

SCHOOL BOARD MEETING

Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

www.minnetonkaschools.org

May 9, 2024

The mission of the Minnetonka School District, a community that transcends traditional definitions of excellence and where dreams set sail, is to ensure all students envision and pursue their highest aspirations while serving the greater good, through teaching and learning which

- *Value and nurture each individual,*
- *Inspire in everyone a passion to excel with confidence and hope, and*
- *Instill expectations that stimulate extraordinary achievement in the classroom and in life.*

(All times are approximate)

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|------|-------|--|
| 6:30 | | Recognitions: Girls Basketball State Champions, Boys Basketball State Champions, Debate State Qualifiers, Economics Challenge State Qualifiers, Middle School State Honor Band Qualifiers, National German Exam Award Winners, Minnesota Aspirations in Computing Award Winner, Middle and High School State Science and Engineering Fair State Qualifiers, District Service Center Honored Artists from MME and MMW, ASBO Certificate of Excellence in Financial Reporting recipients |
| 7:00 | | Public Hearing on Proposed FY2025 Fees |
| 7:05 | I. | Call of Regular Meeting to Order |
| | II. | Pledge to the Flag |
| | III. | Adoption of the Agenda |
| 7:05 | IV. | School Reports: MHS and SAIL |
| 7:35 | V. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse. |
| 7:40 | VI. | Approval of Fees for FY2025 |
| 7:45 | VII. | Preview of Celebration of Excellence |
| 7:50 | VIII. | Adoption of 25-26 Calendar |
| 8:00 | IX. | Presentation on Possible Extension of Operating Referendum |

- 8:20 X. CONSENT AGENDA
- a. Minutes of April 11 Regular Meeting and Closed Session of April 18
 - b. Study Session Summary of April 18, 2024
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Intermediate District 287 Long-Term Facilities Maintenance Levy
- 8:20 XI. Board Reports
- 8:25 XII. Superintendent's Report
- 8:30 XIII. Announcements
- 8:30 XIV. Adjournment

GUIDELINES FOR COMMUNITY COMMENTS

Welcome to the Minnetonka Schools Board Meeting! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every regular School Board meeting during *Community Comments*.

1. Anyone indicating a desire to speak to an item included in the meeting agenda—except for the Consent Agenda and/or information that personally identifies or violates the privacy rights of an individual—during *Community Comments* will be acknowledged by the Board Chair. When called upon to speak, please state your name, connection to the district, and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson who can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Community Comments* the Board and administration listen to comments. Board members or the Superintendent may ask clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

*School Board meetings are rebroadcast via a local cable provider.
Please visit the "District/Leadership/School Board" page on our website for a current schedule.*

PUBLIC HEARING

**School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

Public Hearing

Title: Public Hearing on Proposed FY25 Fees

Date: May 9, 2024

EXECUTIVE SUMMARY

Under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute.

The District is required to hold a public hearing on proposed fees to accept public comment on the proposed fees.

Minnetonka Independent School District 276 maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district.

Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. Proposed fee changes are for Fiscal Year 2025.

At the high school level, the following recommended fee changes are to cover repair costs and vendor fees:

String Instrument Rental	\$110	\$10 increase
Athletic Entrance Tickets	\$1/Ticket + up to 5% processing fee	
Athletic Season Pass/Punch Card	\$2/Pass + up to 5% processing fee	

At the middle school level, there is one recommended increase in club fees to cover the cost of supplies:

Baking Club	\$50	\$15 increase
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At the elementary school level, there are no recommended changes to fees.

The proposed changes are highlighted on the attached draft schedule of class and activity fee changes.

Tonka Dome fees are recommended to increase by \$15 for field areas, and \$10 for all other Dome Rental fee categories.


ATTACHMENTS

Proposed High School Fees
Proposed Middle School Fees
Proposed Elementary School Fees
Proposed Dome Fees

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board take public comment on the proposed FY25 fees.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
David Law, Superintendent

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2024-25		PROPOSED 2024-25	NOTES
Course Fees	2023-24		
ART	<i>per course</i>	<i>per course</i>	
AP Art- Studio	\$50	\$50	
Comics	\$20	\$20	
Ceramics	\$25	\$25	
Digital Photography	\$30	\$30	
Digital Drawing 1, 2, & 3	\$20	\$20	
Drawing	\$20	\$20	
Graphic and Product Design	\$20	\$20	
IB Visual Art HLA yr 1	\$50	\$50	
IB Visual Art HLA yr 2	\$50	\$50	
IB Visual Art SLA	\$50	\$50	
Intro to Studio Art	\$20	\$20	
Jewelry	\$35	\$35	
Metal Sculpture	\$25	\$25	
Painting	\$25	\$25	
Darkroom Photography I	\$50	\$50	
Darkroom Photography II	\$60	\$60	
Darkroom Photography III	\$40	\$40	
Video Production	\$20	\$20	
TONKA ONLINE (summer or in addition to standard course-load)			
Tonka Online course (non PE)	\$375	\$375	
Tonka Online Physical Education course	\$275	\$275	
TECHNOLOGY EDUCATION	<i>per course</i>	<i>per course</i>	
Air Brush	\$12	\$12	
Design	\$0	\$0	
Drafting	\$0	\$0	
Electronics	\$0	\$0	
Graphic Arts	\$0	\$0	
Home Renovation and Maintenance	\$15	\$15	
Int Autocad Inv	\$0	\$0	
Metals I	\$45	\$45	
Metals II	\$50	\$50	
Momentum	at cost	at cost	
Physics of Home Renovation	\$15	\$15	
Woods	\$25	\$25	
Extra Woodworking Projects	at cost	at cost	
FAMILY AND CONSUMER SCIENCES	<i>per course</i>	<i>per course</i>	
Clothing	\$0	\$0	
Foods	\$0	\$0	
Interior Design	\$0	\$0	
Sew Creative I	\$0	\$0	
*Course Fees are refundable if the student elects to not take the personal property home.			
Driver's Education	Handled by MCE	Handled by MCE	
Field Trips Supplemental			
Optional Study Travel	at cost	at cost	
Other Optional Field Trips	at cost	at cost	
Graduation Ceremony Fee	\$0	\$0	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Orchestra Concert Dress (new students/incoming 9th graders)	\$91	\$0	Per Music Department - Remove Fee
Percussion Instruments-taxable	\$50	\$50	
Season Rental (Marching and/or Pep band)-taxable	\$80	\$80	
String Instruments-taxable	\$100	\$110	Per Music Department - Increase to Match Wind Instrument Rate
Wind Instruments-taxable	\$110	\$110	
Padlocks	<i>per school year</i>	<i>per school year</i>	
Physical Education	NC \$6 if lost	NC \$6 if lost	
Athletic	NC \$6 if lost	NC \$6 if lost	
Loss or destruction of Hallway Locker/Padlock	at cost	at cost	
Parking	<i>per year or day</i>	<i>per year or day</i>	
Permit - Shared Full Year	\$300	\$300	
Permit - Shared Per Semester	\$150	\$150	
Replacement Permit	\$50	\$50	
Daily Parking Permit (Advance)	\$5	\$5	
Daily Parking Permit	\$5	\$5	
Parking Violations Permit Holder First:	\$10	\$10	
Parking Violations Permit Holder Second:	\$20	\$20	
Parking Violations Permit Holder Third:	\$30	\$30	
Parking Violations Permit Holder Fourth:	Revocation	Revocation	
Parking Violations Non-Permit Holder First:	\$20	\$20	
Parking Violations Non-Permit Holder Second:	\$30	\$30	
Parking Violations Non-Permit Holder Third:	\$40	\$40	
Parking Violations Non-Permit Holder Fourth:	Towed	Towed	
Car Boot Fee	\$25	\$25	
Textbooks & Materials			
Overdue Media material fine	\$0-\$25 per day	\$0	
iPad Insurance - Optional	\$40	\$40	
Loss or destruction of books or materials	at cost	at cost	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2024-25			NOTES
	2023-24	PROPOSED 2024-25	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Post HS transcript fee	\$5	\$5	
Returned check fee	\$10	\$10	
Plays/Musicals/Entrance Ticket	<i>per event</i>	<i>per event</i>	
Play for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Plays other	\$15/\$12/\$10	\$15/\$12/\$10	
Athletic Entrance Ticket	<i>Adult/Student</i>	<i>Adult/Student</i>	
Transaction charge for online ticketing	\$0.75	\$1/Ticket + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
Adaptive Bowling	\$0/\$0	\$0/\$0	
Adaptive Floor Hockey	\$0/\$0	\$0/\$0	
Adaptive Soccer	\$0/\$0	\$0/\$0	
Adaptive- Softball	\$0/\$0	\$0/\$0	
Alpine Ski (boys/girls)	\$0/\$0	\$0/\$0	
Baseball	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Competitive Dance	\$7.00/\$5.00	\$7.00/\$5.00	
Cross Country Running (boys)	\$0/\$0	\$0/\$0	
Cross Country Running (girls)	\$0/\$0	\$0/\$0	
Football (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Golf (boys/girls)	\$0/\$0	\$0/\$0	
Gymnastics	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Nordic Ski (boys/girls)	\$0/\$0	\$0/\$0	
Soccer (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Soccer (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Softball (girls)	\$0/\$0	\$0/\$0	
Swim/Dive (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive Meets	\$7.00/\$5.00	\$7.00/\$5.00	
Tennis (boys/girls)	\$0/\$0	\$0/\$0	
Track & Field Events	\$7.00/\$5.00	\$7.00/\$5.00	
Volleyball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Wrestling (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Activity Ticket			
Transaction charge for online ticketing		\$2/Pass + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid. Student - 10 Punch Pass	\$40	\$40	
Adult - 10 Punch Pass	\$60	\$60	
Activity Pass			
Transaction charge for online ticketing		\$2/Pass + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid. Student Sticker	\$50	\$50	
Senior Citizen Pass - contact District Service Center	Free to all on- campus events-- Board Policy #908	Free to all on- campus events-- Board Policy #908	
Co-Curricular Activities	<i>per activity</i>	<i>per activity</i>	
One-Time/Annual Participation Fee	\$75	\$75	
Activities which pay One-Time/Annual Participation Fee			
ATHLETICS:			
Adaptive Bowling	\$80	\$80	
Adaptive Floor Hockey	\$80	\$80	
Adaptive Soccer	\$80	\$80	
Adaptive Softball	\$80	\$80	
Alpine Ski (boys/girls)	\$125	\$125	
Baseball (boys)	\$125	\$125	
Basketball (boys/girls) 9	\$165	\$165	
Basketball (boys/girls) 10-12	\$165	\$165	
Competitive Dance	\$200	\$200	
Cross Country Running (boys)	\$80	\$80	
Cross Country Running (girls)	\$80	\$80	
Football (boys)	\$200	\$200	
Golf (boys/girls)	\$100	\$100	
Gymnastics	\$200	\$200	
Hockey (boys)	\$247	\$247	
Hockey (girls)	\$247	\$247	
Lacrosse-boys	\$175	\$175	
Lacrosse-girls	\$130	\$130	
Nordic Ski (boys/girls)	\$125	\$125	
Soccer (boys/girls)	\$100	\$100	
Softball (girls)	\$125	\$125	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2024-25		PROPOSED 2024-25	NOTES
	2023-24		
Swimming (boys/girls)	\$109	\$109	
Tennis (boys/girls)	\$85	\$85	
Track (boys)	\$150	\$150	
Track (girls)	\$150	\$150	
Volleyball (girls)	\$100	\$100	
Wrestling (boys)	\$104	\$104	
ENRICHMENTS:			
Architectural Challenge	\$0	\$0	
Chamber Singers	\$50	\$50	
Debate	\$80	\$80	
DECA	\$80	\$80	
Destination Imagination	\$0	\$0	
Donna Voce	\$50	\$50	
Drama - Fall Musical	\$80	\$80	
Drama - One Act Play	\$0	\$0	
Drama - Spring Musical	\$80	\$80	
Drama - Winter Play	\$50	\$50	
ESports	\$80	\$80	
Engineering Tech Challenge	\$0	\$0	
Jazz Ensemble (Band)	\$50	\$50	
Jazz Too	\$0	\$0	
Knowledge Bowl	\$50	\$50	
Marching Band	\$80	\$80	
Math Team	\$80	\$80	
Mock Trial	\$80	\$80	
Model UN	\$80	\$80	
Pit Orchestra (Drama/Musicals)	\$0	\$0	
Quiz Bowl	\$80	\$80	
Robotics	\$80	\$80	
Science Fair	\$0	\$0	
Science Olympiad	\$0	\$0	
Speech	\$80	\$80	
Supermileage	\$0	\$0	
Varsity Madrigals	\$0	\$0	
Winter Pep Band	\$0	\$0	
Co-Curricular Activities (Continued)			
Activities which pay One-Time/Annual Participation Fee (cont'd)	per activity	per activity	
CLUBS			
Bowling (no activity fee assessed by MHS)	\$0	\$0	
Competitive & Sideline Cheerleading	\$225	\$225	
Performance Dance	\$100	\$100	
Sailing (no activity fee assessed by MHS)	\$0	\$0	
Slowpitch Softball	\$160	\$160	
Trap/Skeet Shooting (no activity fee assessed by MHS)	\$0	\$0	
Enrichments/Clubs With No Participation Fee:			
American Sign Language (ASL) Club	at cost	at cost	
Art Club	at cost	at cost	
Baking Club	at cost	at cost	
Breezes	at cost	at cost	
Dare to Know	at cost	at cost	
Duct Tape Club	at cost	at cost	
Earth Club	at cost	at cost	
Honor Society (NHS)	at cost	at cost	
Interact	at cost	at cost	
Literary Magazine	at cost	at cost	
National Art Honor Society	at cost	at cost	
OFFENSE	at cost	at cost	
Optimist Club	at cost	at cost	
People to People	at cost	at cost	
Reachout Volunteers	at cost	at cost	
Strength Training - fall/winter/spring after school per season	\$50	\$50	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Government	at cost	at cost	
Students Against Poverty	at cost	at cost	
Video Production Club	at cost	at cost	
Vocal Music Sessions - fall/winter/spring per 8 week season	\$80	\$80	
Vocal Music Sessions - 1 session	\$10	\$10	
Yearbook	at cost	at cost	
New Student Interest Club	\$30 min or cost	\$30 min or cost	
Try-Out Fee			
Golf (green fees)	per sport at cost	per sport at cost	
Downhill Skiing (lift tickets)	at cost	at cost	
Approved by School Board 06/XX/2022			

MINNETONKA MIDDLE SCHOOLS STUDENT FEE SCHEDULE 2024-25			NOTES
	2023-24	PROPOSED 2024-25	
Art			
Art classes	at cost	at cost	
Technology Education	<i>per course</i>	<i>per course</i>	
Woods	at cost	at cost	
Tech Ed Kits	at cost	at cost	
Family and Consumer Sciences	<i>per course</i>	<i>per course</i>	
FACS/Snack Shop	at cost	at cost	
Media	<i>per day</i>	<i>per day</i>	
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Padlocks			
Physical Education	\$0	\$0	
Athletic-deposits	\$0	\$0	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
Ipad Insurance- Optional	\$40	\$40	
Field Trips - Supplemental			
Optional Field Trips	at cost	at cost	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Band- taxable	\$85/12 months	\$85/12 months	
Orchestra - taxable	\$100/12 months	\$100/12 months	
Percussion Kit - taxable	\$35/12 months	\$35/12 months	
Other Optional Fees			
After School Center	\$50/Quarter	\$50/Quarter	
Yearbook - taxable	\$28	\$28	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Returned check fee	\$10	\$10	
Participation Fee	<i>per school year</i>	<i>per school year</i>	
Co-curricular activities and Enrichments unless noted	\$50	\$50	
Plays/Musicals	<i>per event</i>	<i>per event</i>	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Co-curricular Activity Fees; Uniform, Equipment, Transportation	<i>per activity</i>	<i>per activity</i>	
Activities which pay \$50 Participation Fee			
Cross Country Running (boys)	\$60	\$60	
Cross Country Running (girls)	\$60	\$60	
Golf (boys/girls)	\$60	\$60	
Nordic Ski (boys/girls)	\$60	\$60	
Tennis (boys/girls)	\$60	\$60	
Track (boys)	\$60	\$60	
Track (girls)	\$60	\$60	
Volleyball (girls)	\$60	\$60	
Wrestling (boys)	\$60	\$60	

