

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

Summary of January 20, 2022 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, January 20, 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: Katie Becker, Patrick Lee-O'Halloran, Meghan Selinger, Lisa Wagner and Superintendent Dennis Peterson, ex officio. Absent: Mark Ambrosen and John Odom.

Prior to the study session, Dr. Peterson administered the oath of office to newly elected Board member Meghan Selinger.

REPORTS ON GOALS

Assistant Superintendent for Instruction Dr. Amy LaDue led the discussion. She and Health Services Director Annie Lumbar Bendson presented updates on student well-being and the initial efforts of the District's Mental Health Advisory Council. Highlights from their presentation included the following:

Student Well-being

- SAEBRS
 - SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social, emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to align with a dual-factor model of student social-emotional functioning, which asserts that mental health should be defined by both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills).
 - Re-implemented this school year with all K-5 - completed fall assessments, winter currently underway, schools are using this data to identify students in need of support
- Working with CAREI on recommendations at the secondary level
 - Starting to look at things currently in place
 - Accessing Clay Cook from the U of MN (Professor & Educational Psychologist-works with schools using a strength-based approach and is well versed in the areas of MTSS, school mental health, social/behavioral disorders)

Social/Emotional Learning Recommendations

- Leading SEL sub-committee as part of District MTSS team: doing resource mapping of supports being used throughout the district at Tier I, II and III
 - Purpose
 - Staff or Resource Provider for Service Delivery
 - FTE dedicated to resource
 - Current Person in Role
 - Number of Students who accessed resource Semester 1
 - Percentage of student body accessing support
 - Are entrance and exit criteria defined and used?
 - Is a progress monitoring tool identified and used for decision making purposes?
 - In addition, the inventory will help us look at both alignment across levels and vertical alignment as they move through the levels (i.e. are all elementaries offering? Is a program working better than another program?)
- Health Curriculum Committee
 - Health is a curricular area that is in the first year of the curriculum review process
 - Working with Director of Curriculum Steve Urbanski and the Health Committee to support areas of student well-being in that review
 - Process isn't as far along due to COVID and inability to access teams of teachers/majority of the work to be done in the summer

Education and Outreach

- Joined Student Teaching and Learning Advisory Committee to discuss Mental Health, Social and Emotional needs and priorities of students, as a result of COVID
 - Safe Learning Plan—much of what we heard aligned with results and have supported us in adjusting (catch up, finals change, etc.)
- Executive Functioning supports for students in e-learning
 - Sarah Ward, national speaker and expert on Executive Functioning, will be offering a training on February 10 6:30-8 PM for parents and teachers of students in e-learning
 - Focus on setting up a home learning environment, reducing distractions and ensuring the environment is conducive to productive learning and academic success
 - This training has also been provided several times throughout the school year for all teachers and paraprofessionals during PD days as well as PLC discussion support
- Academic and behavioral supports for students, parents, and teachers
 - Academic strategist & behavior strategist that are providing professional development and intervention supports
- Trauma informed practices

- Professional development for teachers and parents with Alex McCannel, licensed Marriage and Family therapist who works with many students in our school district and community as well as families
- Ensuring teachers recognize and acknowledge the life experiences students are bringing to the school environment to ensure supports and services are matched to student needs
- Supporting teachers in supporting parents on meeting the emotional and behavioral needs of students in the e-learning setting
- Care and Treatment process
 - Ensuring Minnetonka has a clear and consistent process to support students moving in and out of C/T by utilizing Anelise Peterson to support the academic needs and Alex McCannel to ensure home/school connections remain strong and intact. Most of our C/T facilities are no longer able to support the educational needs of students while in C/T, which then falls back to Minnetonka teachers. Utilizing a process and knowledgeable staff will ensure students and parents feel confident moving in and out of C/T so the focus can be on their social/emotional well-being.

