

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

Summary of October 22, 2020 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, October 22, 2020 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Katie Becker presided. Also present were Board members Mark Ambrosen, John Holcomb, Mike LeSage, Christine Ritchie, Chris Vitale, Lisa Wagner, and Superintendent Dennis Peterson, ex officio.

Q-COMP GOAL REVIEW

Director of Teacher Development Sara White led the discussion. She noted that site goals are created annually to reflect student test data from current students. For the 2020-21 school year, seven sites are focusing their goals on reading, one site is focusing on math achievement, the high school is focusing on comprehensive student achievement as measured by scores on the ACT, and the Community Education Center is focusing on language learning.

Ms. White then went over the 2020-21 goals in more detail:

<p>District- Student performance will improve as measured by national, state, and local assessments including the following: NWEA, MCA, Teaching Strategies Gold, ACT, SAT, IB and AP examinations and/or appropriate program common assessment measures.</p>
--

World's Best Workforce Goals:

Area of Focus	Goal
---------------	------

<p>All children are ready for school.</p>	<p>The Minnetonka School District will increase the number of children screened at the age of 3 by 1% in 2020-21, from 269 in 2018-19 to 272 in 2020-21.</p> <p>The percentage of Minnetonka Preschool PreK4* children who are meeting or exceeding age expectations** will increase by 1% across the following literacy objectives regarding demonstrating phonological awareness and phonics skills as measured by the Teaching Strategies GOLD assessment:</p> <ul style="list-style-type: none"> • Notices and discriminates rhyme: increase from 94.28% at the Spring 2018-19 benchmark to 95.28% at Spring 2020-21 benchmark. • Notices and discriminates alliteration: increase from 94.29% at the Spring 2018-19 benchmark to 95.29% at Spring 2020-21 benchmark. • Notices and discriminates discrete units of sound: increase from 94.86% at the Spring 2018-19 benchmark to 95.86% at Spring 2020-21 benchmark. <p>*PreK 4 children are age eligible for Kindergarten in Fall 2022. **Age expectations are defined as their PreK 4 color band or Kindergarten color band, respectively</p>
<p>All third graders can read at grade level.</p>	<p>By June 1, 2021, 71.6% of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2019 on the MCA-III Reading assessment, 71.5% of Minnetonka Public Schools students met this goal.</p>
<p>All racial and economic achievement gaps between students are closed.</p>	<p>To close the proficiency gap in reading by 2026, 79.8% of Non-White students will be proficient on the MCA III in Reading in 2021, an increase from 77.6% proficiency in 2019. White students will increase proficiency from 83.0% in 2019 to 83.5% in 2021. This will narrow the gap in proficiency from 5.4% in 2019 to 3.7% in 2021.</p> <p>To close the proficiency gap in math by 2026, 77.4% of Non-White students will be proficient on the MCA III in Math in 2021, an increase from 73.8% in 2019. The percent of White students who will be proficient will increase from 81.2% in 2019 to 81.4% in 2021. This will narrow the gap in proficiency from 7.4% in 2019 to 4.0% in 2021.</p>

All students are ready for career and college.	The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from 97.0% in 2020 to 97.1% in 2021.
All students graduate from high school.	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from 95.6% in 2019 to 95.7% in 2020.

Clear Springs Elementary

The percentage of all students in grades 1-5 at Clear Springs Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP Growth in math will increase from **58.8%** in spring 2019 to **65.4%** in spring 2021.

Deephaven Elementary

The percentage of all students in grades 3-5 at Deephaven Elementary who meet or exceed their Fall to Spring individual RIT Growth Projection on the NWEA MAP in reading will increase from **64.7%** in Spring 2019 to **65.2%** in Spring 2021.

Excelsior Elementary

The percentage of all students in grade 5 at Excelsior Elementary for at least half a school year who are proficient on the MCA Science Test will increase from **76.5%** in 2019 to **77%** in 2021.

Groveland Elementary

The percentage of students at Groveland Elementary School who take the NWEA MAP test for Primary Grades and the NWEA MAP Reading for grades 1-5 who meet or exceed their fall to spring GROWTH TARGET will increase from **69.2%** in spring 2019 to **70.2%** in spring 2021.