MINNETONKA MIDDLE SCHOOLS STUDENT FEE SCHEDULE 2024-25			NOTES
	2023-24	PROPOSED 2024-25	
Academic Enrichments/Clubs Activity Fees	<i>per activity</i>	<i>per activity</i>	
Enrichments which pay \$50 Participation Fee			
Anime Club	\$15	\$15	
Archery	\$25	\$25	
Art Activities/Jewelry making	\$10	\$10	
Baking Club	\$35	\$50	Per K. Mohaghan - \$6 per class. Increase needed to cover cost of food
Bright Watch	\$10-\$50	\$10-\$50	
Computer Art	\$10	\$10	
Clay Class/Pottery/Sculpture	\$15	\$15	
Cooking Club	\$40	\$40	
Drama Club	\$10	\$10	
Drama/Musical	\$50	\$50	
Drama/One Act Play	\$40	\$40	
Eco Art/ Mural	\$5	\$5	
Environmental Club	\$10	\$10	
Games Club	\$30	\$30	
Honor Choir	\$0	\$0	
Jazz Band	\$0	\$0	
Knowledge Bowl	\$25	\$25	
Lego League/Robots	\$15	\$15	
Math Team	\$25	\$25	
Photoshop Class	\$10	\$10	
Quiz Bowl	\$10	\$10	
Rock Climbing	\$25	\$25	
Science Olympiad	\$15	\$15	
Scrapbook Club	\$30	\$30	
Speech Club	\$25	\$25	
Stage Crew	\$40	\$40	
Table Tennis Club	\$20	\$20	
Variety Show	\$0	\$0	
Water Polo	\$25	\$25	
Woodworking Club	\$20	\$20	
Enrichments With No participation Fees			
Book Club	\$20	\$20	
Crochet Club	\$5	\$5	
Mad Jazz/Ensemble	\$0	\$0	
Media Club	\$15	\$15	
Morning Madrigals	\$0	\$0	
Newspaper Club	\$10	\$10	
Service Learning Club	\$0	\$0	
Show Choir	\$0	\$0	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Leadership/Government	\$0	\$0	
Yearbook Club	\$0	\$0	
New Student Interest Club	Min \$30 or at Cost	Min \$30 or at Cost	
Approved by School Board 06/XX/2022			

MINNETONKA ELEMENTARY SCHOOLS			NOTES
FEE SCHEDULE			
2024-25			
	2023-24	PROPOSED 2024-25	
Media			
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
iPad Insurance - Optional	\$40	\$40	
Field Trips - Supplemental	at cost not to exceed \$50/yr.	at cost not to exceed \$50/yr.	
Musical Instruments Rental	per school year	per school year	
Band-taxable	\$85	\$85	
Percussion-taxable	\$10	\$10	
Orchestra-taxable	\$100	\$100	
After School Language Instruction	\$50	\$50	
Tonka District Children's Choir Grades 4 & 5	\$50	\$50	
Plays/Musicals	per event	per event	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Other Non-Student Fees	per occurrence	per occurrence	
Returned check fee	\$10	\$10	
Approved by School Board 06/XX/2023			

Tonka Dome-Einer Anderson Stadium Field

Fee Schedule for Rental

Effective

November 1, 2024

Charges:

- > Based on the organizational classifications detailed in District Policy #902, users shall pay rental fees as shown below as well as applicable equipment and personnel charges. **A 8.525% state & local sales tax** will be assessed on the rental of facilities, equipment and custodial charges **unless a tax exempt certificate** is submitted with the facility use application.
- > Rental hours will be figured from when group members enter the building to when they depart.
- > Rental equipment be made available based on the below charges only when approved in advance.
- > Facility supervisor hours are figured to include 15 minutes before the group is scheduled to enter and 15 minutes after the group leaves. Facility Supervisor and/or custodial charges will be waived for Group A youth activities when meeting during regular designated duty hours.
- > **Rates effective November 1, 2024**

Indoor Athletic Facilities (Per Hour):

Tonka Dome:

		<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
January 1 thru end of season	Full Field	\$440.00	\$475.00	\$475.00	\$490.00
	Half Field	\$255.00	\$280.00	\$285.00	\$290.00
November thru December 31 and	Full Field	\$395.00	\$405.00	\$415.00	\$425.00
Saturday after 6:00 PM.	Half Field	\$245.00	\$250.00	\$255.00	\$265.00

Outdoor Athletic Facilities (Per Hour):

Package #1: Turf Playing Field

Field, pressbox and scoreboard.

\$165.00	\$180.00	\$200.00	\$225.00
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Package #2: Stadium and Lights

Field, stadium, scoreboard, track & lighting.

\$200.00	\$265.00	\$315.00	\$355.00
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Note: Sound system available only for MHS varsity events.

Note: All events, both indoor and outdoor, must be completed prior to 10:00 PM.

Equipment Charges (Per Hour)

Tonka Dome Batting Cages	\$90.00	\$95.00	\$95.00	\$106.00
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Personnel Charges (Per Hour)

Facility Supervisor	\$0.00	\$85.00	\$85.00	\$85.00
Custodial Staff as Required	\$0.00	\$100.00	\$100.00	\$100.00

Other Charges: (Per Event)

No Show Fee	\$100.00	\$100.00	\$100.00	\$100.00
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Updated March 27, 2023

REPORT

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item IV.

Title: School Reports: MHS and SAIL

Date: May 9, 2024

EXECUTIVE SUMMARY:

MHS

During the MHS School Report, we will provide an update on 3 goal areas. Under the goal of Academic Excellence, we will share an update of our new aviation program including the perspective of several students and what they have learned from the program and their plans for next year. The second goal area is around excellence in belonging around our work this year in several areas. Lastly, we will share details around the last goal area of operational excellence including work on our new schedule, attendance and operations, and the impact on student learning.

SAIL

The SAIL Transition Program team includes Erin Valenta, Director of Special Education, Kara Espinosa, School Social Worker, and Chloe Johnson, current student. The SAIL team will be presenting an overview of the 2023-2024 school year for all students, the work experience opportunity from a student's point of view, and the supports SAIL offers for the transition for students and family to any adult services they may need in the future.

Submitted by: _____



David Law, Superintendent

ACTION

**School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item VI.

Title: Approval of Fees for FY25

Date: May 9, 2024

EXECUTIVE SUMMARY

Under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute.

The District is required to hold a public hearing on proposed fees to accept public comment on the proposed fees.

Minnetonka Independent School District 276 maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district.

Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. Proposed fee changes are for Fiscal Year 2025.

At the high school level, the following recommended fee changes are to cover repair costs and vendor fees:

String Instrument Rental	\$110	\$10 increase
Athletic Entrance Tickets	\$1/Ticket + up to 5% processing fee	
Athletic Season Pass/Punch Card	\$2/Pass + up to 5% processing fee	

At the middle school level, there is one recommended increase in club fees to cover the cost of supplies:

Baking Club	\$50	\$15 increase
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At the elementary school level, there are no recommended changes to fees.

The proposed changes are highlighted on the attached draft schedule of class and activity fee changes.

Tonka Dome fees are recommended to increase by \$15 for field areas, and \$10 for all other Dome Rental fee categories.

ATTACHMENTS


Proposed High School Fees
Proposed Middle School Fees
Proposed Elementary School Fees
Proposed Dome Fees


RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the proposed fees for Fiscal Year 2025.

PROPOSED MOTION:

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the fee changes for the high school, middle school and elementary levels, and Tonka Dome fees as listed in the proposed fee schedules for Fiscal Year 2025 and hereby adds them to the comprehensive list of class and activity fees maintained by Minnetonka Independent School District 276.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
David Law, Superintendent

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2024-25		PROPOSED 2024-25	NOTES
Course Fees	2023-24		
ART	<i>per course</i>	<i>per course</i>	
AP Art- Studio	\$50	\$50	
Comics	\$20	\$20	
Ceramics	\$25	\$25	
Digital Photography	\$30	\$30	
Digital Drawing 1, 2, & 3	\$20	\$20	
Drawing	\$20	\$20	
Graphic and Product Design	\$20	\$20	
IB Visual Art HLA yr 1	\$50	\$50	
IB Visual Art HLA yr 2	\$50	\$50	
IB Visual Art SLA	\$50	\$50	
Intro to Studio Art	\$20	\$20	
Jewelry	\$35	\$35	
Metal Sculpture	\$25	\$25	
Painting	\$25	\$25	
Darkroom Photography I	\$50	\$50	
Darkroom Photography II	\$60	\$60	
Darkroom Photography III	\$40	\$40	
Video Production	\$20	\$20	
TONKA ONLINE (summer or in addition to standard course-load)			
Tonka Online course (non PE)	\$375	\$375	
Tonka Online Physical Education course	\$275	\$275	
TECHNOLOGY EDUCATION	<i>per course</i>	<i>per course</i>	
Air Brush	\$12	\$12	
Design	\$0	\$0	
Drafting	\$0	\$0	
Electronics	\$0	\$0	
Graphic Arts	\$0	\$0	
Home Renovation and Maintenance	\$15	\$15	
Int Autocad Inv	\$0	\$0	
Metals I	\$45	\$45	
Metals II	\$50	\$50	
Momentum	at cost	at cost	
Physics of Home Renovation	\$15	\$15	
Woods	\$25	\$25	
Extra Woodworking Projects	at cost	at cost	
FAMILY AND CONSUMER SCIENCES	<i>per course</i>	<i>per course</i>	
Clothing	\$0	\$0	
Foods	\$0	\$0	
Interior Design	\$0	\$0	
Sew Creative I	\$0	\$0	
*Course Fees are refundable if the student elects to not take the personal property home.			
Driver's Education	Handled by MCE	Handled by MCE	
Field Trips Supplemental			
Optional Study Travel	at cost	at cost	
Other Optional Field Trips	at cost	at cost	
Graduation Ceremony Fee	\$0	\$0	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Orchestra Concert Dress (new students/incoming 9th graders)	\$91	\$0	Per Music Department - Remove Fee
Percussion Instruments-taxable	\$50	\$50	
Season Rental (Marching and/or Pep band)-taxable	\$80	\$80	
String Instruments-taxable	\$100	\$110	Per Music Department - Increase to Match Wind Instrument Rate
Wind Instruments-taxable	\$110	\$110	
Padlocks	<i>per school year</i>	<i>per school year</i>	
Physical Education	NC \$6 if lost	NC \$6 if lost	
Athletic	NC \$6 if lost	NC \$6 if lost	
Loss or destruction of Hallway Locker/Padlock	at cost	at cost	
Parking	<i>per year or day</i>	<i>per year or day</i>	
Permit - Shared Full Year	\$300	\$300	
Permit - Shared Per Semester	\$150	\$150	
Replacement Permit	\$50	\$50	
Daily Parking Permit (Advance)	\$5	\$5	
Daily Parking Permit	\$5	\$5	
Parking Violations Permit Holder First:	\$10	\$10	
Parking Violations Permit Holder Second:	\$20	\$20	
Parking Violations Permit Holder Third:	\$30	\$30	
Parking Violations Permit Holder Fourth:	Revocation	Revocation	
Parking Violations Non-Permit Holder First:	\$20	\$20	
Parking Violations Non-Permit Holder Second:	\$30	\$30	
Parking Violations Non-Permit Holder Third:	\$40	\$40	
Parking Violations Non-Permit Holder Fourth:	Towed	Towed	
Car Boot Fee	\$25	\$25	
Textbooks & Materials			
Overdue Media material fine	\$0-\$25 per day	\$0	
iPad Insurance - Optional	\$40	\$40	
Loss or destruction of books or materials	at cost	at cost	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2024-25			NOTES
	2023-24	PROPOSED 2024-25	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Post HS transcript fee	\$5	\$5	
Returned check fee	\$10	\$10	
Plays/Musicals/Entrance Ticket	<i>per event</i>	<i>per event</i>	
Play for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Plays other	\$15/\$12/\$10	\$15/\$12/\$10	
Athletic Entrance Ticket	<i>Adult/Student</i>	<i>Adult/Student</i>	
Transaction charge for online ticketing	\$0.75	\$1/Ticket + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
Adaptive Bowling	\$0/\$0	\$0/\$0	
Adaptive Floor Hockey	\$0/\$0	\$0/\$0	
Adaptive Soccer	\$0/\$0	\$0/\$0	
Adaptive- Softball	\$0/\$0	\$0/\$0	
Alpine Ski (boys/girls)	\$0/\$0	\$0/\$0	
Baseball	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Competitive Dance	\$7.00/\$5.00	\$7.00/\$5.00	
Cross Country Running (boys)	\$0/\$0	\$0/\$0	
Cross Country Running (girls)	\$0/\$0	\$0/\$0	
Football (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Golf (boys/girls)	\$0/\$0	\$0/\$0	
Gymnastics	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Nordic Ski (boys/girls)	\$0/\$0	\$0/\$0	
Soccer (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Soccer (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Softball (girls)	\$0/\$0	\$0/\$0	
Swim/Dive (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive Meets	\$7.00/\$5.00	\$7.00/\$5.00	
Tennis (boys/girls)	\$0/\$0	\$0/\$0	
Track & Field Events	\$7.00/\$5.00	\$7.00/\$5.00	
Volleyball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Wrestling (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Activity Ticket			
Transaction charge for online ticketing		\$2/Pass + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid. Student - 10 Punch Pass	\$40	\$40	
Adult - 10 Punch Pass	\$60	\$60	
Activity Pass			
Transaction charge for online ticketing		\$2/Pass + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid. Student Sticker	\$50	\$50	
Senior Citizen Pass - contact District Service Center	Free to all on- campus events-- Board Policy #908	Free to all on- campus events-- Board Policy #908	
Co-Curricular Activities	<i>per activity</i>	<i>per activity</i>	
One-Time/Annual Participation Fee	\$75	\$75	
Activities which pay One-Time/Annual Participation Fee			
ATHLETICS:			
Adaptive Bowling	\$80	\$80	
Adaptive Floor Hockey	\$80	\$80	
Adaptive Soccer	\$80	\$80	
Adaptive Softball	\$80	\$80	
Alpine Ski (boys/girls)	\$125	\$125	
Baseball (boys)	\$125	\$125	
Basketball (boys/girls) 9	\$165	\$165	
Basketball (boys/girls) 10-12	\$165	\$165	
Competitive Dance	\$200	\$200	
Cross Country Running (boys)	\$80	\$80	
Cross Country Running (girls)	\$80	\$80	
Football (boys)	\$200	\$200	
Golf (boys/girls)	\$100	\$100	
Gymnastics	\$200	\$200	
Hockey (boys)	\$247	\$247	
Hockey (girls)	\$247	\$247	
Lacrosse-boys	\$175	\$175	
Lacrosse-girls	\$130	\$130	
Nordic Ski (boys/girls)	\$125	\$125	
Soccer (boys/girls)	\$100	\$100	
Softball (girls)	\$125	\$125	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2024-25		PROPOSED 2024-25	NOTES
	2023-24		
Swimming (boys/girls)	\$109	\$109	
Tennis (boys/girls)	\$85	\$85	
Track (boys)	\$150	\$150	
Track (girls)	\$150	\$150	
Volleyball (girls)	\$100	\$100	
Wrestling (boys)	\$104	\$104	
ENRICHMENTS:			
Architectural Challenge	\$0	\$0	
Chamber Singers	\$50	\$50	
Debate	\$80	\$80	
DECA	\$80	\$80	
Destination Imagination	\$0	\$0	
Donna Voce	\$50	\$50	
Drama - Fall Musical	\$80	\$80	
Drama - One Act Play	\$0	\$0	
Drama - Spring Musical	\$80	\$80	
Drama - Winter Play	\$50	\$50	
ESports	\$80	\$80	
Engineering Tech Challenge	\$0	\$0	
Jazz Ensemble (Band)	\$50	\$50	
Jazz Too	\$0	\$0	
Knowledge Bowl	\$50	\$50	
Marching Band	\$80	\$80	
Math Team	\$80	\$80	
Mock Trial	\$80	\$80	
Model UN	\$80	\$80	
Pit Orchestra (Drama/Musicals)	\$0	\$0	
Quiz Bowl	\$80	\$80	
Robotics	\$80	\$80	
Science Fair	\$0	\$0	
Science Olympiad	\$0	\$0	
Speech	\$80	\$80	
Supermileage	\$0	\$0	
Varsity Madrigals	\$0	\$0	
Winter Pep Band	\$0	\$0	
Co-Curricular Activities (Continued)			
Activities which pay One-Time/Annual Participation Fee (cont'd)	<i>per activity</i>	<i>per activity</i>	
CLUBS			
Bowling (no activity fee assessed by MHS)	\$0	\$0	
Competitive & Sideline Cheerleading	\$225	\$225	
Performance Dance	\$100	\$100	
Sailing (no activity fee assessed by MHS)	\$0	\$0	
Slowpitch Softball	\$160	\$160	
Trap/Skeet Shooting (no activity fee assessed by MHS)	\$0	\$0	
Enrichments/Clubs With No Participation Fee:			
American Sign Language (ASL) Club	at cost	at cost	
Art Club	at cost	at cost	
Baking Club	at cost	at cost	
Breezes	at cost	at cost	
Dare to Know	at cost	at cost	
Duct Tape Club	at cost	at cost	
Earth Club	at cost	at cost	
Honor Society (NHS)	at cost	at cost	
Interact	at cost	at cost	
Literary Magazine	at cost	at cost	
National Art Honor Society	at cost	at cost	
OFFENSE	at cost	at cost	
Optimist Club	at cost	at cost	
People to People	at cost	at cost	
Reachout Volunteers	at cost	at cost	
Strength Training - fall/winter/spring after school per season	\$50	\$50	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Government	at cost	at cost	
Students Against Poverty	at cost	at cost	
Video Production Club	at cost	at cost	
Vocal Music Sessions - fall/winter/spring per 8 week season	\$80	\$80	
Vocal Music Sessions - 1 session	\$10	\$10	
Yearbook	at cost	at cost	
New Student Interest Club	\$30 min or cost	\$30 min or cost	
Try-Out Fee			
Golf (green fees)	<i>per sport</i>	<i>per sport</i>	
Downhill Skiing (lift tickets)	at cost	at cost	
Approved by School Board 06/XX/2022			