Initial Efforts of the District's Mental Health Advisory Council

- Stakeholders
 - Broad group of stakeholders that represent various mental health roles/supports in the community
 - Help to identify needs from multiple perspectives
 - Utilize expertise of the members of this group to enrich, enhance and provide guidance on the work we're doing
- Focus
 - Advisory
 - Education
 - Identifying needs across stakeholder groups
 - Identifying possible resources to meet those needs (speakers, programs, other opportunities)
 - Continuing to utilize recommendations in Dr. Dikel's comprehensive report
- Next Steps
 - Diall
 - Founded & developed by Jonah Salita, Minnetonka graduate
 - Diall is a mental wellness platform (app) that is making mental health approachable. This will assist students on their mental health journey.
 - Diall is working to give students and staff the tools they need before they reach crisis, so they can learn new skills, break through stigma, and ultimately feel better.
 - Continuing to explore and looking at ways this can be piloted at the high school & how this could be a potential resource that would provide an additional support for our students
 - Parenting with Purpose

- Small subcommittee from Mental Health Advisory Council that will be working with them to arrange a speaker or presentation in March
 - Safe Learning Plan survey results
 - Use the information from the survey to identify trends/patterns in what students, staff, and parents are identifying as a need
 - Rich source of data
 - Examine where gaps still exist in relation to these concerns and opportunities to address those concerns

Board member Becker asked when the Diall app will be piloted. Ms. Lumbar Bendson said hopefully this spring. She also thanked Dr. LaDue and Ms. Lumbar Bendson for the upcoming professional development opportunities, and the continuation of the Parenting with Purpose series. Board member Selinger asked if the winter assessments were successful in catching some students who were falling through the cracks. Dr. LaDue said that yes, principals were analyzing the data currently.

The next part of the goals presentation focused on the belonging work that the secondary principals were conducting in their buildings. Updates were heard from MHS Principal Jeff Erickson, MHS Assistant Principal Jennifer Smasal, MME Principal Freya Schirmacher, and MMW Principal Pete Dymit. Highlights included the following:

MMW

- Focusing on the Board’s goal of providing an inclusive and respectful school environment where all students feel safe, welcome, supported, valued and accepted
- Students want to fit in, but fitting in is actually the greatest barrier to belonging because fitting in says “be like them to be accepted.” Belonging says “this is who I am.”

MMW—Tiers of Action—Tier 1

- Universal/school-wide approaches
- Curriculum/values and norms/physical space
- Reading materials, video clips, book displays, posters, classroom discussions, professional development
- Advisory topics: anti-bullying, communication styles, multiple perspectives, empathy
- Focus on community and inclusion: Advisory fun (trivia, door decorating, fun Fridays)
- Core values: common language and expectations

MMW—Tiers of Action—Tier 2

- Supplemental/targeted approaches
- Specialized groups and activities

- Short-term interventions
- Best Buddies, Women of Color, Minecraft Club, Baking Club, Rainbow Sails, Mathvisory, Anxiety Support Group, ADHD, Yearbook, Musical

MMW—Tiers of Action—Tier 3

- Explicit/focused approaches and activities informing or leading to action
- Committee on Belonging—student focus groups (targeted and general)
- Family feedback opportunities
- Individualized support, goal setting, intervention plans

MMW—Next Steps

- Continue with focus groups
- Belonging Committee feedback
- Search Institute survey
- School-wide survey

MME—Fostering Student Belonging

- Belonging Committee focus this year is on supporting students reintegrating into large school spaces
- Fostering connections—student-student, staff-student
- Establishing norms of respect, kindness and responsibility
- Targeted support for students not experiencing belonging and acceptance
- Adapting to the loss of large space areas (cafeteria before school, gathering in hallways, etc.)

MME—Fostering Connections

- Increase in student clubs (added 15 this year)
- Shifted our fundraiser to “teacher experience” prizes—48 different ones
- Before/after school pickup basketball opportunities (student-organized)

MME—Norms of Respect, Kindness and Responsibility

- DtRT (Do the Right Thing) curriculum in Advisory
- Staff training—facilitating difficult conversations in the classroom—intervening when students make inappropriate comments
- Quarterly schoolwide “Mr. Dymit Talks”

MME—Targeted Support for Struggling Students

- Student belonging work groups
- Student interest groups during MAST—GSA, Men/Women of Color, Divorce and Separation group

- Social/emotional learning groups
- Treehouse outreach connections

Board member Becker asked to hear more throughout the year from the principals regarding the work they are doing to foster connections and a sense of belonging in their buildings. Board member Lee-O'Halloran asked about the teacher experiences. Principal Dymit said some of the most popular ones are two-on-two basketball (student-teacher), spa treatments, donuts and Caribou coffee, and Door Dash lunch delivery.