Minnewashta Elementary

The percentage of all students enrolled in grades 3-5 at Minnewashta Elementary School for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from 80.1% in 2019 to 81.1% in 2020.

Scenic Heights Elementary

The percentage of students in grades 1-5 enrolled as of October 1, 2019 at Scenic Heights Elementary School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP for Primary Grades in Reading and the NWEA MAP CCSS in Reading will increase from **59.2%** in spring 2019 to **62.2%** in spring 2021.

Minnetonka Middle School East

The percentage of all students enrolled in grades 6-8 at Minnetonka Middle School East for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from **85.9%** in 2019 to **86.1%** in 2021.

Minnetonka Middle School West

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 Reading tests (MCA and MTAS) will increase from **87.8%** in 2019 to **88.3%** in 2021.

Minnetonka High School

The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from **97.0%** in 2020 to **97.1%** in 2021.

Minnetonka Community Education Center

The percentage of all students 2-3-4-, and 5- years old* enrolled in Minnetonka preschool at MCEC who meet or exceed** Objective 15a: Notice and Discriminates Rhyme from Teaching Strategies Gold under the language learning objective will increase from **92.23%** in 2019 to **93.73%** in 2021.

*Preschool students must be enrolled consecutively and in compliance with the Minnetonka Public Schools Early Childhood attendance policy as of December 1, 2020.

**Meet or exceed expectations defined in their age appropriate color band through Teaching Strategies GOLD.

UPDATE ON GOAL ONE

Executive Director of Student Support Services Michelle Ferris led the discussion. She explained that the purpose of tonight's report was to provide the School Board an update to Goal One, which will include an outline of action steps in response to the comprehensive evaluation conducted by Dr. William Dikel, MD along with outreach and action steps being facilitated by the District's Mental Health Advisory Council. She said that tonight's report would also share highlights of ongoing implementation activities and efforts in increasing awareness and competence in the District's supports and processes to support whole child student well-being and the intentional work and response during the COVID pandemic.

Ms. Ferris noted that Dr. Dikel defines wellness as a concept of optimal health. Health is not simply the absence of disease but a state in which physical and mental health are

optimal. The District recognizes that students with strong relationships and a positive sense of self are in a better position to reach their full potential. As the District continues to strive for excellence, school leadership and staff know it is essential to support all students in having a positive sense of well-being – the sense of self, identity and belonging in the world that will help them to learn, grow and thrive.

Now, more than ever during this time of living through a pandemic and social distancing, students need strong connections and added supports. Staff and community partners have continued with extra outreach and emphasis on these valued connections to maintain strong supportive relationships. The District understands that our students thrive on structure and routines, and for those that struggle with learning and may have social, emotional and behavior needs, may struggle even more. The District also recognizes that we can do a lot to offer support to our students and families, and to staff, that have worked so very hard but who are feeling the stress of the ongoing pandemic, as well.

Regarding Dr. Dikel, Ms. Ferris noted that he has been evaluating school mental health programs across the country for more than 25 years, and Minnetonka partnered with him as its external expert to review our efforts, programs, and processes in student well-being. Dr. Dikel completed interviews with numerous staff and administrators, along with completing an extensive analysis of our student data.

From this thorough in-depth review, Dr. Dikel provided the District with a comprehensive report outlining his assessment of programs and processes in relation to student well-being and mental health efforts, giving the District concrete action items to consider. He shared his report and recommendations at the June study session, and he also shared a synopsis of this report with the District's Mental Health Advisory Council. This report has been shared with all administrators and student support services staff. This report is also posted on the Student Well-being website.