MINNETONKA MIDDLE SCHOOLS STUDENT FEE SCHEDULE 2024-25			NOTES
	2023-24	PROPOSED 2024-25	
Art			
Art classes	at cost	at cost	
Technology Education	<i>per course</i>	<i>per course</i>	
Woods	at cost	at cost	
Tech Ed Kits	at cost	at cost	
Family and Consumer Sciences	<i>per course</i>	<i>per course</i>	
FACS/Snack Shop	at cost	at cost	
Media	<i>per day</i>	<i>per day</i>	
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Padlocks			
Physical Education	\$0	\$0	
Athletic-deposits	\$0	\$0	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
Ipad Insurance- Optional	\$40	\$40	
Field Trips - Supplemental			
Optional Field Trips	at cost	at cost	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Band- taxable	\$85/12 months	\$85/12 months	
Orchestra - taxable	\$100/12 months	\$100/12 months	
Percussion Kit - taxable	\$35/12 months	\$35/12 months	
Other Optional Fees			
After School Center	\$50/Quarter	\$50/Quarter	
Yearbook - taxable	\$28	\$28	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Returned check fee	\$10	\$10	
Participation Fee	<i>per school year</i>	<i>per school year</i>	
Co-curricular activities and Enrichments unless noted	\$50	\$50	
Plays/Musicals	<i>per event</i>	<i>per event</i>	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Co-curricular Activity Fees; Uniform, Equipment, Transportation	<i>per activity</i>	<i>per activity</i>	
Activities which pay \$50 Participation Fee			
Cross Country Running (boys)	\$60	\$60	
Cross Country Running (girls)	\$60	\$60	
Golf (boys/girls)	\$60	\$60	
Nordic Ski (boys/girls)	\$60	\$60	
Tennis (boys/girls)	\$60	\$60	
Track (boys)	\$60	\$60	
Track (girls)	\$60	\$60	
Volleyball (girls)	\$60	\$60	
Wrestling (boys)	\$60	\$60	

MINNETONKA MIDDLE SCHOOLS STUDENT FEE SCHEDULE 2024-25			NOTES
	2023-24	PROPOSED 2024-25	
Academic Enrichments/Clubs Activity Fees	<i>per activity</i>	<i>per activity</i>	
Enrichments which pay \$50 Participation Fee			
Anime Club	\$15	\$15	
Archery	\$25	\$25	
Art Activities/Jewelry making	\$10	\$10	
Baking Club	\$35	\$50	Per K. Mohaghan - \$6 per class. Increase needed to cover cost of food
Bright Watch	\$10-\$50	\$10-\$50	
Computer Art	\$10	\$10	
Clay Class/Pottery/Sculpture	\$15	\$15	
Cooking Club	\$40	\$40	
Drama Club	\$10	\$10	
Drama/Musical	\$50	\$50	
Drama/One Act Play	\$40	\$40	
Eco Art/ Mural	\$5	\$5	
Environmental Club	\$10	\$10	
Games Club	\$30	\$30	
Honor Choir	\$0	\$0	
Jazz Band	\$0	\$0	
Knowledge Bowl	\$25	\$25	
Lego League/Robots	\$15	\$15	
Math Team	\$25	\$25	
Photoshop Class	\$10	\$10	
Quiz Bowl	\$10	\$10	
Rock Climbing	\$25	\$25	
Science Olympiad	\$15	\$15	
Scrapbook Club	\$30	\$30	
Speech Club	\$25	\$25	
Stage Crew	\$40	\$40	
Table Tennis Club	\$20	\$20	
Variety Show	\$0	\$0	
Water Polo	\$25	\$25	
Woodworking Club	\$20	\$20	
Enrichments With No participation Fees			
Book Club	\$20	\$20	
Crochet Club	\$5	\$5	
Mad Jazz/Ensemble	\$0	\$0	
Media Club	\$15	\$15	
Morning Madrigals	\$0	\$0	
Newspaper Club	\$10	\$10	
Service Learning Club	\$0	\$0	
Show Choir	\$0	\$0	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Leadership/Government	\$0	\$0	
Yearbook Club	\$0	\$0	
New Student Interest Club	Min \$30 or at Cost	Min \$30 or at Cost	
Approved by School Board 06/XX/2022			

MINNETONKA ELEMENTARY SCHOOLS			NOTES
FEE SCHEDULE			
2024-25			
	2023-24	PROPOSED 2024-25	
Media			
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
iPad Insurance - Optional	\$40	\$40	
Field Trips - Supplemental	at cost not to exceed \$50/yr.	at cost not to exceed \$50/yr.	
Musical Instruments Rental	per school year	per school year	
Band-taxable	\$85	\$85	
Percussion-taxable	\$10	\$10	
Orchestra-taxable	\$100	\$100	
After School Language Instruction	\$50	\$50	
Tonka District Children's Choir Grades 4 & 5	\$50	\$50	
Plays/Musicals	per event	per event	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Other Non-Student Fees	per occurrence	per occurrence	
Returned check fee	\$10	\$10	
Approved by School Board 06/XX/2023			

Tonka Dome-Einer Anderson Stadium Field

Fee Schedule for Rental

Effective

November 1, 2024

Charges:

- > Based on the organizational classifications detailed in District Policy #902, users shall pay rental fees as shown below as well as applicable equipment and personnel charges. **A 8.525% state & local sales tax** will be assessed on the rental of facilities, equipment and custodial charges **unless a tax exempt certificate** is submitted with the facility use application.
- > Rental hours will be figured from when group members enter the building to when they depart.
- > Rental equipment be made available based on the below charges only when approved in advance.
- > Facility supervisor hours are figured to include 15 minutes before the group is scheduled to enter and 15 minutes after the group leaves. Facility Supervisor and/or custodial charges will be waived for Group A youth activities when meeting during regular designated duty hours.
- > **Rates effective November 1, 2024**

Indoor Athletic Facilities (Per Hour):

Tonka Dome:

		<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
January 1 thru end of season	Full Field	\$440.00	\$475.00	\$475.00	\$490.00
	Half Field	\$255.00	\$280.00	\$285.00	\$290.00
November thru December 31 and Saturday after 6:00 PM.	Full Field	\$395.00	\$405.00	\$415.00	\$425.00
	Half Field	\$245.00	\$250.00	\$255.00	\$265.00

Outdoor Athletic Facilities (Per Hour):

Package #1: Turf Playing Field

Field, pressbox and scoreboard.

\$165.00	\$180.00	\$200.00	\$225.00
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Package #2: Stadium and Lights

Field, stadium, scoreboard, track & lighting.

\$200.00	\$265.00	\$315.00	\$355.00
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Note: Sound system available only for MHS varsity events.

Note: All events, both indoor and outdoor, must be completed prior to 10:00 PM.

Equipment Charges (Per Hour)

Tonka Dome Batting Cages	\$90.00	\$95.00	\$95.00	\$106.00
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Personnel Charges (Per Hour)

Facility Supervisor	\$0.00	\$85.00	\$85.00	\$85.00
Custodial Staff as Required	\$0.00	\$100.00	\$100.00	\$100.00

Other Charges: (Per Event)

No Show Fee	\$100.00	\$100.00	\$100.00	\$100.00
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Updated March 27, 2023

REPORT

**School Board
Minnetonka I.S.D. # 276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item VII.

Title: Preview of Celebration of Excellence

Date: May 9, 2024

OVERVIEW

Minnetonka's Annual Celebration of Excellence will be held on Thursday, May 16, 2024. This event honors adults who represent the many excellent child-centered teachers, employees and volunteers serving our children every day.

The public is invited to join this celebration in person at the Arts Center on 7 at Minnetonka High School and also via livestream. The program begins at 7PM, after a 6PM reception with refreshments in the lobby of the Arts Center. A link will be shared on the District website, social media channels and through emails to families and staff for those who would like to join the livestream.

In addition to years of service and teacher and employee awards, the evening includes the recognition of the honoree for the Bradley G. Board Award for Excellence in Elementary Education, the Joyce Gustafson Memorial Award, the Judy Erdahl Memorial Award and several Spinnaker Awards for our amazing community volunteers. We also have Gold Partner Awards for outstanding contributors to the District's VANTAGE program and Gold Partners for key contributors to the District's MOMENTUM program.

The event concludes with the District's selection of an elementary teacher and a secondary teacher who will serve as Minnetonka Schools' nominees for the 2025 Minnesota Teacher of the Year program.

At the May 9, 2024 School Board meeting, we will share a short preview video of the upcoming event.

We'd like to thank the Minnetonka Public Schools Foundation, Brad Board, the Excelsior-Lake Minnetonka Rotary and the Friends of Judy Erdahl for their generous sponsorship of the named awards.

RECOMMENDATION/FUTURE DIRECTION:


This report is submitted for the School Board's information.

Submitted by:



Dr. JacQui Getty, Executive Director, Communications

Concurrence:



David Law, Superintendent



Join us on Thursday, May 16, 2024 to Celebrate Child-Centered Excellence.

Employee Awards for Child Centered Excellence

Paul Twenge – Administrator

Bill Keenan - Buildings and Grounds

Jim Dorf - Bus Driver

Harriette Chwialkowski - Clerical/Office Assistant

Tara Kamann - Counselor/Professional Staff

Macall Brix - Explorers Staff

Jackie Dickens - Nurse/Professional Staff

Amy LaGrange - Nutrition Services

Kathryn Prell - Occupational Therapist

Kelly Fidgeon – Paraprofessional

Miky Gee – Paraprofessional

Anna Oasheim - Program Manager at Minnetonka Community Education

John Grotz - Technology/Professional Staff

Child-Centered Excellence in Teaching Awards

Paige Koehnen, Clear Springs Elementary

Rachel Norton, Deephaven Elementary

Amy O'Neill, Excelsior Elementary

Megan Hill, Groveland Elementary

Amy Gutierrez-Paine, Minnewashta Elementary

Heidi Volkart, Scenic Heights Elementary

Kristen Moreen, S.A.I.L.

Nick Bahr, MHS

Kristin Goeser, MHS

Joel Newman, MME

Jennifer Pearce, MMW

Child-Centered Excellence for Teaching E-learners Awards

Wendi Bottiger (K-5), Ben Stanerson (6-12) Tonka Online

Excellence in Team Collaboration Awards

Lisa Reed and Laura Rosati from MMW

Tonka Online's K-5 Team (Merri Altieri, Reid Anderson, Samantha Bauchle, Wendi Bottiger, Courtney Davis, Cheryl Heaney, Joe Hessburg, Tim Ketel, Melani Schwartz, Kelli Whiteside)

Minnetonka Community Education Awards

Business Partner of Year Award – Bryn Atherton

ECFE/Preschool Award of the Year – Susie Gillespie

Youth Programs Award of the Year – Don and Mary Anne Draayer

Adult Programs Award of the Year– Park Dental

VANTAGE Gold Partners

Heidi Teoh

Jill Zullo

MOMENTUM Gold Partners

Aloft Aviation

Luther Automotive Group

Minnesota Asphalt Pavement Association

Walser Automotive Group

Spinnaker Awards

Matt Chapman

Rena Dragseth

Amy Grady

The General Store of Minnetonka

Kyle Heitkamp

Molly Kerr

Karen Thoele and Steve Kniss

Bradley G. Board Award for Excellence in Elementary Education

Jayna Rafferty, Multilingual Learners Teacher, Excelsior Elementary

Judy Erdahl Memorial Award

Sarah Ridgway, ECCE Teacher, MCEC

Joyce Gustafson Memorial Award

Anna Bjork, Multilingual Learners Teacher, MME

To be announced at the event:

2025 MN Teacher of the Year Nominees

We will also honor those employees celebrating their 20, 25, 30, 35 and 40 Years of Service with Minnetonka Schools.

**SCHOOL BOARD
MINNETONKA I.S.D. #276
5621 County Road 101
Minnetonka, MN
Community Room**

Board Agenda Item VIII.

TITLE: Adoption of 2025-2026 Calendar

DATE: May 9, 2024

BACKGROUND

Minnesota State law requires the School Board to adopt a calendar prior to April 1 of the school year preceding the year the calendar will be in effect. As is the District's practice, we are working on setting a calendar a full year in advance of its due date. Accordingly, on February 27 and April 29, a committee of teachers, paraprofessionals, administrators, parents, and students worked to develop a recommendation to the School Board. The Committee followed the School Board and state law parameters in developing this recommendation. This below comprises the Calendar Committee's draft recommendation.

The outline for the recommended calendar is as follows:

- ◆ First day of school for teachers: Tuesday, August 26, 2025
- ◆ First day of school for grades 1-12+ students: Tuesday, September 2, 2025
- ◆ First day of school for kindergarten students: Thursday, September 4, 2025
- ◆ Early release dates: Friday, October 31, 2025; Friday, February 13, 2026
- ◆ Late start dates: Monday, September 29, 2025; Monday, April 27, 2026
- ◆ Fall conference dates: Thursday, Oct. 9, 2025: 4-8pm; Friday, Oct. 10, 2025: 8am-4pm; an additional 4 hours of conference time to be assigned by building site the weeks of Oct. 6, 2025, or Oct. 13, 2025
- ◆ Spring conference dates: Thursday, March 5, 2026: 4-8pm; Friday, March 6, 2026: 8am-4pm; an additional 4 hours of conference time to be assigned by building sites the week of March 2, 2026, or March 9, 2026
- ◆ Winter Break: December 22, 2025 – January 2, 2026 (10 workdays)
- ◆ Spring Break: March 30 – April 3, 2026
- ◆ Last student day: Thursday, June 11, 2026
- ◆ Last teacher day: Friday, June 12, 2026

Supporting information for the 2025-26 school calendar is attached including an overview of the calendar, days for professional learning, transition days between quarter for grading and planning and extended PLC meetings, and a recommended calendar.

Members of the calendar committee include: teachers Jennissa Schommer, Patricia Cespedes-Schueller, Jing Zhao, Jill Browning, Kirsten Tetzlaff and Heather Richins; Paraprofessional Samantha Graf, Almuth Wolf and Molly Keogh; Assistant Principals Alex Hinseth and Dalton Knes; Preschool, ECFE, Jr Explorers Coordinator Molly Bahneman; Director of Assessment Matt Rega; Director of Teacher Development Sara White; Director of Activities Ted Schultz; Executive Director of Communications JacQui Getty; Human Resources Coordinator Sandy Souba; General Counsel and Executive Director of Human Resources Anjie Flowers; Parents Tesa Laskin, Amy Wilkerson and Anitha Kallanagoudar; and MHS Students John Leuer, Blake Malk and Eliana Weiss.

RECOMMENDATION/FUTURE DIRECTION:

We recommend the School Board approve the 2025-26 calendar, as presented at the regular school board meeting on May 9, 2024.