MHS

- Students feel a strong sense of inclusion and belonging in the school community that is grounded in respectful and caring relationships
- Students engage in learning environments that promote curiosity, critical thinking, authentic learning, and collaboration
- Students are inspired and challenged to explore their passions through new learning experiences and making connections beyond the classroom
- Strong relationships + exceptional instruction = successful, engaged students

MHS—Setting Students Up for Success

- Entire Class of 2025 was together on campus in August – met their First Mates
- Increased the number of First Mates by actively recruiting
- Airing of student stories – “I Know Who I Am” and “I Am a Skipper”
- Youth Frontiers Retreat for Grade 9 in October focused on Respect for Self, Respect for Others, and Stand Up for Respect
- Grade 11 worked with Keith Hawkins on the theme of respect
- Revamp of our message – See It, Report It, Stop It
- 24/7 confidential reporting tool through TIPS276

MHS—Setting Staff Up for Success

- Amplifying student voice
- Interrupt, Question, Educate, Echo
- Developmental Relationships Framework – Express Care, Challenge Growth, Provide Support, Share Power, Expand Possibilities
- Workshop week with artist named Wing – what defines you? Are there different sides to you? What has life taught you? What advice have you earned?
- All staff read “Think Again” by Adam Grant during workshop week—how to bring nuance to charged conversations and build communities of lifelong learners
- Staff engaged in PD sessions on how to build relationships
- Created a new position of Academic and Student Support Coach

MHS—Classroom Culture and Climate

- I’m going to be safe here

- We're going to be serious about learning, treating one another well, and getting along. Everyone matters equally.
- Learning is going to be active and creative. We're going to work together as well as on our own.
- I can be academically successful here
- We're going to be heard. My ideas, interests, and experiences matter.
- I'm going to belong here.
- I want to come back.

MHS—Tonka Prep

- New program launched for students with a GPA of 2.0 or below
- Designed to teach students how to be successful in college and beyond
- Builds their academics and character
- 30 students currently enrolled
- Students are paired with a mentor
- Celebratory banquet at year's end

MHS—Student Belonging Committee

- Purpose: to amplify student voice and ensure all students feel valued and supported
- Team building turn-and-talks
- Small group conversations to build a community of leaders
- Subcommittees:
 - Morning Show
 - Beyond 140
 - Panels
 - Bullying prevention
 - Monthly traditions/holidays
 - Communications: Instagram, Snapchat, email, Schoology, Twitter, etc.
 - QR code to submit ideas/issues

MHS—Planning for January and February

- January 14—Cultural Fair
- January 27—Holocaust Remembrance
- February—Black History Month
- Interviews for the Morning Show
- Artwork displays throughout the school

MHS—Looking Ahead

- Parent Advisory Board for Belonging restart S2
- Registration for 2022-23
- Review of Search Institute data with staff in February

- Upcoming student panels
- Curriculum Advisory Panel with Dr. LaDue

Dr. LaDue and Executive Director of Special Education Christine Breen then updated the Board on the work that has been done in relation to the Board's goal on Excellence in Student Learning and Support. Highlights included the following:

Multi-Tiered System of Support (MTSS) Framework

- Focused on delivering high quality instruction in the area of:
 - Academics
 - Social learning
 - Emotional learning
- Uses data-based problem solving and decision-making across all levels of the educational system to support students
- Supports alignment and integration of various District operations and system structures to facilitate efficiency and effectiveness to maximize student success
- Most important aspect of an MTSS framework is an aligned system that ensures high quality core instruction and tiered supports for all students

Ms. Breen explained that following the initial CAREI evaluation a District team was convened to respond to the recommendations. Five areas were identified as priorities to deepen the implementation of the MTSS framework and processes currently in place in the District. These included the following: MTSS Teams; MTSS Process Guide; Social Emotional Learning; Professional Development; and Implementation Fidelity. There were four levels of teams: District, Building, Grade Level, and Student Support Team.