Ms. Ferris noted that at present, District leaders and student services staff are reviewing and working on the action items Dr. Dikel set forth. She then went over the following action items in more detail:

- Social Emotional learning and the District's Health curriculum
- Fostering resilience in students
- Learning the skills of self-mastery and mindfulness benefits for students
- Social Emotional learning utilizing experts such as Kari Palmer
- Further in-depth analysis of the MN Student Survey results
- Exploring and expanding mental health screening tools
- Special education and mental health
- MTSS—the system of tiered interventions
- The role of the nurse and the referral process
- The role of the school counselor
- The role of the school social worker

- The role of the school psychologist
- Co-located mental health therapist
- Onsite mental health services: Relate Counseling and Park Nicollet
- Student mental health curriculum
- Local Collaborative Time Study (LCTS)
- Incorporating key recommendations from the Mental Health Advisory Committee
- Ongoing staff training
- Quantifiable measurements to evaluate student well-being
- Completion of student and parent focus groups

Regarding the last action item, Ms. Ferris noted that one of the key recommendations from Dr. Dikel was that he conduct student and parent interviews to get their valuable input on how they perceive and receive student well-being supports and services. The District plans to conduct the interviews with approximately 20-22 students and parents, across grade levels and across the continuum of well-being and mental health needs. The Minnetonka Mental Health Advisory Council has been asked to give input on the questions we ask.

Dr. Dikel's questions and considerations for student and parent interviews:

- The overall reason for the interviews is to gain information that can be used to assure that the district's Well-Being Plan incorporates recommendations obtained from the recipients of the plan.
- Interviews with some individuals for whom the services were not effective and interviews of students where the services were very effective.
- How will we define effectiveness?
- What should be the measure of satisfaction regarding interventions?
- How can the district's mental health support staff's expertise be used in the process of identifying interviewees?
- What information are we seeking?
- Perceptions of what interventions were successful and why
- Perceptions of what interventions were not successful and why
- Recommendations for methods to improve the effectiveness of interventions
- What data should be obtained from mental health support staff about the interviewees?
- What services were provided?
- What was the level of student functioning prior to, during and following interventions?
- What was the duration of services?
- When were the services provided?
- What was documented regarding the services provided?
- What outcome measures were identified?

- In addition to services provided by district mental health support staff, were the students also receiving mental health treatment by physicians and/or therapists? If so, was there collaboration between district staff and treating professionals?

The District will also enlist the support of Student Support Services staff that know students and may refer and support students to/from treatment and outside clinical supports.

Additionally, the District will also enlist input and ideas from the Minnetonka Mental Health Advisory Council. We will ensure confidentiality and that students and families that participate will be protected with anonymity. Release and confidentiality agreements will be signed.

Dr. Dikel will work to get these interviews completed in the month of November and compile results and themes and recommendations in a report to share back with the School Board and school teams.

In closing, Ms. Ferris noted that while Minnetonka is proud of the great work that has been done to further student well-being supports and processes, it also recognizes the need for ongoing education, outreach for all, assessment and expanding efforts to reach and support all students who struggle with social, academic, emotional and behavioral needs. District leadership is critically aware of the high numbers of students that struggle with anxiety, depression and other mental health needs, now at an increased rate with COVID-19.

In the discussion that followed, Board members asked questions regarding the scope of the upcoming student and parent interviews, the ongoing work of the District's Mental Health Advisory Committee, the need for additional community partnerships, and the way in which this work will be communicated to the District's parent community.

Dr. Peterson noted that it was important that Board members identify all the recommendations from the Dikel report that they believe should be covered by Goal One, and communicate that information to him in the coming days.

UPDATE ON GOAL FOUR

Dr. Peterson began by reviewing the current learning plan that is in place for Minnetonka students:

- Grades K-3 students in school every day
- Grades K-3 students in pods of approximately 13-15 students, with paras and the use of streaming
- Grades 4-5 students in school four days a week and virtual on Wednesdays
- Grades 4-5 students are housed at MHS

- Grades 4-5 students are also in pods of 13-15, with paras and the use of streaming
- Grades 6-8 students in school two days per week in pods, home receiving streamed instruction two days per week and one day of virtual learning (Wednesday)
- Grades 6-8 students are also in pods of 13-15
- Approximately 20% of 6-8 students are on e-learning fulltime
- Grades 9-12 students are on e-learning, with opportunities for some in-person learning for those classes needing the facilities, those who need more attention and all students who need to see their teachers on Wednesdays
- All high school students have been given opportunities to be in the building during the first five weeks of school