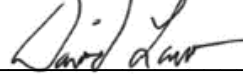
Submitted by:



Anjie Flowers

General Counsel and Executive Director
of Human Resources

Concurrence:



David Law
Superintendent

Overview of Recommended 2025-26 Calendar

Background

The 2025-26 calendar draft generally follows the pattern of most recent ones the Board has adopted. The committee had considered parameters including state law, assessments and testing, collective bargaining agreements, and preferences of the School Board, PTO/PTA and the leaders of the Minnetonka Teachers Association (MTA).

1. Number of student days and teacher days;
2. Starting date for school;
3. Potential dates for winter and spring breaks;
4. Potential ending date for school;
5. Other unique issues impacting the calendar

Overall Summary

The calendar provides for 171 student days for kindergarten, and 173 student days for grades 1-12+.

Provisions of the Recommended Calendar

PROVISIONS	RATIONALE
New Teacher Workshops Aug. 11 – August 22, 2025.	Two weeks before all staff are back.
Teacher workshop and planning Aug. 26-28, 2025.	3 days before students begin; similar to recent calendars.
Start day grades 1-12+ of September 2, 2025.	Current state law permits school to begin after Labor Day.
Kindergarten assessments September 2-3, 2025.	Two days of kindergarten assessments.
Start day for kindergarten September 4, 2025.	Two days after the start of grades 1-12+ to allow for kindergarten assessments.
Two-hour late start for K-12+ students Monday, September 29, 2025.	Supports professional learning time for teachers. The below summary shows the distribution of this time.
No School K-12+, No staff (teachers, paras...) Yom Kippur, Thursday, October 2, 2025.	Per discussion of calendar committee
Fall Conferences: <ul style="list-style-type: none">• Thursday, Oct. 9, 4-8pm (12-hour day for teachers)• Friday, Oct. 10, 8am-4pm (no school K-12 students) An additional 4 hours to be scheduled at the school site level outside the school day during the weeks of October 6 or October 13, 2025.	Note that the attached calendar for 2025-26 shows an extra teacher day in October to account for the extra 4 hours of work on 10/9/25 and the extra 4 hours of work during the weeks of 10/6/25 or 10/13/25.
Education Minnesota Conferences: October 16-17, 2025.	By teacher collective bargaining agreement.

PROVISIONS	RATIONALE
Two-hour early release for K-12+ students Friday, October 31, 2025.	Supports professional learning time for teachers. The attached summary shows the distribution of this time.
Transition day between quarters 1 and 2 is November 7. No school K-12+ for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	At the end of first quarter, consistent with the teacher collective bargaining agreement between the MTA and the District.
No students K-12+, no staff (teachers, paras...) Wednesday, November 26, 2025.	Preference of recent past calendars and school board recommendation.
Thanksgiving holiday: November 27-28, 2025. District offices closed.	By collective bargaining agreements.
Winter break December 22, 2025 – January 2, 2026.	10 working days for break.
Dr. Martin Luther King, Jr. Day: January 19, 2026. District offices closed.	By collective bargaining agreements.
Transition day between semesters 1 and 2 is January 26, 2026. No school K-12+ for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	Consistent with the teacher collective bargaining agreement between the MTA and the District.
Two-hour early release for K-12+ students Friday, February 13, 2026.	Supports professional learning time for teachers. The attached summary shows the distribution of this time.
President's Day: February 16, 2026. District offices closed.	By collective bargaining agreements.
Spring Parent Teacher Conferences: <ul style="list-style-type: none"> Thursday, March 5, 4-8pm (12 hour day) Friday, March 6, 8am-4pm (no school) An additional 4 hours to be scheduled at the school site level outside the school day during the week of March 2 nd or March 9 th .	This model allows: <ul style="list-style-type: none"> Avoids weeks shorter than 3 days for teaching and learning. Note that the attached calendar shows an extra teacher day in March to account for the extra 4 hours of work on 3/5/26 and the extra 4 hours of work during the weeks of 3/2/26 or 3/9/26.
No school K-12+, No staff (teachers, paras...) Eid, Friday, March 20, 2026.	Per discussion of calendar committee
Spring Break: March 30 – April 3, 2026.	At the end of third quarter, consistent with previous calendars.
District offices closed Friday April 3, 2026.	By collective bargaining agreements.
Transition day between quarters 3 and 4 is April 6, 2026. No school K-12+ for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	Honors request by the MTA to have grading and planning time at the end of the first and third quarters.
Two-hour late start for K-12+ students Monday, April 27, 2026.	Supports professional learning time for teachers. The attached summary shows the distribution of this time.
Memorial Day: Monday, May 25, 2026. District offices closed.	By collective bargaining agreements.

Last day for students: Thursday, June 11, 2026.	Allows for 173 student contact days for grades 1-12+ and 171 student contact days for kindergarten.
Last day for staff: Friday, June 12, 2026.	Meets required 184 teacher contract days consistent with the teacher collective bargaining agreement.

2025-26 Plan for Professional Learning and Late Start/Early Release Days

Date	Plan
September 29, 2025 (*2-Hour Late Start)	Site-planned professional learning.
October 31, 2025 (*2-Hour Early Release)	Site-planned professional learning.
November 7, 2025	By contract, PLC teams will meet for a minimum of two (2) hours.
January 26, 2026	By contract, PLC teams will meet for a minimum of two (2) hours.
February 13, 2026 (*2-Hour Early Release)	Site-planned professional learning.
April 6, 2026	By contract, PLC teams will meet for a minimum of two (2) hours.
April 27, 2026 (*2-Hour Late Start)	Site-planned professional learning.

*ECFE and ECSE will have 2 hours of professional learning at a mutually agreed upon date and time.

Attachment to the School Board Agenda on School Calendar for April 18, 2024

The development of the school calendar needs to take into account many factors, including:

- **State set requirements** (including the length of the student year, the requirement that schools begin after Labor Day, and significant date requirements for state testing.)
- **Local contractual parameters** (including the number of teacher duty days (184), the maximum number of student days (174), 2 days off in October for teachers to attend professional meetings for their state association, a workshop day for teachers at the end of each quarter, and a one-week spring break.)
- **Preferences of the Board, staff, and community** (including preferences for the times and placement of parent conferences, the length and timing of winter and spring break, the placement and the ending date of the school year for students and staff.)

Included on the following page is a summary of surrounding school district dates and breaks for 2023-24, 2024-25 and 2025-26.

Also included are state statutes that school districts must comply with when planning a school calendar. Minn. Stat. 120A.40 governs when a public school system is allowed to begin school and Minn. Stat. 120A.41 governs the number of required instructional hours per school year.

SURROUNDING SCHOOL DISTRICT DATES AND BREAKS

2023-24

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/28/23 & 8/30/23	12/25/23-1/5/24	3/18/24-3/22/24	5/31/24
Hopkins	9/5/23	12/25/23-1/5/24	4/1/24-4/5/24	6/7/24
Wayzata	9/5/23	12/22/23-1/2/24	3/29/24-4/5/24	6/6/24
Chaska/Chan	9/5/23	12/21/23-1/1/24	3/25/24-3/29/24	6/4/24 & 6/6/24
Eden Prairie	9/5/23	12/25/23-1/2/24	3/18/24-3/22/24	6/6/24
Osseo/MG	9/5/23	12/20/23-1/1/24	3/25/24-3/29/24	6/7/24
Robbinsdale	9/5/23	12/25/23-1/5/24	3/25/24-3/29/24	6/5/24
St. Louis Park	9/5/23	12/22/23-1/1/24	3/29/24-4/5/24	6/7/24
Minnetonka	9/5/23	12/21/23-1/1/24	3/29/24-4/5/24	6/7/24

2024-25

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/26/24 & 8/28/24	12/23/24-1/3/25	3/31/25-4/4/25	5/30/25
Hopkins	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/6/25
Wayzata	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/5/25
Chaska/Chan	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/3/25 & 6/5/25
Eden Prairie	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/10/25
Osseo/MG	9/3/24	12/23/24-1/3/25	3/24/25-3/28/25	6/6/25
Robbinsdale	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/4/25
St. Louis Park	<i>None Yet</i>			
Minnetonka	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/11/25

2025-26

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/25/25 & 8/27/25	12/22/25-1/2/26	3/16/26-3/20/26	5/28/26

MINNESOTA STATUTES

120A.40 SCHOOL CALENDAR.

(a) Except for learning programs during summer, flexible learning year programs authorized under sections [124D.12](#) to [124D.127](#), and learning year programs under section [124D.128](#), a district must not commence an elementary or secondary school year before Labor Day, except as provided under paragraph (b). Days devoted to teachers' workshops may be held before Labor Day. Districts that enter into cooperative agreements are encouraged to adopt similar school calendars. (b) A district may begin the school year on any day before Labor Day: (1) to accommodate a construction or remodeling project of \$400,000 or more affecting a district school facility; (2) if the district has an agreement under section [123A.30](#), [123A.32](#), or [123A.35](#) with a district that qualifies under clause (1); or (3) if the district agrees to the same schedule with a school district in an adjoining state.

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

(a) A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. The school calendar for a prekindergarten student under section [124D.151](#), if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section [124D.126](#). (b) A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to section [120A.414](#). (b) A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to section [120A.414](#).

August, 2025	MINNETONKA PUBLIC SCHOOLS 2025-26 CALENDAR –RECOMMENDED FOR APPROVAL		February, 2026
<div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> </div> <div> <div>11</div> <div>12</div> <div>13</div> <div>14</div> <div>15</div> </div> <div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> <div>22</div> </div> <div> <div>25</div> <div>26</div> <div>27</div> <div>28</div> <div>29</div> </div> <div>Tea 3</div>	<div> <div>August</div> <div>11-22 New Teacher Workshops (Tentative)</div> <div>26-28 Teacher Workshop & Planning (K-12+)</div> </div> <div> <div>September</div> <div>1 No School K-12: District Office Closed: Labor Day</div> <div>2 School Begins 1-12+: Begin 1st Quarter</div> <div>2-3 Kindergarten Assessments</div> <div>4 School Begins: Kindergarten</div> <div>29 Two-Hour Late Start K-12+: Teacher Prof. Lrng</div> </div> <div> <div>October</div> <div>2 No School K-12+: Yom Kippur</div> <div>9 P/T Conferences 4-8pm</div> <div>10 No School K-12+: P/T Conferences 8am-4pm</div> <div>*4 additional hours of P/T Conferences to be scheduled by site the weeks of Oct. 6 and/or Oct. 13</div> <div>16-17 No School K-12+: Teacher Statewide Meetings</div> <div>31 Two-Hour Early Release K-12+: Teacher Professional Learning</div> </div> <div> <div>November</div> <div>6 End of 1st Quarter: 44 days</div> <div>7 No School K-12+: Planning and Grading/PLC</div> <div>10 Begin 2nd Quarter</div> <div>26 No School K-12+</div> <div>27-28 No School K-12+: District Office Closed: Thanksgiving Break</div> </div> <div> <div>December</div> <div>22-31 No School K-12+: Winter Break</div> <div>24-25 District Office Closed</div> </div> <div> <div>January</div> <div>1 No School K-12+: District Office Closed: New Year's Day</div> <div>19 No School K-12+: District Office Closed: MLK, Jr. Day</div> <div>23 End 2nd Quarter 41 days: End 1st Semester 85 days</div> <div>26 No School K-12+: Planning and Grading/PLC</div> <div>27 Begin 3rd Quarter, Begin 2nd Semester</div> </div>		<div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> </div> <div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> </div> <div> <div>11</div> <div>12</div> <div>13</div> <div>14</div> <div>15</div> </div> <div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> <div>22</div> </div> <div> <div>25</div> <div>26</div> <div>27</div> <div>28</div> <div>29</div> </div> <div>Tea 3</div>
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Color code: **New Teacher Workshop;** **Staff Work Days (no students);** **Parent/Teacher Conferences;** **Late Starts/Early Releases;** **End of Quarters**

INFORMATION

**School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item IX.

Title: Presentation on Possible Extension of Operating Referendum

Date: May 9, 2024

EXECUTIVE SUMMARY

The 2023 Minnesota Legislature modified Minnesota Statutes 126C.17 with a new Subdivision 9b., which allows school districts to extend an expiring operating referendum one time for 10 years by a vote of the school board if it is extended at the same per-pupil amount, and for school districts that have a voter-approved annual inflation factor adjustment, at the same per-pupil amount plus an annual inflation adjustment.

The reason for this change is because extensive historical data on elections for the renewal of operating referendums indicated that for operating referendums that were proposed to renew at the same rate or the same rate plus inflation, the approval rate was very close to 100%.

By allowing school districts to extend an Operating Referendum one time for 10 years, school districts across the State would not have to expend scarce dollars on the cost of running a referendum election.

Minnetonka ISD 276 has authority from the voters to levy the Operating Referendum through the 2024 Pay 2025 Levy to fund Fiscal Year 2026. In other words, the Operating Referendum Levy Authority approved on November 3, 2015 expires after the 2024 Pay 2025 Levy.

In order for it to continue, the School Board must either run an Operating Referendum election in November 2024, or decide to extend the Operating Referendum by School Board approval.

If the School Board decides to extend the Operating Referendum by School Board approval, the District must hold a public hearing, which can be before the meeting at which the extension will be voted upon, and notify the Minnesota Department of Education and Hennepin County and Carver County Auditors of the extension by June 15, 2024.

The District has worked with the legal counsel Katharine Saphner, Esq., of Knutson, Flynn & Deans and Michael Hoheisel and Matthew Rantapaa of Baird Financial Advisors to develop the required Operating Referendum Extension Resolution for the School Board to consider. Knutson, Flynn & Deans and Baird Financial Advisors are the professional firms that we use for school board elections, operating referendum elections, and bond issues.

For the 24 Pay 25 Operating Referendum Levy, which is the final year of the authority approved by the voters on November 3, 2015, the per-pupil amount approved is projected to be \$2,381.40 utilizing the inflation factors calculated by the Minnesota Department of Education.

Utilizing the Minnesota Department of Education 2.17% inflation factor calculated for the 25 Pay 26 Levy, which would be the first year of a either a School-Board-approved extension or a voter-approved levy renewal, the per-pupil amount is calculated at \$2,432.36.

It is important to note that the voters of the District approved a per-pupil amount that is higher than the State-imposed Operating Referendum Cap. The extension will continue calculating any inflation increases off of that base, and it is important for the District to continue to do so, because if the Legislature every increases the Operating Referendum Cap or removes the Operating Referendum Cap in a future year, the District would be able to immediately levy for the full voter-approved amount.

For example, on the 23 Pay 24 Levy for FY25, the voter-approved per-pupil amount is \$2,330.82, but the State-imposed Operating Referendum Cap is \$2,202.89.

For the 24 Pay 25 Levy for FY26, the voter-approved per-pupil amount is estimated to be \$2,381.40, but the State-imposed Operating Referendum Cap is estimated to be \$2,250.69.

For the proposed School Board extension or voter-approved renewal on the 25 Pay 26 Levy for FY27, the per-pupil amount of authority requested is projected to be \$2,432.36, but the State-imposed Operating Referendum Cap is estimated at \$2,298.86.

A proposed resolution for School Board extension of the Operating Referendum is attached for the School Board's and the public's review. The resolution continues the inflation factor off of the amount per pupil approved by voters on November 3, 2015 for the second step increase that was stipulated in the Referendum Question for that election.

It is anticipated that at the estimated E-12 enrollment for FY27 of 11,426 (11,372 K-12 plus 54 Early Childhood Handicapped), the Adjusted Pupil Units will total 12,505.40 resulting in a total amount requested of \$30,417,735 with that amount to be levied annually after adjustment for inflation through the 34 Pay 35 Levy for FY36.

That amount will be the authorized amount, but the State-imposed Operating Referendum Cap will limit the actual amount collected to \$2,298.86 per pupil for a total amount of \$28,748,164.

Since the District is at the Operating Referendum Cap at this time, we cannot ask the voters of the District for an increase in the per pupil amount. If we are to run an election to renew the Operating Referendum for ten years, the amount being asked of the voters would be the same amount as the amount that would be School-Board-approved were we to extend the Operating Referendum for ten years as allowed by Minnesota Statutes 126C.17 Subd. 9b.

If the School Board would decide to move ahead with a School-Board-approved extension, it is proposed that the District would hold a public hearing on May 30 prior to the May 30, 2024 Regular Board Meeting, and then have the School Board approve the extension at the May 30, 2024 Regular Board Meeting.