- Monthly updates and ongoing learning work with principals - difference between teams and role of MTSS leadership compared to SST, data protocols; guidance for topics for building level teams
- Monthly District leadership team meetings - whole group and 3 sub-groups (meeting monthly for each area)
- Development of Process Guide (led by Director of Assessment), Rationale, Infrastructure (PD, Schedules, resources), next section - implementation plan; feedback loop with principals, next with building teams
- Professional Development Plan being developed as a companion to the process guide sections

Ms. Breen noted that as part of the CAREI evaluation, they had posed eight questions regarding our programs. The District teams worked through and answered questions 1-5 last fall. She then provided an update on the District's work regarding questions 6 and 7:

- *Question 6: What is the impact of the MTSS framework on special education child count?*
- *Question 7: To what extent is special education programming for all settings consistent with best practices research?*

- November 2021-March 2022
 - Focus groups with principals, staff, partners, school psychologists
 - Staff and teacher surveys
 - Review random sample of IEPs and PBSPs during February and March
 - Stakeholder survey February 7-25

Chairperson Vitale thanked the presenters for the excellent reports.

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 individuals then addressed the Board:

- Minnetonka resident Kirsten Folken spoke in support of masking
- Chanhassen resident Maria Helena Moreno spoke in support of masking, asked the Board to more fully take into account the data collected from the recent survey, asked that a town hall be scheduled and that study sessions be livestreamed
- Minnetonka resident Samantha Gervais spoke in support of masking as it relates to students' mental health and promoting a positive culture in our schools
- Minnetonka resident Dan Olson spoke in support of masking, virtual participation in Board meetings, and vigorous debate and constructive criticism
- Chanhassen resident Michael Remucal urged the Board to be careful when interpreting data from various studies and asked them to follow the guidelines from the CDC and the MDH
- Minnetonka resident Serena Rosen spoke in support of masking
- Minnetonka resident Carrie Hahn spoke in support of masking
- Eden Prairie resident Brian Hill spoke in support of masking
- Excelsior resident Nicole Nejezchleba spoke against masking
- Excelsior resident Chad Herman spoke against masking
- Eden Prairie resident Camellia Ramos spoke in support of masking
- Chanhassen resident Libby Parker spoke in support of masking
- Minnetonka resident Janice Bradburn spoke in support of masking
- Minnetonka resident Sydnie Tolliver spoke regarding MCEE's Imperatives for Equitable Education and urged the School Board to enact them
- Minnetonka resident Chae Lee also spoke regarding MCEE's Imperatives for Equitable Education and urged the School Board to enact them – she also advocated for student representation on the School Board
- Bloomington resident Kerrera Jackson also spoke regarding MCEE's Imperatives for Equitable Education and urged the School Board to enact them – also discussed the lack of diversity in the District
- Chanhassen resident Tara Lee Stone informed the Board she would email them her concerns with the District's Policy #626, and the effects of the Safe Learning Plan on students

- Chanhassen resident Melissa White spoke in support of masking

At this point in the proceedings, the Board took a brief recess. The study session resumed at 8:25 p.m.

DISCUSSION ON SAFE LEARNING PLAN

Chairperson Vitale noted that this item was in response to the Board's decision to table this discussion at last month's Board meeting. He explained that the reason for that was to allow the Board more time to digest the latest information the CDC and the MDH.

Health Services Director Annie Lumbar Bendson then updated the Board on the CDC's latest isolation guidelines. The CDC did offer the option to change the isolation time from ten days to five, but they did not provide a scientific brief regarding the recommendation. She also said that if a person is severely immunocompromised, or if their illness is severe, or if they require hospitalization, they would not qualify for the shorter isolation. A person's symptoms must be mild or they must be asymptomatic to qualify. They must wear an N95, KN95 or K94 mask from day six through day ten and maintain six feet of distance between themselves and others as much as possible. Additionally, they need to eat in a separate space/area and maintain at least six feet of distance between themselves and others. Ms. Lumbar Bendson noted that the MN State High School League has not adopted the shorter isolation. Athletes can return to practice on day six but they would need to be fully masked. They cannot return to competition until day eleven. She recommended piloting the shorter quarantine with staff only first, as the District has the flexibility to offer more distancing for staff than students. She also noted that if a person tests positive and is initially asymptomatic and then develops symptoms, that would restart the person's isolation period. The first day of symptoms would then be considered day one.

Chairperson Vitale then asked whether other districts that have gone to a five-day isolation are following these guidelines. Ms. Lumbar Bendson said that her counterparts in other districts are actually struggling to manage these criteria.