In the discussion that followed, Dr. Peterson noted that District Administration and staff were doing an incredible job in the current model. He also said that while he understood the desire by some in the community to have high school students physically in school more, the Hennepin County COVID-19 numbers were trending in the wrong direction. He then offered some possible scenarios for getting high school students back into the building:

- Moving Grades 4-5 back to the elementary schools (classrooms would have to be more than 15 students and social distancing would be less than six feet)
- Continuing to have Grades 4-5 at the high school, with an additional day of e-learning for those grades, to allow for high school students to be in the building on that day
- Bringing high school students to the middle schools one day per week
- Bringing high school students into MHS from 2:50 to 5:30 each day

Dr. Peterson noted that any of these scenarios would be complex to implement and would require considerable cooperation and coordination. He also noted that the governor could very well issue an order that would be more restrictive, and could require students to return to e-learning fulltime, as was the case this past March.

Chairperson Becker asked how many students and families who are e-learning fulltime have opted to come back to the hybrid model after the quarter break. Dr. Peterson said he was working on those numbers and would have more information next week.

Board members thanked Dr. Peterson for the update, and also thanked all District staff for the incredible amount of work that had gone into implementing the current learning plan. Chairperson Becker noted that this was a very fluid situation, and she asked Dr. Peterson to continue to provide updates to the Board as needed.

CITIZEN INPUT

Chairperson Becker extended an invitation to members of the audience who wished to address the Board on any topic. She also read the guidelines for Citizen Input, for the benefit of those who wished to comment.

Excelsior resident Krista Adewumi then addressed the Board. She spoke of the need for a culturally aware, world-class education for all Minnetonka students. She noted the importance of teaching tolerance and anti-racism, and allowing for multiple perspectives and viewpoints in the classroom. She asked that Black history and culture be taught all year, not just during Black History Month.

Chairperson Becker thanked Ms. Adewumi for her comments. Dr. Peterson noted that he would like to meet with her to discuss her concerns further.

UPDATE FROM HEALTH SERVICES

Health Services Coordinator Annie Lumbar Bendson shared information on the District's COVID-19 response. Highlights included the following:

Main Themes

- Everything related to bringing students back into school has been viewed through a lens of health and safety with input at every step of the way
- Wish to acknowledge the hard work of Dr. Peterson, Administration, Principals and other staff
- Continue to be part of a weekly MN Department of Health call that reviews current data and practices, along with recommendations and how we need to adjust our practice
- Ongoing communication with other school nurse leads in the area—what is working, and how to integrate into our schools—what can we learn from each other?
- The mantra is “Adapt/Adjust”

Mitigation Efforts

- Social distancing and minimizing exposure
- Cloth face coverings
- Protecting vulnerable populations
- Hygiene practices
- Cleaning and materials handling
- Monitoring and excluding for illness
- Handling suspected or confirmed positive cases of COVID-19

- Ventilation systems
- HEPA filters
- Critical efforts to reduce transmission within a classroom, bus, etc.
- It is the goal that if there should be a positive case, no one gets the virus as a result
- Quarantine is another effort to stop transmission before we even know that a close contact is positive and stop widespread outbreaks

Where We Are At Now

- As of yesterday, worldwide there have been 40.67 million cases and 1.12 million deaths
- US represents 8.19 million total cases (20% of all cases) and 219,500 deaths (19.6% of all deaths)
- The daily COVID-19 incidence continues to increase, now up to 57,291 new cases per day (highest since August 5)
- US COVID-19 mortality increased from approximately 700 deaths per day to 721
- Some context for the trajectory of the COVID-19 pandemic:
 - 1 case to 1 million cases: 90 days
 - 1 million to 5 million: 48 days
 - 5 million to 10 million: 38 days
 - 10 million to 20 million: 44 days
 - 20 million to 30 million: 37 days
 - 30 million to 40 million: 31 days
- The number of COVID-19 cases in Minnesota is rising
- Currently at 128,152 (1,500 new cases today) with 2,301 deaths
- 15-19 year olds 3rd highest # of cases and growing more quickly than other age ranges
- Doing well compared to states around us: island among the Dakotas, Iowa, and Wisconsin, who are seeing astronomical increases
- Midwest/12 of 12 states are reporting increased hospitalizations over the past several weeks
- More COVID-19 cases will lead to more people with serious disease, more people in the hospital, and more deaths
- If this current trajectory continues, it will have a major impact on our elderly and high-risk populations, health care systems, schools, workforce and businesses, and communities
- COVID-19 doesn't just happen to the person that gets infected. Even if you don't get seriously ill, you are likely passing it on to others in your household and community.
- As a district we will continue to take safety precautions to minimize exposure or risk to our students, staff, and families