ATTACHMENTS

Proposed Resolution

RECOMMENDATION/FUTURE DIRECTION:

This information is presented for the School Board's and public's review.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
David Law, Superintendent

PROPOSED RESOLUTION FOR APPROVAL ON MAY 30, 2024

Resolution Relating to Renewal of Expiring Referendum

WHEREAS, section 126C.17, subdivision 9b, of the Minnesota Statutes allows the School Board to renew an expiring referendum;

WHEREAS, section 126C.17, subdivision 9b, of the Minnesota Statutes sets forth the following requirements to renew an expiring referendum:

- 1) The per pupil amount of the referendum is the same as the amount expiring, or for an expiring referendum that was adjusted annually by the rate of inflation, the same as the per-pupil amount of the expiring referendum, adjusted annually for inflation in the same manner as if the expiring referendum had continued;
- 2) the term of the renewed referendum is no longer than the initial term approved by the voters;
- 3) the school board has held a meeting and allowed public testimony on the proposed renewal; and
- 4) the expiring referendum has not been previously renewed under Minnesota Statutes 126C.17, Subdivision 9b;

WHEREAS, the expiring referendum is within the last two fiscal years of the term of the referendum;

WHEREAS, the School Board held a meeting and allowed public testimony on a proposed renewal of the referendum on May 30, 2024;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 276 (Minnetonka Public Schools), State of Minnesota, as follows:

1. The Board hereby determines and declares that it is necessary and expedient for the school district to extend and renew the general education revenue provided by an expiring referendum passed by the voters of the school district on November 3, 2015. This referendum was passed with an amount of \$1,590.04 per adjusted pupil unit for taxes payable in 2016, with an inflationary increase in that amount for taxes payable in 2017 and 2018, and \$2,046.29 per adjusted pupil unit for taxes payable in 2019, with an inflationary increase in that amount for taxes payable in 2020 through 2025. The expiring referendum did include an inflationary adjustment provision as provided by Minnesota Statute 126C.17.

2. The Board does hereby extend the term of the renewed referendum for ten years beginning taxes payable 2026.

3. This resolution will have the effect of extending the \$2,046.29 per adjusted pupil unit for taxes payable in 2019, with annual inflationary increases, for an additional ten years after the original expiration date.

4. The clerk is authorized and directed to send this adopted resolution, no later than September 1, 2024, to the Commissioner of Education and to the county auditor of each county in which the school district is located in whole or in part (Hennepin County and Carver County).

5. This resolution becomes effective 60 days after adoption.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 276 (Minnetonka Public Schools), State of Minnesota, Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to the Resolution Relating to Renewal of Expiring Referendum, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this _____ day of ____, 2024.

Chris Vitale
School District Clerk

CONSENT

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item X.

Title: Resolution Pertaining to Consent Agenda

Date: May 9, 2024

OVERVIEW:

The School Board formally adopted the Consent Agenda concept on March 1, 1979. For the Consent Agenda to work efficiently, Board members should call staff prior to the meeting regarding any questions they may have on the following items. If a member wishes to discuss any matter on the Consent Agenda, he/she should request, at the beginning of the meeting, that the item be placed on the regular agenda (during Agenda Item III: Adoption of the Agenda).

The following are the recommendations included within the Consent Agenda for May 9, 2024:

- a. Minutes of April 11 Regular Meeting and Closed Session of April 18
 - b. Study Session Summary of April 18, 2024
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Intermediate District 287 Long-Term Facilities Maintenance Levy
-

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve all recommendations included within the Consent Agenda items.

Submitted by:



David Law, Superintendent

CONSENT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item X. a

Title: Meeting Minutes

Date: May 9, 2024

OVERVIEW:

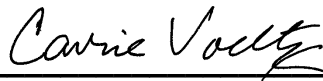
The minutes of the proceedings of the Minnetonka School Board's following meetings are attached:

1. April 11 regular meeting
2. April 18 closed session

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve these minutes, as presented.

Submitted by:



Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276

District Service Center

5621 County Road 101

Minnetonka, Minnesota

Minutes of April 11, 2024 Regular Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, April 11, 2024 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Meghan Selinger presided. Other Board members present were: Sally Browne, Kemerie Foss, Patrick Lee-O'Halloran, Dan Olson, Michael Remucal, Chris Vitale and Superintendent David Law, ex officio. The meeting was also livestreamed on the District's YouTube channel.

Prior to the meeting, Board members recognized, via a video, the following groups and individuals: Girls Hockey State 3rd Place Finishers; Girls Gymnastics State Qualifiers; Boys Swim & Dive State Runners-up; Wrestling State Qualifiers; Fencing State Qualifiers; Middle School Orchestra All-State Qualifiers; Middle School MathCounts State and National Qualifiers; High School Math Team State Qualifiers; Science Olympiad State Qualifiers; Elementary, Middle and High School Chess State Qualifiers; and Minnetonka Community Education LERN Awards recipients.

Chairperson Selinger called the meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the flag.

1. AGENDA

Lee-O'Halloran moved, Vitale seconded, that the School Board approve the agenda, as presented. Upon vote being taken thereon, the motion carried unanimously.

2. SCHOOL REPORTS FROM COMMUNITY EDUCATION AND EXCELSIOR ELEMENTARY

Assistant Director of Community Education Jenny Bodurka and ECFE/Preschool Coordinator Molly Bahneman presented MCE program and marketing information, as well as registration information for the upcoming year. They also shared a short video as part of the presentation with highlights of MCE events, programs and classes. Chairperson Selinger thanked the presenters and said it's always exciting to see what's happening in Community Education.

Excelsior Elementary Principal Jen Smasal and Fourth Grade Teacher Brooke Igl, along with students (via video), shared about key efforts at the school this year, including the impact of building a connected school community and setting conditions for excellence in student learning and support. Specific efforts to improve student literacy were also shared.

3. **COMMUNITY COMMENTS**

There were no community comments this evening.

4. **ADOPTION OF MINNETONKA FOUNDATION'S TEACHER GRANTS**

The Minnetonka Public Schools Foundation annually funds a significant number of innovative grants to teachers. Executive Director of the Foundation Jill Howe and Foundation Board Member and Chair of the Teacher Grant Program Troon Dowds shared that the Foundation has elected to grant \$109,124 in teacher grants for the coming school year. This is for 50 of the 66 grants submitted. The Foundation has funded 970 grants, totaling \$1.4M, over the years. Mr. Dowds also announced the Foundation has elected to provide the District with a one-time \$100,000 grant for decodable readers for the upcoming school year.

Vitale moved, Remucal seconded, that the Board approve the list of teacher grants as presented. Upon vote being taken thereon, the motion carried unanimously. Chairperson Selinger thanked the Foundation for its incredible support of the District.

5. **APPROVAL OF FY24 AMENDED BUDGET**

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He noted that the FY24-FY25 Minnetonka Teachers Association Contract has been approved. All differences in the final negotiated settlement from the compensation assumptions included in the FY24 Amended Budget Review at the February 22 Study Session have been included in both the FY24 Amended Budget and the FY25-FY29 projection as of April 11, 2024. The FY24 Amended Budget projection also includes all the known changes in revenues and expenditures that have occurred since the FY24 Budget was adopted on June 15, 2023.

The General Operating Fund FY24 Amended Budget inclusive of all the changes mentioned above is estimated to come in at a deficit of revenues to expenditures of (\$2,371,088), which is a decrease of (\$4,436,213) from the FY24 Adopted Budget estimated surplus of \$2,065,125.

Revenues increased from the FY24 Adopted Budget amount of \$161,022,727 to \$162,407,686 at the FY24 Amended Budget, or an increase of \$1,384,959. Expenditures increased from the FY24 Adopted Budget amount of \$158,957,602 to \$164,778,774 at the FY24 Amended Budget, or an increase of \$5,821,172.

It is important to note that the General Operating Fund is supported in both FY24 and FY25 by significant one-time or transitory revenue as follows:

- FY24 revenue is supported by \$2,184,946 in one-time Operating Referendum Revenue from a prior-year adjustment for actual inflation that ran higher than the inflation level estimated by the Minnesota Department of Education
- FY24 revenue is also supported by \$2,602,583 in transitory interest earnings on cash due to increased interest rates by the Federal Reserve to combat inflation – as the Federal Reserve lowers interest rates in the future this level of interest earnings will not be available, but the District is taking maximum advantage of the rates while they still exist by locking in future earnings
- Absent the one-time Operating Referendum revenue and the transitory higher-than-normal interest earnings, the FY24 Adopted Budget and Amended Budget would not be showing an estimated surplus
- FY25 revenue is supported by \$1,746,428 in one-time Operating Referendum revenue, \$320,967 in one-time Reemployment revenue, and \$112,111 in one-time Local Optional revenue, totaling \$2,179,506 in one-time revenue from prior-year adjustments due to MDE estimates being lower than actual
- FY25 revenue is also supported by \$2,000,000 in transitory interest earnings on cash due to increase interest rates by the Federal Reserve compared to normal rate levels, but estimated to decline approximately 25% during FY25 from FY24 levels
- Absent the one-time Operating Referendum revenue, one time Reemployment revenue, and one-time Local Optional revenue, and the transitory higher-than-normal interest earnings, the FY25 Adopted Budget estimate would show significantly larger deficit of revenue to expenditures
- The absence of one-time revenues in FY26 is one of the primary reasons that the estimated deficit of revenues to expenditures is larger by over \$4,000,000, at (\$6,082,468) in FY26 compared to (\$1,981,675) in FY25

The FY24 Amended Budget projects the following amounts for the General Operating Fund:

General Operating Fund Revenues	\$162,407,686
General Operating Fund Expenditures	\$164,778,774
Projected Revenues Over (Under) Expenditures	(\$ 2,371,088)
Net Change in Ending Fund Balance	(\$ 2,371,088)
Projected Ending Unassigned Fund Balance	\$ 19,706,133
Unassigned Fund Balance as Percent of Expenses	12.0%
Net Change in Unassigned Fund Balance From FY23	(\$ 2,114,022)

Mr. Bourgeois noted how critical that open enrollment funds have been for the District over the years and how all of the current funding streams the District has relied upon to combat inflation for the past two decades, including open enrollment, have shifted. Regarding funding, he noted that the next several years will be challenging for districts across the state and that Minnetonka will not be immune to these problems.

Lee-O'Halloran moved, Olson seconded, that the Board approve the following motion:

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve amendments to the Fiscal Year 2024 Budget for all funds as presented in the District fund projections for Fiscal Year 2024 as of April 11, 2024, including General Operating Fund Revenues of \$162,407,686 and General Operating Fund Expenditures of \$164,778,774.

In the discussion that followed, Board member Lee-O'Halloran wondered how this budget forecast would affect the District's AAA bond rating. Mr. Bourgeois responded that he had recently discussed this with Baird, and the most likely path is that the District would be rated as AAA with a negative outlook. There is also the possibility that the District would be rated as AA1, but Mr. Bourgeois noted that that is still a very good rating.

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

6. REVIEW AND APPROVAL OF POLICY #534: EQUAL EDUCATIONAL OPPORTUNITY

General Counsel and Executive Director of Human Resources Anjie Flowers presented the recommended changes to this policy. She noted that the changes were being driven by recent legislative updates and the need to remove an unnecessary note in the policy.

Olson moved, Browne seconded, that the Board approve the policy as presented. Upon vote being taken thereon, the motion carried unanimously.

7. APPROVAL OF LONG-TERM FACILITIES MAINTENANCE 10-YEAR PLAN ANNUAL UPDATE

Executive Director of Finance and Operations Paul Bourgeois presented the plan to the Board. He noted that the statutes governing this program require that an update of the 10-year plan be reviewed and approved by the School Board annually and filed with the Minnesota Department of Education. As Mr. Bourgeois explained, the use of long-term maintenance funding to ensure the District's fleet of 50-year-old, 65-year-old, and older buildings continue to function effectively for the next 60 years is the most cost effective and prudent course of action for the school district and the community for the long term.

The update of the 10 Year Long Term Facilities Maintenance Plan projects out remaining long term maintenance needs for the next decade starting with FY2026 through FY2035. The total projects listed in the plan for those 10 years are estimated at \$76,010,000, or an average of approximately \$7.6 million annually.

Each of the years in the FY2026-FY2035 Long-Term Facilities Maintenance Plan will be able to be funded with bond funding while at the same time the total amount of outstanding long-term bonds of the district declines every year as older bonds are paid off. While the annual plan projects potential needs of approximately \$7.6 million annually, if in a given

year competitive prices result in not all the bond proceeds being spent in that year, that will allow for bonding at a lower level in the subsequent year. The overall goal continues to be keeping the facilities in a state of good repair by doing only necessary projects and completing those necessary projects for the most competitive cost.

Vitale moved, Foss 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 Long-Term Facilities Maintenance Plan for FY2026 through FY2035 including projects estimated at a total cost of \$76,010,000.

Upon vote being taken thereon, the motion carried unanimously.

8. **CONSENT AGENDA**

Olson moved, Remucal seconded, that the Board approve the recommendations included within the following Consent Agenda items:

- Minutes of March 7 Regular Meeting and Closed Session; and March 21 Special Meeting
- Study Session Summary of March 21
- Payment of Bills – in the sum of \$10,305,335.44.
- Recommended Personnel Items
- Gifts and Donations for March 2024: a miniature airport replica from James Johnson to be placed in the MHS VANTAGE Aviation Program (donor correction from previous report). A cupping session from Imbue Wellness & Acupuncture, to be donated to the Minnetonka School District Wellness Program. \$5.60 from the Blackbaud Giving Fund to be placed in the MMW Principal Discretionary Fund. \$40.00 from Charities Aid Foundation America and \$200.00 from the Blackbaud Giving Fund, both to be placed in the Deephaven Elementary School Principal Discretionary Fund. \$1,000.00 from the Glen Lake Optimist Club, \$250.00 from Seacole-CRC, LLC, and Fleece Fabric from Cynthia Zabilla; all to be placed in the MHS 2024 Seniors Serve Fund/Program. \$4,970.00 from the Deephaven PTA to be placed in the Deephaven Elementary School Teacher Grants Fund. \$1,298.63 from the Mark Allen Streeter Foundation to be placed in the MHS Mark Allen Streeter Scholarship Fund. \$95.00 from the Blackbaud Giving Fund to be placed in the Scenic Heights Elementary Principal Discretionary Fund. \$500.00 from the Parachute Foundation to be placed in the MHS Men's Baseball Spring Travel Fund. \$250.00 from the JP Morgan Charitable Giving Fund to be placed in the Minnetonka School District General Fund. A \$10 gift card from Snuffy's Malt Shop and two 4-pack coupons from Crumbl Cookies, both to be given as door prizes at the Minnetonka Community Education Tour de Tonka Event. \$1,500.00 from the Groveland PTO to be placed in the Groveland Elementary School Sensory Path Fund. \$50.00 from the Blackbaud Giving Fund to be placed in the MME Principal Discretionary Fund. Total Gifts and Donations thus far for 2023-24: \$519,851.47.

- Electronic Fund Transfers
- Trust Funds
- Policy #440: Handbook for MCE and/or Aquatics Personnel

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

9. **BOARD REPORTS**

Board member Olson noted that he had recently attended a meeting of the Finance Advisory Committee where the committee reviewed all of the information Mr. Bourgeois shared regarding the budget and had a robust discussion regarding the District's financial picture.

10. **SUPERINTENDENT'S REPORT**

Superintendent Law shared about the District's Facilities Study Task Force, which will review the District's facilities and possible considerations to support student needs now and in the future. The task force's work will include several opportunities for input from all stakeholders, including parents, staff, community members and students.

11. **ANNOUNCEMENTS**

Board member Vitale announced that the Tonka Pride spirit wear/apparel Spring Sale will take place at the District Service Center in the Community Room on Friday, April 19 (Noon-7PM) and Saturday, April 20 (8AM-3PM). Tonka Pride's clothing and merchandise will all be 25% off! Proceeds support the PTO/PTA groups and their efforts to support our schools.

12. **ADJOURNMENT**

Olson moved, Foss seconded, adjournment at 8:34 p.m. Upon vote being taken thereon, the motion carried unanimously.



Chris Vitale, Clerk

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

Minutes of April 18, 2024 Closed Session

The School Board of Minnetonka Independent School District #276 met in closed session at 8:37 p.m. on Thursday, April 18, 2024 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Vice Chairperson Patrick Lee-O'Halloran presided. Other Board members present were: Sally Browne, Kemerie Foss, Dan Olson, Mike Remucal and Superintendent David Law, ex officio. Also present in the room was Executive Director of Finance and Operations Paul Bourgeois. Absent: Meghan Selinger and Chris Vitale.