Assistant Superintendent Dr. Amy LaDue then updated the Board on the District's efforts to provide at-home instruction for students. She explained that the District was working with the MTA to develop a more robust plan for this. The District is strongly encouraging and asking teachers to provide live streaming whenever possible for the next two weeks. The teachers will be compensated for offering this instruction. This applies to all student absences, not just COVID-related. Dr. Peterson explained that not all districts are offering this, and it is not required by law, but the District and the MTA have worked together to offer this option to students. Board members asked Dr. Peterson to please convey their thanks to the MTA.

Dr. Peterson then discussed the recent e-learning days that had occurred at the secondary level. He said the driving force for that was that there were so many students at the secondary level who were falling behind, and the District wanted to help those

students finish the first semester strong, and start second semester well. He thanked the teachers and administrators who had worked to implement this plan.

In the discussion that followed, Board member Selinger asked who decides if a person's symptoms are mild or moderate. Ms. Lumbar Bendson responded that people need to be in consultation with their school nurse, or, in the case of non-school buildings in the District, with her. Board member Lee-O'Halloran asked how things were going with staffing, and Dr. Peterson responded that we have been able to fill most positions, both teachers and paras, at the elementary level. On the days when the secondary level switched to e-learning, staffers from those buildings were able to fill open positions at the elementary level, which worked out well. Chairperson Vitale asked if quarantined asymptomatic staffers can stream from home, and was told yes, that has been happening.

Board member Wagner noted that she appreciated the chance to have this discussion this evening. She noted that at the last Board meeting, the Board had had multiple masking options in front of them, all of them relaxing the current masking requirements, and she had not wanted to have that discussion at the time, due to the rising case numbers and the new information that had been presented that evening. She also said that Board member Lee-O'Halloran's motion at the last meeting, had it been voted on, could have effectively eliminated masking K-12 in the District.

Board member Lee-O'Halloran then spoke in support of universal masking at the high school, saying that this would offer the best protection. He said he had been struck by the survey results, which indicated that teachers and staff at the high school were strongly in support of masking. He said this would be a prudent public health measure to take. Board member Selinger agreed, saying that the survey results were pretty profound, and the survey had been administered prior to the omicron wave. She noted the social responsibility piece and the practicality piece of masking. She said her number one goal is that students are able to remain in school, and she sees masking at the high school as helping with that.

Chairperson Vitale said there was certainly a lot for Board members to digest this evening. He noted the District's robust response to the omicron spike and said he believed that staffing would not be an issue going forward. He noted that if students want to wear masks at the high school, they certainly can, but he did not think the Board should enforce a mask mandate at the high school at this time. He said he believed that the options we are currently providing for families are sufficient.

Board member Becker noted that she was really torn by this issue. She said she supports masks, but the District is in a different situation today than when the mandate was put in place. She asked that the District step up its efforts to distribute its supply of N95 masks to those who want them. She said she was having a hard time with the idea of a mask mandate at the high school, simply because of the way teenagers behave, and the difficulty of enforcing a mandate there. She said she didn't believe the Board should mandate things because of social pressure. She also asked about the possibility of continuing streaming options after February 4, saying that would really help the students.

Board member Lee-O'Halloran noted that there is a lag in the District's COVID dashboard data, and for the past five days, students have not been at the high school. He said he strongly believed that a mask mandate at the high school would help reduce the numbers, while noting that there are no guarantees.

Board member Selinger said she believes the District should be following MDH guidelines, and in the area of masks, the District is currently not doing that. She said she was also concerned about underreporting of data. She noted that the data is good for guidance, but it is not absolute. Chairperson Vitale noted that Administration had not recommended masks last fall, but the Board had instituted a mask mandate anyway.

A question was then asked about the possible underreporting of positive cases. Ms. Lumbar Bendson responded that the middle school and high school nurses currently feel that the number is underreported. She said that while the District is counting home positives in our counts, the data is only as accurate as what parents provide us.

