Hetland to be placed in the Minnetonka Community Education Dennis Alexander Memorial Fund. \$600.00 from the Minnetonka Curtain Call Club to be placed in the MHS Theatre Mama Mia Account. \$5,250.00 from the Minnetonka Curtain Call Club and \$6,638.96 from Group Donation; both to be placed in the MHS Theatre Something Rotten 2.0 Account. \$24.00 from the Blackbaud Giving Account to be placed in the Minnetonka School District General Fund. \$1,000.00 from the Carlson Family Foundation to be placed in the MHS Curtain Call Club Account. Total Gifts and Donations thus far for 2021-22: \$378,002.20.

- Electronic Fund Transfers
- Individual Contracts
- FY22 Transportation Reimbursement to Qualified Non-Public Schools
- Advertising Licensing Agreement with the Touchdown Club

Upon vote being taken on the foregoing Consent Agenda items, the motion carried unanimously.

15. **BOARD REPORTS**

None.

16. **SUPERINTENDENT'S REPORT**

Dr. Peterson noted that graduation is Monday, June 6 at US Bank Stadium. Details will be coming for the Board on where to park, when to arrive, etc. There is plenty of room for all guests to attend. Also, there will be year-end celebrations at the school buildings for staff rather than one end-of-year staff event.

17. **ANNOUNCEMENTS**

Chairperson Vitale congratulated Dr. Peterson on his retirement. This is the last regular School Board meeting for Dr. Peterson in his career as a superintendent.

Chairperson Vitale mentioned the retirement celebration the District held for Dr. Peterson last evening and said it had been a wonderful tribute. For those who want to view the celebration, the video will be available on the District website by the end of the week.

18. **ADJOURNMENT**

Becker moved, Ambrosen seconded, adjournment at 9:38 p.m. Upon vote being taken thereon, the motion carried unanimously.

A handwritten signature in cursive script, reading "Lisa Wagner", positioned above a horizontal line.

Lisa Wagner, Clerk