Vice Chairperson Lee-O'Halloran called the meeting to order and announced that in accordance with Minnesota Statutes 13D.03, the meeting would be closed to the public in order to discuss the status of negotiations with the following employee groups:

- Nutrition Services
- Office Assistants
- Paraprofessionals
- Custodial and Maintenance
- Minnetonka Information Systems Association
- Minnetonka Association of Principals

Vice Chairperson Lee-O'Halloran said in keeping with District Policy #205: Open and Closed Meetings, the proceedings would be recorded.

At 8:47 p.m., Olson moved, Foss seconded, that the School Board adjourn the closed session. Upon vote being taken thereon, the motion carried unanimously.



Patrick Lee-O'Halloran, Vice Chairperson

CONSENT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item X. b

Title: Study Session Summary

Date: May 9, 2024

OVERVIEW:

The summary of the proceedings of the Minnetonka School Board's April 18 Study Session is attached.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve this summary as presented.

Submitted by: _____



Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Summary of April 18, 2024 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, April 18, 2024 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Vice Chairperson Patrick Lee-O'Halloran presided. Other Board members present were Sally Browne, Kemerie Foss, Dan Olson, Michael Remucal and Superintendent David Law, ex officio. Absent: Meghan Selinger and Chris Vitale.

CITIZEN INPUT

Vice Chairperson Lee-O'Halloran extended an invitation to members of the audience who wished to address the Board on any topic. No one responded to this invitation to speak.

REVIEW OF FY25 FEES

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He explained that under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute. The District maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district. Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. Proposed fee changes are for Fiscal Year 2025.

At the high school level, the following recommended fee changes are to cover repair costs and vendor fees:

String Instrument Rental	\$110	\$10 increase
Athletic Entrance Tickets	\$1/Ticket + up to 5% processing fee	
Athletic Season Pass/Punch Card	\$2/Pass + up to 5% processing fee	

At the middle school level, there is one recommended increase in club fees to cover the cost of supplies:

Baking Club	\$50	\$15 increase
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At the elementary school level, there are no recommended changes to fees. Tonka Dome fees are recommended to increase by \$15 for field areas, and \$10 for all other Dome Rental fee categories.

Superintendent Law noted that a public hearing would be held on the fees as part of the May 9 board meeting, and the fees would then be approved later in that same meeting.

REVIEW OF 25-26 CALENDAR

Director of Teacher Development Sara White presented this item to the Board, as General Counsel and Executive Director of Human Resources Anjie Flowers was not present this evening. Ms. White presented the following information:

- Minnesota law requires districts to adopt a school calendar by April 1- prior to the start of the upcoming school year. Our district stays one year ahead of this requirement – we already have a calendar for the 2024-25 school year but in order to stay ahead and allow for our community to plan in advance, we continue to meet in the Spring and finalize the school calendar in the Spring of each year.
- On February 27th, the calendar committee met and had a very robust discussion about the calendar for 2025-26. The committee is comprised of district staff, administrators, parents at all school levels, three students, paras, and teachers. We had a great conversation and engagement from everyone.
- As a committee we took into consideration the required parameters for calendar planning, some of which include:
 - Contractual agreements for teacher duty days and student contact days, conference days, and the legal requirement that the school year must start after Labor Day, so there isn't a ton of wiggle room.
 - Late start/Early releases – We kept those on the calendar as placeholders. Although we'll be entering our second year of full days of professional learning, it is still an MOU with the teachers currently and we have not determined any dates for 2025-26. We explained this to the committee, and they understood.
 - There was much discussion about closing for certain religious observations: Rosh Hashanah, Yom Kippur, and Eid. The committee landed on Yom Kippur and Eid. There was also discussion about Diwali as a consideration - if not this year, perhaps next year. The committee was mindful that there is a minimum number of required student days so it's not possible to be off for each day of observance, but this recommendation would allow us to recognize two different communities. The students felt the strongest about these recommendations and pointed out that Hopkins has Rosh Hashanah and Eid off, and other districts are starting to have more days of observance. It was verified (after the committee met) that our comparative districts have the following observances in addition to Christmas:

- Wayzata: unclear if they have Eid off - they have a day off on or near that day each year, but they did not specify the reason
- Eastern Carver – no additional
- Edina - no additional
- Eden Prairie - no additional
- Verified that Hopkins has Rosh Hashanah and Eid off
- Students also pointed out that it is difficult, even with religious accommodations, to have school in session on days of religious observance. They still miss out on learning and have to make up the homework. That additional time can interfere with their day of observation. Director of Assessment and Evaluation Dr. Rega does prepare an assessment calendar for teachers and administrators so they can be mindful of scheduling testing and large projects. That draft assessment calendar will be provided to the Board at the regular meeting on May 9.
- We balanced days in each quarter as much as possible but with the two additional holidays it did make spring quarter longer at 47 days; however, with where we expect Eid to be observed (the date isn't certain until much later) and with where Spring Break lands, the committee thought that would be acceptable. Everyone on the committee was aware that the additional days of observance would lead to a later end date of the school year and they were supportive of this.
- We began the draft calendar by rolling the 2024 - 2025 calendar forward. Special thanks to Sandy Souba for preparing all the documentation and coordinating the meetings.
- August 11-22 will be our workshop weeks for teachers & our planning days; the first day of school for students would be September 2, the day after Labor Day. We have conferences and MEA in October. Thanksgiving break is again proposed as three days consistent with last year's calendar.
- Winter break in December again landed at two full weeks as it does this upcoming year. With Christmas Eve, Christmas, New Years Eve and New Years Day all falling in the middle of the week on Wednesday and Thursday of both weeks, the committee eagerly supported two full weeks at winter break.
- There was much discussion last year about Spring Break and moving it up on the calendar. For 2025-26 it works to have Spring Break in late March and the committee was very pleased with that movement. Many surrounding districts have an earlier Spring Break. The last day of school would be June 9.
- Next step is to go back to the committee with the Board's feedback and bring forward the recommended calendar for approval at the next regular board meeting on May 9.

In the discussion that followed, Board member Browne asked that all religious holidays that begin at sundown on the previous day be noted as such on the assessment calendar. Vice Chairperson Lee-O'Halloran asked whether denoting full days for staff professional development would affect the number of school days. Superintendent Law responded that

we would have to look at the state requirements and whether any changes are made in that area during this legislative session. Board member Olson suggested that Friday, October 3, 2025 would be a good day to designate for professional development as the students will be off for Yom Kippur on the previous day.

STAMP 4Se UPDATE

Director of Assessment Matt Rega led the discussion. By way of background, he noted that during March of 2024, Third and Fifth Grade Chinese and Spanish Immersion students participated in the STAMP 4Se Test created by Avant Assessment. This is the fourth year Minnetonka has used the STAMP 4Se due to a need to shift from the AAPPL that had been administered from the Spring of 2014 to the Spring of 2020. Students were scheduled to take the STAMP 4Se in March 2020, however all standardized testing was cancelled due to pandemic circumstances. Because there are now trend data for the STAMP Test, and the AAPPL rating scale differs from the STAMP scale, previous AAPPL summary tables are no longer used for comparison.

Avant STAMP (STAndards-based Measurement of Proficiency) 4Se determines language proficiency in 4 domains (Reading, Writing, Listening and Speaking) for grades 2-6. This assessment is administered to Minnetonka Chinese and Spanish Immersion students in Grades 3 and 5, and students take the Reading, Listening, and Speaking tests only. Avant STAMP 4Se is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The questions engage learners, and because STAMP 4Se is adaptive, students can demonstrate their own actual proficiency level without any pre-set upper limits.

The STAMP 4Se is a proficiency test that provides students with a combination of unfamiliar passages and familiar passages based on what they learn in school. The STAMP 4Se measures students' ability to show what they know in a language that is closer to that of a person visiting a foreign country. The unfamiliarity of the STAMP 4Se and STAMP 4S Tests (secondary level) help ensure that students' proficiency is being measured, and the results show what the students know at any given time. Although it is likely that a proficiency test will yield lower test scores, the results can help students, teachers, and family members understand the true level of proficiency students have reached at the time of the assessment.

The STAMP 4SE aligns to the ACTFL Proficiency Scale and has been proven nationally to be an effective means for assessing language learners. There are several reasons that making a change was imperative:

1. Minnetonka relies on data to make instructional decisions for students and academic programming. It is important to have reliable language performance data for current and future years.

2. The STAMP 4SE has a proven history for running successfully on Chromebooks and iPads.
3. The STAMP 4SE will provide assessment alignment from elementary through high school for students and staff.
4. The STAMP Test is recognized nationally as a valid and reliable assessment to be used for Bilingual Seal attainment.

As the Minnetonka Language Immersion continues, there is a need to measure all Immersion students with a common benchmark. The scale Minnetonka uses is based on the ACTFL Proficiency Guidelines. Minnetonka's Immersion teachers have used common vocabulary internally and will continue to use the ACTFL Proficiency Guidelines as they discuss student growth in target language proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines and find it easier to track student progress under this system.

Proficiency levels are grouped by major levels (Novice, Intermediate, and Advanced). The STAMP 4Se Scoring Scale is derived from ACTFL's Proficiency Guidelines. A description of the scoring ranges is listed in the following section.

Novice Range: Within the Novice level, the scores are 1, 2, and 3. A score of 1 reflects the abilities described as Novice Low in the ACTFL Proficiency Guidelines. A score of 2 reflects Novice-Mid abilities, with 3 being Novice-High. This means that a learner who receives the score of 3, in addition to performing all Novice level functions fully, also shows some successful performance at the Intermediate level, but does not do so consistently. Additionally, a student at this level can express basic personal information and satisfy a limited number of personal needs using formulaic and rote utterances, lists, and phrases.

Intermediate Range: Within the Intermediate level, the scores are 4, 5, and 6. A score of 4 reflects the abilities described as Intermediate Low in the ACTFL Proficiency Guidelines. A score of 5 reflects Intermediate-Mid abilities, and a score of 6 is the equivalent of Intermediate-High. A learner who receives the score of 6, in addition to performing all Intermediate level functions fully, also shows some successful performance at Advanced-Low. Learners are presented with Advanced-Low tasks, so they are given the opportunity to provide evidence of performance at that range. Students at this level can participate in short conversations on predictable topics, ask and answer simple questions, and handle simple transactions using sentence-level communication.

Advanced Range: The Advanced-High proficiency range represents the ceiling of this assessment. A score of 7 reflects successful performance at the Advanced Low proficiency range with a score of 8 and 9 representing Advanced-Mid and High, respectively. Students at this level can participate in interactions on topics of personal and public interest, narrate and describe in present, past, and future time frames, and handle a situation with a complication using paragraph-level communication.

At the Novice, Intermediate, and Advanced levels, the Guidelines also include three sub-levels:

- **Low:** Baseline performance at the level. Individuals at this sub-level have consistent ability to meet the criteria for the level in all level-relevant communication situations. They may demonstrate some hesitation in doing so, but they are able to sustain communication with regard to all of the criteria. They demonstrate little ability to carry out communication functions that typify the next-higher major level.
- **Mid:** Solid performance at the level. Individuals at this sub-level demonstrate skill in carrying out the functions of the major level in all level-relevant communication situations. They may also exhibit partial ability to carry out communication tasks that typify the next-higher major level.
- **High:** Performance with quality and quantity at the level. Individuals at this sub-level communicate with ease and confidence when performing the functions of the level. They are capable of functioning much of the time at the next higher major level, but they are unable to sustain language at that level without evidence of difficulty.

Because it takes a great deal of time and practice for students to acquire the skills necessary to move from the Novice Level to the Intermediate Level, teachers will be able to track student progress within the sub-levels. At the elementary level, it is likely that students will spend much of their elementary career within the Intermediate range. In addition, ACTFL research indicates that students will show little growth within the proficiency levels during the same school year. Avant recommends assessing students with the STAMP 4Se a maximum of one time each year.

STAMP 4Se Scoring Scale

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
1- Nov Low	4- Int Low	7- Adv Low	1- Nov Low	4- Int Low	7- Adv Low
2- Nov Mid	5- Int Mid	8- Adv Mid	2- Nov Mid	5- Int Mid	8-Adv Low/Hi
3- Nov Hi	6- Int Hi	9- Adv Hi	3- Nov Hi	6- Int Hi	NR- Not Ratable

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP 4Se is a snapshot in time to help gauge students' proficiency through their performance. With the implementation of the ACTFL Proficiency Guidelines into every-day instruction, teachers are more aware of the levels in which their students are achieving.

Points of Interest

- At Intermediate-Mid, Third Grade Spanish Immersion students significantly surpassed the national target of Novice-Mid by three sub-levels, and Fifth Graders out-paced the national target of Novice-High by two sub-levels. On the Reading Test, Third and Fifth Graders at Excelsior experienced a decrease in average score, which are both considered to be statistically significant. Each grade level decreased by one sub-level compared to last year.
- Districtwide, the Interpretive Listening Test saw an overall drop in performance across both programs with attention needed at the individual site level.
- Excelsior Elementary Chinese Immersion Third Graders are performing at all-time high levels in Reading with a significant increase of 1.4 points compared to last year, improving from an average of Novice-Mid to Novice-High. Additionally, Fifth Graders increase by an average score of 0.8 points, which also made a notable shift from Novice-High to Intermediate-Low.
- Spanish Immersion Fifth Graders saw significant drops in average scores on the Interpersonal Listening and Speaking Test among three of four sites.

Dr. Rega also shared the following data points with the Board:

National K-12 Language Immersion Proficiency Targets

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

Spring 2023-24 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Chinese Immersion				Spanish Immersion			
2023				2023			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	108	2.9	Nov High	3	294	4.7	Int Mid
5	95	3.9	Int Low	5	292	5.7	Int High

Chinese Immersion				Spanish Immersion			
2024				2024			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	106	3.6	Int Low	3	298	4.6	Int Mid
5	107	4.3	Int Low	5	295	5.4	Int Mid

National K-12 Language Immersion Proficiency Targets

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

Spring 2023-24 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

Chinese Immersion				Spanish Immersion			
2023				2023			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	108	4.9	Int Mid	3	294	5.1	Int Mid
5	95	5.5	Int High	5	292	5.7	Int High

Chinese Immersion				Spanish Immersion			
2024				2024			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	106	4.4	Int Low	3	298	4.9	Int Mid
5	107	5.1	Int Mid	5	295	5.6	Int High

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National K-12 Language Immersion Proficiency Targets

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

Spring 2023-24 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Chinese Immersion				Spanish Immersion			
2023				2023			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	108	3.5	Int Low	3	294	3.9	Int Low
5	95	4.4	Int Low	5	292	5.0	Int Mid

Chinese Immersion				Spanish Immersion			
2024				2024			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	106	3.7	Int Low	3	298	4.3	Int Low
5	107	4.6	Int Mid	5	295	4.6	Int Mid

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**Spring 2024 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender
Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)**

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=109) (51.2%)		Females (N=104) (48.8%)		Males (N=271) (45.7%)		Females (N=322) (54.3%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.8	Int Low	4.0	Int Low	4.7	Int Mid	5.1	Int Mid
Interpersonal Listening/Speaking	4.0	Int Low	4.3	Int Low	4.1	Int Low	4.6	Int Mid
Interpretive Listening	4.6	Int Mid	4.9	Int Mid	5.0	Int Mid	5.4	Int Mid

**Spring 2023 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender
Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)**

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=92) (45.3%)		Females (N=111) (54.7%)		Males (N=265) (45.2%)		Females (N=321) (54.8%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.3	Nov High	3.3	Nov High	5.0	Int Mid	5.3	Int Mid
Interpersonal Listening/Speaking	3.7	Int Low	4.1	Int Low	4.3	Int Low	4.6	Int Mid
Interpretive Listening	5.2	Int Mid	5.1	Int Mid	5.2	Int Mid	5.4	Int Mid

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Chinese Immersion School Comparisons – Interpretive Reading

Grade Level	Chinese		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov Mid
5	Int Low	Int Low	Nov High

**Spring 2023 STAMP 4Se Chinese Immersion Building
Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Reading**

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	EX (N=40)	SH (N=68)	EX (N=40)	SH (N=55)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=80)	2.0	Nov Mid	3.1	Nov High
Scenic Heights (N=123)	3.4	Nov High	4.3	Int Low