Board member Wagner then said that she would support masking at the high school for a brief period of time. The discussion then turned to discussing a two-week or four-week period for masking at the high school, with the majority of the Board agreeing to a four-week period. The Board also discussed having the mandate sunset at the end of the time period. Board member Wagner proposed the option of a four-week time period that would sunset on February 25. The Board has a study session scheduled for February 24, and this topic could be revisited then. The Board then discussed the parameters of a possible motion to bring to the upcoming special meeting. It was agreed, after discussion, that the mask mandate at the high school would apply to the school day only, and not before or after-school activities. Ms. Lumbar Bendson pointed out that if a mask mandate were reinstated at the high school, the high school would then be able to follow the quarantine rules that are currently in place at the elementary and middle schools.

Chairperson Vitale thanked Board members for the frank and thoughtful discussion and noted that a motion to temporarily reinstate a mask mandate at the high school would be brought forward at the upcoming special meeting.

REVIEW OF FINANCIAL COMPARISONS WITH OTHER DISTRICTS

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He said that every year, the District reviews comparative data to gauge the District's performance on various financial metrics. He said the information is developed using the latest financial data available from a variety of State reports and other sources. Highlights included:

- We are low on state aid compared to other districts.
- In total levy per pupil, we are on the low end compared to other districts.
- Net tax capacity per pupil shows that we are not a property-rich district; rather, we are highly residential vs. commercial/industrial.

- Our taxpayers have traditionally stepped up to support and approve referendums.
- Net tax capacity per pupil in 2021 is \$9,592; compared to \$12,510 for the group average and \$10, 018 for the state average.
- Referendum market value per pupil in 2021 is \$853,341; compared to \$1,182,856 for the group weighted average and \$799, 923 for the state weighted average
- FY2020 transportation expenditures per ADM is \$485 or 3.93% - lower than the group and state average.
- FY2020 building operations and maintenance expenditures per ADM is \$788 or 6.4% - lower than the group and state average.

TONKA ONLINE REPORT

Assistant Superintendent for Instruction Dr. Amy LaDue presented this item to the Board. Highlights included the following:

Overview and Timeline

- April 2021: School Board Approved Expanding Tonka Online to Offer a Comprehensive K-12 Program
- April - September 2021: Program Communication, Development and Enrollment
- September 8, 2021: Began Serving Students in Tonka Online K-12 for the 2021-22 School Year
- January 25, 2022: Start of Second Semester

Program and Course Offerings

- All Levels
 - District Curriculum
 - Dedicated Staffing
 - Core Required Classes
 - Special Education and Instructional Support
 - Community Building and Relationships
 - Partnering with Parents
- Elementary
 - Daily Morning Meeting
 - Specialist Classes
- Middle School
 - 7-Period Day
 - Wheel and Elective Classes
- High School
 - Asynchronous Courses
 - Tonka Online Course Catalog

Supplemental Offerings

- Advanced Learner

- Wings/HP Seminar
- Supplemental Navigator
- Accelerated Math
- Language Experience for Immersion Students
 - Language Class Options
 - Supplemental Programs and Resources
- Instrumental Music Lessons
 - Band
 - Orchestra

Program Feedback – K-8 Families

- To what degree do you believe your child’s learning has advanced this year?
 - 14% significantly, 27% above average, 49% average, 9% below average, <1% poorly
- How do you believe your child is learning compared to how your child was learning pre-COVID?
 - 26% stronger, 53% same, 21% less
- Rigor of Curriculum Meets my Expectations:
 - 72% strongly agree or agree, 9% disagree or strongly disagree, 19% not sure
- Amount of Synchronous Instruction Meets my Child’s Needs:
 - 85% strongly agree or agree, 12% disagree or strongly disagree, 13% not sure
- Amount of Asynchronous Instruction Meets my Child’s Needs:
 - 68% strongly agree or agree, 17% disagree or strongly disagree, 15% not sure
- Instructional Opportunities Meet my Child’s Needs:
 - 69% strongly agree or agree, 16% disagree or strongly disagree, 15% not sure
- My Child is Actively Engaged with the Curriculum:
 - 78% strongly agree or agree, 11% disagree or strongly disagree, 11% not sure
- My Child has Connected Well with Teachers:
 - 80% strongly agree or agree, 10% disagree or strongly disagree, 10% not sure
- My Child has Connected Well with Classmates:
 - 58% strongly agree or agree, 17% disagree or strongly disagree, 25% not sure
- My Child Feels Connected and a Sense of Belonging in School Community:
 - 63% strongly agree or agree, 14% disagree or strongly disagree, 23% not sure
- As a Parent, I Feel Engaged and Connected to my Child’s Learning Experience:
 - 72% strongly agree or agree, 11% disagree or strongly disagree, 17% not sure
- Classroom Communication Meets our Families’ Needs:

- 75% strongly agree or agree, 10% disagree or strongly disagree, 10% not sure
- We Receive Timely Information re: the Tonka Online Program
 - 80% strongly agree or agree, 10% disagree or strongly disagree, 10% not sure
- We Receive School Information About What is Most Important to our Family:
 - 76% strongly agree or agree, 13% disagree or strongly disagree, 11% not sure
- Overall, Communication has Met our Families' Needs:
 - 75% strongly agree or agree, 10% disagree or strongly disagree, 15% not sure
- Frequency of Material Pickup has been Reasonable:
 - 83% strongly agree or agree, 7% disagree or strongly disagree, 10% not sure
- Timeframe and Processes for Material Pick-up has Worked Well:
 - 83% strongly agree or agree, 8% disagree or strongly disagree, 9% not sure
- Onboarding Process for my Student and our Family met our Expectations:
 - 70% strongly agree or agree, 14% disagree or strongly disagree, 16% not sure

Tonka Online Overall Enrollment

	<u>Semester One</u>	<u>Semester Two</u>
Elementary	201	206
Middle School	72	68
High School	46	52
Total	319	326

Enrollment - Elementary

	<u>Semester One</u>	<u>Semester Two</u>
Kindergarten	21	27
First Grade	33	36
Second Grade	34	28
Third Grade	34	36
Fourth Grade	42	47
Fifth Grade	37	32
Total	201	206

Enrollment - Secondary

	<u>Semester One</u>	<u>Semester Two</u>
Sixth Grade	31	26
Seventh Grade	17	16

Eighth Grade	24	26
Ninth Grade	10	14
Tenth Grade	12	13
Eleventh Grade	11	11
Twelfth Grade	13	14
Total	118	120

Profile of Students

	<u>Semester One</u>	<u>Semester Two</u>
Returning Minnetonka Students	169	142
New OE Students	122	117
Partner District Students	28	67

Staffing Overview

- Single Section Grades K, 2 and 6-8
- Two Sections Grades 1, 3, 4, 5
- Overall Staffing
 - Classroom/Core Content Areas
 - Specialists, Wheel Courses, Electives
 - Instructional Support and Enrichment Programs
 - Counselor K-8
 - Language Experience Teachers
 - Administrative Support

Processes Underway

- Continued enrollment and staffing adjustments
- Continued development for future program expansion
 - Spring opportunity for stakeholder engagement
- Marketing efforts for 2022-23 school year

Board members thanked Ms. LaDue for the great report. Board member Wagner noted how pleased past Board member John Holcomb would be with this data, as he had been a champion of the Tonka Online program since its inception.

UPDATE ON SUPERINTENDENT SEARCH

Board member Wagner updated the Board on the superintendent search process and made the following points:

- As of January 19, we have received 3,183 responses to our online survey

- Survey was developed by BWP & Associates, the search firm that is managing the process
- Survey is available in multiple languages
- Survey link will close on January 23
- First round of focus groups with District stakeholders will be January 18 and 19
- Second round of focus groups will be January 26 and 27
- There will be three open focus group sessions for anyone who wishes to participate
- Many thanks to Executive Assistant Carrie Voeltz for scheduling over 35 focus groups and issuing invitations for each
- Individual interviews between BWP and Board members have been completed
- Recruitment efforts by BWP are underway
- BWP is talking to candidates all over the US
- A video created by BWP explaining the process will be available on the District website starting next week
- FAQs will also be posted to the website next week
- BWP will present the Superintendent Leadership Profile at the Board's regular meeting on February 3

REVIEW OF VISION DOCUMENT

The Board continued its work on the review and revision of the Vision document, concentrating on pages 22-27. Executive Assistant Carrie Voeltz will compile the recommended changes and email them to the Board. The review of the document will conclude at the February 24 study session.

ADJOURNMENT

The Board adjourned the Study Session at 11:00 p.m. A special meeting of the Board followed.

/cyv