- Our desire is to continue to provide in-person learning for those families who have chosen that model. We appreciate families' support in the choices they make that will help towards this continued goal (staying home when sick, getting tested if indicated, wearing a mask, skipping a social gathering, etc.)

Recent CDC and Close Contact Definition

- Have always been doing cumulative time under discretion
- Each case looked at individually and evaluated on its own merits

Testing

- Expanded testing in MN including barrier free sites with saliva testing (very accurate)
- MN Department of Health website maintains live/accurate site
- Average test results taking 2.5 days but ¼ within 24 hours

Ways for Parents to be Informed

- Dashboard
- MDH-website list of schools with 5 or more active cases in 2-week period (*may not reflect those that have recovered*)
- Notification of positive case in pod or classroom

Dashboard

- Accessed on the District website (COVID-19 Response page)
- Current trends (*recovered are cumulative*)
- Take MN Department of Health guidelines seriously with exclusions—majority are not testing positive for COVID
- Will watch for trends post MEA and post-holiday breaks

Students

DATE	ACTIVE	RECOVERED	EXCLUDED/QUARANTINED
10/6/20	7	3	104
10/13/20	5	11	158
10/20/20	1	16	101

Staff

DATE	ACTIVE	RECOVERED	EXCLUDED/QUARANTINED
10/6/20	1	2	16
10/13/20	1	3	22
10/20/20	1	4	17

Members of the Board thanked Ms. Lumbar Bendson for the comprehensive report and noted how much they appreciated all the information.

REPORT ON WORK OF BELONGING COMMITTEE

MHS Principal Jeff Erickson noted that the Belonging Committee was created in early 2020 to identify concerns with students' sense of belonging at the high school level. Several meetings of the committee have been held, and considerable progress has been made. Highlights of Principal Erickson's report included the following:

Profile of an MHS Graduate

- Develop a strong sense of well-being, empathy and respect for other through deep relationships and a strong sense of belonging
- Engage in learning that encompasses all strands of the Framework across all courses
- Work with an outside audience and mentor in an area of passion in an authentic setting
- Experience in higher level coursework including AP/IB and beyond
- Take at least one online course
- Participate in clubs, athletics and arts and develop leadership skills to serve the greater good

Student Success

- Culture, Climate and Relationships—students feel included, valued, and a strong sense of belonging to our school community, grounded in mutually respectful and caring relationships
- Engagement—students are immersed daily in engaging learning environments that promote critical thinking, ensure authentic learning, and foster collaboration
- Challenge, Passion and Connections—students are inspired, challenged, and supported by staff to explore their passions through new learning experiences and make connections beyond the walls of the classroom

Why Belonging Matters

- Engage more fully in the learning
- Fewer behavioral issues
- More open to critical feedback
- Take greater advantage of learning opportunities
- More positive attitudes about classwork
- More likely to persevere in the face of difficulty and do better in school

Elements, Actions and Definitions

Elements	Actions	Definitions
Express Care – show me that I matter to you	Be dependable	Be someone I can trust
	Listen	Really pay attention when we are together
	Believe in me	Make me feel known and valued
	Be warm	Show me you enjoy being with me
	Encourage	Praise me for my efforts and achievements
Challenge Growth – push me to keep getting better	Expect my best	Expect me to live up to my potential
	Stretch	Push me to go further
	Hold me accountable	Insist I take responsibility for my actions
	Reflect on failures	Help me learn from mistakes and setbacks
Provide Support – help me complete tasks and achieve goals	Navigate	Guide me through hard situations and systems
	Empower	Build my confidence to take charge of my life
	Advocate	Stand up for me when I need it
	Set boundaries	Put limits in place that keep me on track