**Spring 2024 STAMP 4Se Chinese Immersion
Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Reading**

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	EX (N=45)	SH (N=61)	EX (N=44)	SH (N=63)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	3.4	Nov High	3.9	Int Low
Scenic Heights (N=124)	3.6	Int Low	4.3	Int Low

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Chinese Immersion School Comparisons – Interpersonal Listening and Speaking

Spring 2023 STAMP 4Se Chinese Immersion Building
Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpersonal Listening and Speaking

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	EX (N=44)	SH (N=50)	EX (N=31)	SH (N=55)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=75)	3.1	Nov High	4.0	Int Low
Scenic Heights (N=105)	3.7	Int Low	4.7	Int Mid

Grade Level	Chinese		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov Mid
5	Int Low	Int Low	Nov High

Spring 2024 STAMP 4Se Chinese Immersion
Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpersonal Listening and Speaking

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	EX (N=45)	SH (N=61)	EX (N=44)	SH (N=63)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	3.4	Nov High	4.5	Int Mid
Scenic Heights (N=124)	3.7	Int Low	4.6	Int Mid

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Chinese Immersion School Comparisons – Interpretive Listening

Spring 2023 STAMP 4Se Chinese Immersion Building
Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Listening

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	EX (N=44)	SH (N=50)	EX (N=31)	SH (N=55)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=75)	4.5	Int Mid	5.3	Int Mid
Scenic Heights (N=105)	5.1	Int Mid	5.6	Int High

Grade Level	Chinese		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov Mid
5	Int Low	Int Low	Nov High

Spring 2024 STAMP 4Se Chinese Immersion
Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Listening

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	EX (N=45)	SH (N=61)	EX (N=44)	SH (N=63)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	4.2	Int Low	5.0	Int Mid
Scenic Heights (N=124)	4.4	Int Low	5.1	Int Mid

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Spanish Immersion School Comparisons – Interpretive Reading

**Spring 2023 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and
Proficiency Levels for Interpretive Reading**

School	Spanish Interpretive Reading			
	Grade 3		Grade 5	
	CS (N=82)	DH (N=53)	CS (N=84)	DH (N=55)
	GR (N=76)	MW (N=89)	GR (N=52)	MW (N=77)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=166)	4.8	Int Mid	5.7	Int High
Deephaven (N=108)	4.5	Int Mid	5.7	Int High
Groveland (N=128)	4.6	Int Mid	5.7	Int High
Minnewashta (N=166)	5.0	Int Mid	5.6	Int High

Grade Level	Spanish		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov High
5	Int Low	Int Low	Int Low

**Spring 2024 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and Proficiency
Levels for Interpretive Reading**

School	Spanish Interpretive Reading			
	Grade 3		Grade 5	
	CS (N=79)	DH (N=58)	CS (N=80)	DH (N=50)
	GR (N=77)	MW (N=75)	GR (N=75)	MW (N=84)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=159)	4.4	Int Low	4.9	Int Mid
Deephaven (N=108)	4.6	Int Mid	5.4	Int Mid
Groveland (N=152)	4.6	Int Mid	5.6	Int High
Minnewashta (N=159)	4.7	Int Mid	5.5	Int High

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Spanish Immersion School Comparisons – Interpersonal Listening and Speaking

**Spring 2023 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and Proficiency
Levels for Interpersonal Listening and Speaking**

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	CS (N=82)	DH (N=53)	CS (N=84)	DH (N=55)
	GR (N=76)	MW (N=89)	GR (N=52)	MW (N=77)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=166)	3.8	Int Low	5.2	Int Mid
Deephaven (N=108)	3.7	Int Low	4.8	Int Mid
Groveland (N=128)	4.1	Int Low	5.5	Int High
Minnewashta (N=166)	3.9	Int Low	4.5	Int Mid

Grade Level	Spanish		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov High
5	Int Low	Int Low	Int Low

**Spring 2024 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and Proficiency
Levels for Interpersonal Listening and Speaking**

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	CS (N=79)	DH (N=58)	CS (N=80)	DH (N=50)
	GR (N=77)	MW (N=75)	GR (N=75)	MW (N=84)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=159)	3.9	Int Low	4.2	Int Low
Deephaven (N=108)	4.4	Int Low	4.1	Int Low
Groveland (N=152)	4.2	Int Low	4.9	Int Mid
Minnewashta (N=159)	4.4	Int Low	5.0	Int Mid

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Spanish Immersion School Comparisons – Interpretive Listening

Grade Level	Spanish		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov High
5	Int Low	Int Low	Int Low

Spring 2023 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	CS (N=82)	DH (N=53)	CS (N=84)	DH (N=55)
	GR (N=76)	MW (N=89)	GR (N=52)	MW (N=77)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=166)	5.2	Int Mid	5.7	Int High
Deephaven (N=108)	5.1	Int Mid	5.7	Int High
Groveland (N=128)	5.0	Int Mid	5.7	Int High
Minnewashta (N=166)	5.0	Int Mid	5.5	Int High

Spring 2024 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	CS (N=79)	DH (N=58)	CS (N=80)	DH (N=50)
	GR (N=77)	MW (N=75)	GR (N=75)	MW (N=84)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=159)	4.7	Int Mid	5.2	Int Mid
Deephaven (N=108)	5.1	Int Mid	5.7	Int High
Groveland (N=152)	4.9	Int Mid	5.6	Int High
Minnewashta (N=159)	4.9	Int Mid	5.7	Int High

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

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

- Chinese Immersion Third and Fifth Grades – focus on interpretive listening
- Spanish Immersion Third and Fifth Grades – focus on interpretive reading and speaking
- Utilize Integrated Performance Assessments (IPAs) to increase student engagement around interpretive listening and speaking

In the discussion that followed, Vice Chairperson Lee-O'Halloran asked whether the STAMP results are still tracking with the students being able to pass the AP exam, and was told that was the case. Dr. Rega noted the impact of COVID on immersion students, and said the students are still recovering from the impact of that. Board member Olson said that our students are still performing at consistently above-average levels, and it is good to see the year-to-year progress. Dr. Rega noted the importance of teachers being able to see the most up-to-date data at the beginning of the year, so they know how their students have been doing and are able to make adjustments.

STAMP 4S UPDATE

Director of Assessment Matt Rega led the discussion. By way of background, he noted that in February of 2024, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders no longer take the STAMP Test, because Immersion students are assessed several times throughout the year, which results in data redundancy and can lead to the feeling of testing fatigue among Immersion students. There is much data accessible to Immersion staff and the currently implemented assessment system amply allows for the effective monitoring of student progress and Language Immersion program evaluation. Students have the option to take the STAMP in Eleventh and Twelfth Grades if they choose to pursue the state Bilingual Seal. The Bilingual Seal affords students the opportunity to earn as much as four semester college credits if they choose to attend a Minnesota State University. Furthermore, students can earn the Seal by reaching specific benchmarks on the AP Chinese and Spanish Language Exams or the IB Chinese and Spanish Language Exams. The specific benchmarks for Bilingual Seal attainment are located on the Minnetonka District website and scores earned by students in Grades 10-12 allow students to be eligible for the Seal.

The STAMP 4S is a nationally recognized web-based test that assesses language proficiency, and the results inform test takers and educators about learning progress in the target language and program effectiveness. The test has four sections: Reading, Writing, Listening, and Speaking. Reading and Listening items are computer-scored and computer-adaptive (meaning that questions are selected based on previous responses, becoming easier or more difficult as needed to determine proficiency level). Writing and Speaking items are scored by Avant's trained raters who use a Scoring Rubric that lists

the criteria for meeting Benchmark Levels. The test was developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and was adapted and is delivered by Avant Assessment.

As the Minnetonka Immersion program has grown, there was a need to measure all Immersion students with a common benchmark. Minnetonka uses a common benchmark scale based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Minnetonka's Immersion teachers have used this common vocabulary internally and will continue to use the ACTFL guidelines as they discuss student growth in target language proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines which makes it easier to track student progress under this system.

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

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

KEY FINDINGS

Chinese Immersion:

- For Reading, Grade 6 Chinese Immersion students experienced a shift toward the Intermediate-Mid and High ranges from the Novice-High and Low ranges. Eighth Grade Reading results show an increase in percentage of students performing at the Intermediate and Advanced levels and should be seen as a positive sign. Students are performing at their highest levels in the past three years.
- Eighth Graders saw 20 percent of students reach the Advanced-Low level in Writing, which is the highest percentage reaching this range historically. **11.7**

percent of Grade 10 students performed at the Advanced Mid/High range, which is the all-time highest percentage of Tenth Graders reaching this range

- Tenth Grade Reading performance remained competitive with scores from recent years and showed an increase compared to last year across the highest ranges of the proficiency scale, showing improvement from the Intermediate-High to the Advanced-High ranges by a total of **15.4 percent**.
- Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. Tenth Grade student performance remained competitive compared to scores from recent years and showed an increase compared to last year across the highest ranges of the proficiency scale, showing improvement from the Intermediate-High to the Advanced-High ranges by a total of **15.4 percent**.

Spanish Immersion:

- Both Grade 6 and 8 Spanish Immersion students at MME and MMW saw solid results compared to last year. Sixth Graders at MMW have improved by **0.5 points** since 2020 and MME students have improved by **0.4 points** during the same time span.
- Sixth Graders doubled the percentage of students reaching the Advanced-Mid level in Listening, improving from **9.1 percent** to **18.1 percent**.
- Listening scores improved among Sixth and Eighth Graders at both MME and MMW with both sites seeing students reach the Intermediate-High level in Sixth Grade and Advanced Low level in Eighth Grade.
- Speaking Test results show that MME Spanish Immersion Sixth Graders have tied an all-time high average score of **5.7 points** and MMW students have reached a new all-time high average score of **5.6 points**.

STAMP 4S Reading and Listening Level Key

Reading and Listening Level Key					
Novice		Intermediate		Advanced	
1	Novice-Low	4	Intermediate-Low	7	Advanced-Low
2	Novice-Mid	5	Intermediate-Mid	8	Advanced-Mid
3	Novice High	6	Intermediate-High	9	Advanced-High

STAMP 4S Writing and Speaking Level Key

Writing and Speaking Level Key					
Novice		Intermediate		Advanced	
1	Novice-Low	4	Intermediate-Low	7	Advanced-Low
2	Novice-Mid	5	Intermediate-Mid	8	Advanced-Mid/High
3	Novice High	6	Intermediate-High	NR	Not Ratable

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP test is a snapshot in time to help gauge student proficiency. With the implementation of the ACTFL Proficiency Guidelines into everyday instruction, teachers will be more aware of the levels in which their students are achieving.

This is the eighth year the guidelines have been used as a measure, and there is opportunity to note trends in the data. The Proficiency Guidelines are expected to be utilized in a manner to evaluate what students “Can Do” on a consistent basis. Students may perform at higher levels or lower levels at times, and the guidelines will help teachers gauge their students’ performance on an on-going basis. As teachers continue to implement the guidelines, they will be encouraged and expected to use the model as a lens for planning. Being more intentional in the four areas of Reading, Writing, Listening, and Speaking as they plan, teachers will be able to provide a well-rounded instructional experience for students on a consistent basis.

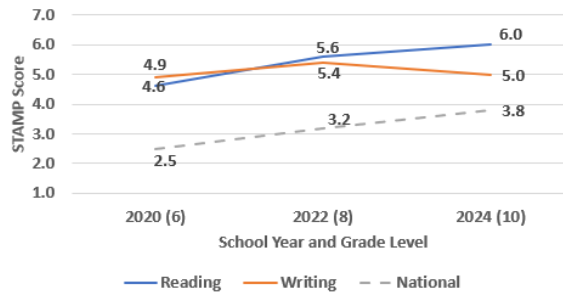
Dr. Rega also shared the following data points with the Board:

National K-12 Language Immersion Proficiency Targets

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

Chinese Immersion
Grade 10 Cohort
Reading and Writing

10th Grade Chinese Immersion Cohort



Writing test has a strong
grammar component and will
need to be an area of focus

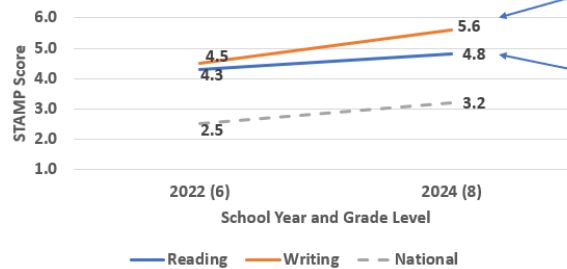
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National K-12 Language Immersion Proficiency Targets

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

Chinese Immersion
Grade 8 Cohort
Reading and Writing

8th Grade Chinese Immersion Cohort



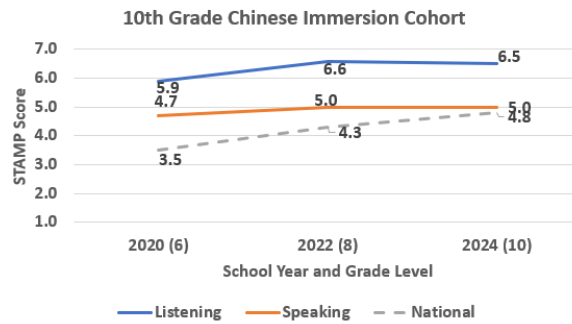
Reading and
Writing
significantly out-
pacing national
norms; Writing
surpassing
national growth

5

National K-12 Language Immersion Proficiency Targets

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

Chinese Immersion
Grade 10 Cohort
Listening and Speaking



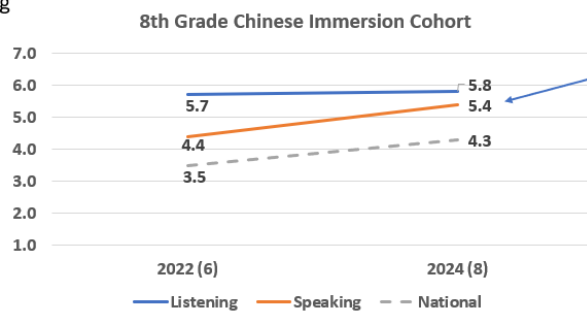
Listening significant out-pacing national growth expectations; Speaking is an area of focus

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National K-12 Language Immersion Proficiency Targets

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

Chinese Immersion
Grade 8 Cohort
Listening and Speaking



Speaking surpassed national growth expectations

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

Chinese Immersion Proficiency Levels 2023 and 2024

2023

	Grade 6 Total Chinese Immersion (N=91)		Grade 8 Total Chinese Immersion (N=79)		Grade 10 Total Chinese Immersion (N=73)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	3.8	Int Low	4.8	Int Mid	5.5	Int High
Writing	4.7	Int Mid	5.6	Int High	5.6	Int High
Listening	5.4	Int Mid	5.8	Int High	6.4	Int High
Speaking	4.6	Int Mid	5.4	Int Mid	5.9	Int High

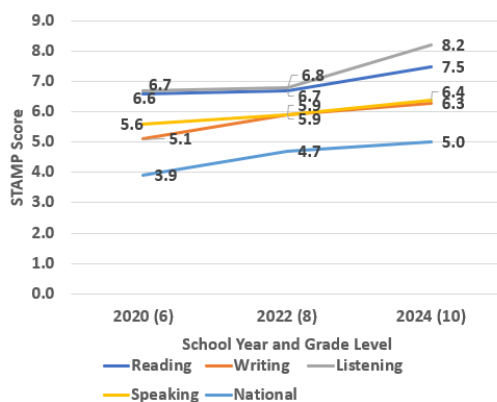
2024

	Grade 6 Total Chinese Immersion (N=95)		Grade 8 Total Chinese Immersion (N=86)		Grade 10 Total Chinese Immersion (N=62)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	4.1	Int Low	5.2	Int Mid	5.9	Int High
Writing	4.6	Int Mid	5.5	Int High	5.9	Int High
Listening	5.1	Int Mid	5.9	Int High	6.3	Int High
Speaking	4.6	Int Mid	5.2	Int Mid	5.9	Int High