Clear Boundaries

- Hate, in any form, does not have a place in our community
- Racist comments, jokes, statements or actions have no place in our community

Stopping the Conversation

- Using that word to put someone down is unacceptable
- I cannot allow you or any other students to put others down

Leaning into a Conversation

- Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation

Why Words Matter

- Educate – explain why a term or a phrase is offensive
- Encourage the student to choose a different expression

Saying Nothing is Saying Something

- If someone else in the classroom speaks out against the inappropriate language, or hate, reiterate their positive message
- Stand up for respect!

Reporting of Incidents – Steps for Students

- Student can share a concern or incident with a staff member, a teacher, a counselor, or an administrator (email, message, in person)
- Confidential reporting tool – TIPS276, is in development
- Layout of the reporting form has been shaped with feedback from staff and students and parents on the Belonging Committee
- Will be available on the website by November

Measurements of Impact

- Student surveys – (November, April) – expand to all grades around key themes: student engagement, relationships, engagement, belonging—developed internally
- Student focus groups and leadership team—focus on continuous improvement around academic, culture, and communication
- Data from staff regarding student referrals, and any incidents
- Inappropriate behavior will be reported to the Office of Student Affairs for follow-up

Principal Erickson noted that the committee had evolved into both a parent group and a student group, and both groups were doing fantastic work. He said that the ultimate goal has always been that all students at MHS are successful, respectful, curious, happy and

engaged. “Strong relationships and exceptional instruction equals successful students,” he said.

Board members thanked Principal Erickson for the wonderful report and said they looked forward to hearing more about the committee’s work as the year progressed.

FIRST READING OF POLICY #524: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE

Executive Director of Technology Mike Dronen presented the policy to the Board. He went through the changes that Administration was recommending, noting that the policy was last updated in 2012. Board members were in approval of all recommended changes.

Chairperson Becker noted that the policy would be brought back to the November 5 regular meeting for further discussion and possible approval.

THIRD READING OF POLICY #504: STUDENT DRESS AND GROOMING CODE

The Board discussed Policy #504 and went through the recommended changes that had been received from District administration and the District’s legal counsel. Board members were in approval of all recommended changes.

Chairperson Becker noted that the policy would be brought back to the November 5 regular meeting for further discussion and possible approval.

SECOND READING OF GOAL TWO-RELATED POLICIES

The following policies were presented for a second reading:

- Policy 514: Bullying Prohibition
- Policy 534: Equal Educational Opportunity
- Policy 604: Inclusive Education Program
- Policy 606: Instructional Material Review, Selection and Use
- Policy 607: Controversial Topics and Materials

Dr. Peterson went over the recommended changes to each policy with the Board. After discussion, it was agreed that these policies would be brought back to the November Study Session for further review.

UPDATE ON MIDDLE SCHOOL CONFERENCES

Dr. Peterson noted that the recommendation is to move middle school conferences to November 18 and 19 and expand the total time available. The detailed recommended schedule is as follows:

Wednesday, November 18

- Regular school day
- Conferences from 5:00 – 8:00
- Conference prep from 4:00 – 5:00

Thursday, November 19

- No School day
- Conferences from 9:00 – 4:00
- Conference prep from 8:00 – 9:00

Friday, November 20

- No School day
- Conferences from 9:00 – 12:00
- Conference prep from 8:00 – 9:00

Wednesday, November 25

- e-Learning day (asynchronous)
- Critical conferences from 8:30 – 12:00
- Flex conferences from 12:30 – 4:00

Logistics for Conferences

- Ten-minute virtual conferences via Google Meet
- Total conferencing time scheduled – 19 hours
- Total conference prep schedule – 3 hours
- Five conferences plus a ten-minute break each hour
- One hour for lunch
- Total conference slots per teacher – 95

Board members agreed to the above schedule.

ADJOURNMENT

The Board adjourned the Study Session at 10:45 p.m.