National K-12 Language Immersion Proficiency Targets

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

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

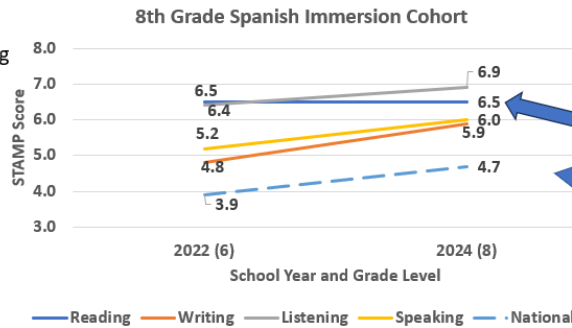


All areas out-
pacing national
targets and
national growth

National K-12 Language Immersion Proficiency Targets

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

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



All four areas significantly outpacing national targets; Reading and Listening did not keep pace with growth

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

Spanish Immersion Proficiency Levels 2023 and 2024

2023

	Grade 6 Total Spanish Immersion (N=253)		Grade 8 Total Spanish Immersion (N=225)		Grade 10 Total Spanish Immersion (N=211)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	5.5	Int High	6.5	Adv Low	7.2	Adv Low
Writing	5.5	Int High	5.9	Int High	6.3	Int High
Listening	5.9	Int High	6.9	Adv Low	8.0	Adv Mid
Speaking	5.3	Int Mid	6.0	Int High	6.2	Int High

2024

	Grade 6 Total Spanish Immersion (N=271)		Grade 8 Total Spanish Immersion (N=258)		Grade 10 Total Spanish Immersion (N=142)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	5.7	Int High	6.6	Adv Low	7.5	Adv Mid
Writing	5.6	Int High	6.0	Int High	6.3	Int High
Listening	6.4	Int High	7.4	Adv Low	8.2	Adv Mid
Speaking	5.6	Int High	5.9	Int High	6.4 ¹¹	Int High

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	5.5	Int High
MMW	3.8	Int Low	4.8	Int Mid

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	3.7	Int Low	5.3	Int Mid
MMW	4.1	Int Low	4.3	Int Low

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.8	Int High
MMW	4.1	Int Low	5.0	Int Mid

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	6.2	Int High
MMW	4.5	Int Mid	5.0	Int Mid

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.2	Int Mid	6.1	Int High
MMW	5.0	Int Mid	5.5	Int High

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.4	Int Mid	6.0	Int High
MMW	5.2	Int Mid	5.6	Int High

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.4	Int Mid
MMW	4.4	Int Low	4.9	Int Mid

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels Speaking

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.6	Int Mid	5.8	Int High
MMW	4.7	Int Mid	4.9	Int Mid

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.9	Int High	6.8	Adv Low
MMW	5.5	Int High	6.4	Int High

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=124) MMW (N=129)		MME (N=106) MMW (N=119)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.6	Int High	6.7	Adv Low
MMW	5.4	Int Mid	6.4	Int High

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.1	Int High
MMW	5.4	Int Mid	5.9	Int High

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by Spanish Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=124) MMW (N=129)		MME (N=106) MMW (N=119)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.2	Int High
MMW	5.3	Int Mid	5.7	Int High

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.3	Int High	7.4	Adv Low
MMW	6.4	Int High	7.3	Adv Low

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=129) MMW (N=139)		MME (N=118) MMW (N=86)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.2	Int High	7.1	Adv Low
MMW	5.6	Int High	6.7	Adv Low

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.0	Int High
MMW	5.6	Int High	5.9	Int High

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels Speaking

	Grade 6		Grade 8	
	MME (N=129) MMW (N=139)		MME (N=118) MMW (N=86)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	6.0	Int High
MMW	5.3	Int Mid	5.9	Int High

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

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

- MHS Chinese Immersion teachers will need to focus on Writing (performing beyond national expectations in all four areas)
- Middle School Chinese and Spanish Immersion should focus in the areas of Reading and Writing
- Integrated Performance Assessments (IPAs) are appearing to make a positive impact on student performance across all grade levels and programs and should continue to be revised along with on-going professional learning for new teachers

In the discussion that followed, Board members noted the usefulness of the data and how helpful it would be when the immersion review is conducted, as it will show if there are any gaps between the sites and allow us to better address that.

CLASSROOM OF THE FUTURE UPDATE

Associate Superintendent for Instruction Dr. Amy LaDue, Executive Director of Technology Mike Dronen, and Director of Instructional Technology Amanda Fay presented this item to the Board. They noted that tonight's presentation would center around providing an update on the next era of teaching and learning technologies; referred to as the *Classroom of the Future*. They shared the following information with the Board:

Classroom Instructional Technology

Low-Tech Examples	High-Tech Examples
<ul style="list-style-type: none">• Pencils, Markers, Pens, etc.• Paper/Workbooks• Post-it Notes• Dry-erase Whiteboards• Math Manipulatives• Pattern Blocks• Rulers• Dice• Posters and Charts• Furniture	<ul style="list-style-type: none">• Interactive SMART Board• TV Screen/Monitor• Sound System• Voice Amplification• iPad• Apps• Schoology• Email• IXL• Headphones

Classroom instructional technology decisions are made based on:

- The Minnetonka Teaching and Learning Instructional Framework that is rooted in designing student experiences for meaning, engagement and deeper learning
- The five fundamental elements of a Multi-tiered System of Support (MTSS) and the MTSS instructional framework
- District goals and how they interact to create the conditions for readiness, responsiveness, and the robust instructional core necessary for high levels of student learning
- The Minnetonka Instructional Technology Beliefs

The District initially developed the Minnetonka Instructional Technology Beliefs with a mixed stakeholder group during the spring of 2014. These beliefs were revised and updated during the 2020-2021 school year.

Minnetonka Instructional Technology Beliefs

Technology is a powerful catalyst that serves as a core tool to accelerate learning, promote innovative mindsets, and strengthen student success.

Technology is a means that adds value by:

- increasing engagement
- enhancing student-centered learning
- promoting deeper learning by empowering students to know and access tools and resources
- encouraging students to gain, transfer, adapt, and apply understanding to new and existing situations
- increasing efficiency and effectiveness in practices and processes

- providing each student unique opportunities that promote voice and choice
- encouraging individuals to approach problems more creatively, think more critically, collaborate more skillfully and communicate more effectively
- providing access to tools and resources to support each individual student's needs

Technology is not static; it will continue to evolve. Students must be taught and supported to use technology in healthy, balanced, ethical, responsible and safe ways.

A Brief History of Classroom Technology

Classroom technology has been around for as long as schools have been in existence, be that chalk and slate or abacus. In the 1920s, the first radio broadcast classes hit the airwaves. In the 1930s, some enterprising instructors began to leverage the telephone for remote instruction. Schools have come a long way since, through improvements to low-tech and high-tech classroom technology.

A Brief History of Classroom "Technology"	
<ul style="list-style-type: none"> • 1890: The Chalkboard • 1920: On Air Classes via Radio • 1925: Film and the filmstrip • 1951: Video Tapes • 1957: B. F. Skinner's Teaching Machine • 1955: Ditto Machine/Spirit Duplicator • 1959: Photocopier • 1960: The Modern Overhead Projector • 1972: Scantrons • 1972: Handheld Calculators • 1977: Desktop Computers • 1978: Apple II and MECC • 1983: First popular Word Processors: MacWrite and MS Word • 1991: Publicly Available Internet • 1991: Smart Board * • 1991: Gopher • 1993: First "easy to use" web browser, Netscape • 1996: Liquid crystal panel 	<ul style="list-style-type: none"> • 1999-2000: "Web 2.0" * • 2002: Moodle (K12 ~ 2007) • 2002-2003: Smart Board software for training/instruction released • 2003-2005: Social Media, i.e. MySpace, YouTube, Facebook, etc. • 2003: Common Sense Media formed • 2005: Classroom Clickers • 2007: Google Apps for Education • 2008: Apple's App Store (500 apps) • 2010: First Generation iPad * • 2011: Blended Learning • 2012: Second generation LMS's • 2012: Software integrations • 2012: EdTech PD is essential view grows • 2013-2014: Marked Improvement Ed Tech Application • Functionality and Stability • 2014: Improved Learning Cycle Workflows

*These technologies mark three significant technical “eras” in Minnetonka.

Minnetonka has its history of instructional technology use, with some technologies more influential than others. In all cases, each promising technical tool was used in the service of learning and based on in-depth review and study prior to implementation. Some of these tools and practices that were used were so influential that they came to define their own kind of era.

The first era, in 2002, began with Minnetonka installing SMART Boards and sound fields into all classrooms. While it was known that these would influence the classroom use of digital materials, the shift and change to how teachers began to view digital resources was somewhat unexpected and was positively profound. Now, 20 years later, changes to classroom display technologies have continued to improve.

The second era began around 2004 with Web 2.0. With Web 2.0, the way people used the Internet changed to support and emphasize user-generated content. This led to a silent but significant level of digital participation where teachers and students were able to not only view content but provide content and interact with both the content and one another.

Minnetonka’s third era began in 2010 with the planful implementation of 1:1 iPads. This 1:1 iPad rollout continued over the next decade moving from high school to our youngest learners. And while Web 2.0 provided a platform for students to create and collaborate, 1:1 iPads has provided equitable access to this along with the ability to learn from anywhere.

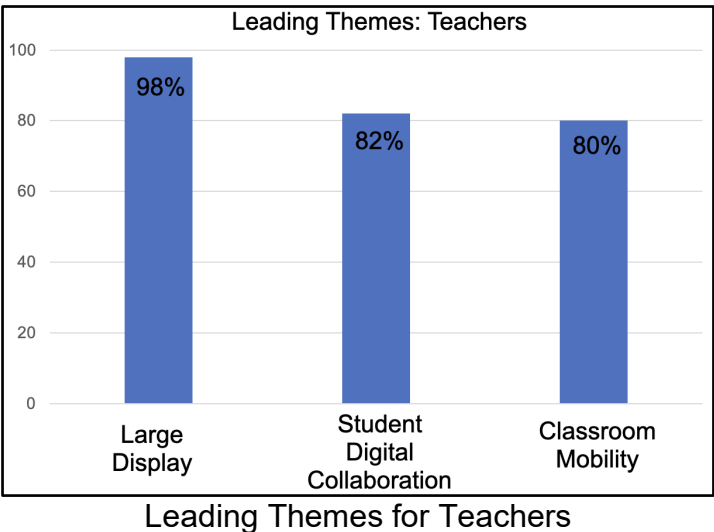
Minnetonka Public Schools is now in the fourth era, the *Classroom of the Future*. This fourth era in classroom technology includes hallmarks such as better high-definition classroom displays, increased teacher mobility, and advanced software capabilities. In short, it will encompass visibility, mobility, flexibility and deeper collaboration.

Research

As SMART Boards “age out,” and better display and instructional software emerges, the teaching and learning and technology teams have been actively conducting research on classroom display technology and instructional software that is in alignment with what is known about highly effective instruction and practices.

In the 2019-2020 school year, teachers identified as technology leaders at every building were interviewed in focus groups about their classroom technology. In early fall of 2022 the District team of instructional technology coaches evaluated “lessons learned” from the pandemic and how those lessons identified as influential could be continued. In the winter of 2023, all teachers, E-12+, were offered an opportunity to complete a *Classroom of the Future* survey. The high response rate of 439 completed surveys signaled both great interest in this work and provided a high level of confidence for accurate data. Results

indicated that teachers value having a large display at the front of the class for instruction, a wireless connection to teach, and the ability to be mobile around their classroom while teaching.



After analyzing the data, focus groups were conducted to gather additional narrative, experience, perspective, and value statements. During these focus groups, teachers were asked about the weaknesses, strengths, and opportunities of current district teaching and learning technology.

In addition, student focus groups were conducted in February and March gathering student voices via personal narrative, experience, perspective, and stated values. In February, district technology leaders met with the Parent Teacher Organization/Association leaders to discuss the *Classroom of the Future* feedback loops, processes, and to gather their feedback. In March, a focus group was conducted with the District Teaching and Learning Advisory Committee.

There were several primary, detailed themes that arose out of the focus groups to inform the *Classroom of the Future*.

Feedback Themes on Current Instructional Technology	
Weaknesses	Strengths
Lack of whiteboard space	1:1 iPads for students
Lack of consistency between technology in rooms	K-3 iPads staying at school

Lack of mobility with technology	Apple TVs and AirPlay for proximity and mobility
The teacher being tied to their desktop computer or board	Great software tools: Google Drive, Notability, Seesaw, Schoology, and PearDeck
The time it takes to sign into desktop computers and load up instructional materials	Apple Classroom to curate the student experience, monitor, and showcase student work in real time
Traveling teachers not having a computer to use reliably	Apple Pencils for teachers
	K-3 curated iPad home screen set up
	Teacher laptops at MHS

Some of the strengths that arose as themes were from the pilot programs that began at the start of the 2022-23 school year.

Opportunities that were identified through this process include:

- More flexible furniture and spaces
- More whiteboard space
- Consistent classroom teaching and learning technology in all spaces
- More teacher mobility with technology for teaching and preparation
- More professional learning
- Large, bright, clear screens in classrooms

The research was extensive. It involved metro school site visits to evaluate potential classroom technology in action. Benchmark districts were surveyed. District technology leadership attended an education technology showcase as well as multiple vendor fairs to preview emerging classroom educational technologies.

***Classroom of the Future* Priorities Emerge**

As Minnetonka Public Schools engages in the next innovative instructional technology era, the *Classroom of the Future*, four key concepts have emerged as priorities to guide this next era:

- VISIBLE, defined as consistent, reliable, equitable, modern, ease of use, bright and clear classroom display technology

- MOBILE, defined as responsive, productive & efficient workflows with the tools to support teachers and students both in and out of the classroom
- FLEXIBLE, defined as physically or digitally adaptable based on individual or collective student needs
- COLLABORATIVE, defined as every student engaged in the learning

Classroom Implementation

As a research driven institution, starting with pilots and gathering stakeholder feedback is critical to this work. When deciding where to begin with pilots and implementation, determining teacher capacity and support for change at any given time is of the utmost importance. The table below highlights key actions that were taken in preparation for this next era along with implementation steps that are underway.

Classroom of the Future Implementation

Timeline	Implementation Steps
2019	- High School Laptop Implementation
2020-2021	- High School Apple TV Airplay Implementation
Summer 2022	- High School Instructional Technology Pilot - Desktop Removal
2022-2023	- Middle School Apple TV Airplay Pilots - Elementary Updated Guidelines for Instructional Technology - K-3 Devices Reconfigured and Kept at School
2023-2024	- Elementary HD Display and Apple TV Airplay Pilots - Middle School Apple TV Airplay Implementation - Middle School Teacher Laptops Implementation - 4-5 Devices Reconfigured and Kept at School

For the 2023-2024 school year the focus has been on bringing the *Classroom of the Future* priorities of visible, mobile, flexible, and collaborative to life and operationalizing them.

High School Implementation

Feedback continues to be positive on high school Macbooks and Apple TV Airplay. Pilots of bright and clear classroom display technology at a variety of grade levels and subject area classrooms help to truly create a visible, mobile, flexible and collaborative learning environment. The remaining technical element will be continuing to upgrade all classroom displays.

The new VANTAGE/MOMENTUM building serves as a true model of a future classroom and the environment aspired to offer all students. The hands-on research, community connected networking, and student and teacher experience of modern visibility, mobility, flexibility, and collaboration create the conditions for excellence in student learning.

Middle School Pilots Led to Implementation

The transition to prioritize visibility, mobility, flexibility, and collaboration at the high school by sunsetting Smart Notebook, removing desktop computers, and rolling out Macbooks and Apple TV Airplay for teachers was received positively and serves as a strong model for classrooms. Therefore, this year, just before spring break, Apple TV airplay has been installed in all middle school classrooms and Macbooks have been deployed to all teachers. Classroom desktops will be removed in the summer of 2025 and Smart Notebook Software will sunset at that time. Pilots of bright and clear classroom display technology are being implemented at a variety of grade levels and subject area classrooms as we bring our priorities to life. As with the high school, the remaining technical element will be continuing to upgrade all classroom displays.

Elementary Classroom Pilots

Ten teachers at a variety of grade levels and areas at the start of the current school year began piloting bright and clear classroom display technology with Apple TV Airplay to better support the *Classroom of the Future* priorities in the elementary learning environment. The Instructional Technology Coaches began the year focusing their support on professional learning with these teachers in order to make sure they were set up for success. Informal feedback and support has been an integral part of the work this year. In addition, more formal feedback through conversations with each of the individuals participating in the pilot has been gathered this month.

Feedback on display panels has included:

- Bright and crisp picture quality
- No shadows in front of the screen
- Flexibility to be next to, behind, and with students while still interacting with the screen
- A whole different way of teaching- including not being tied to the front of the room

The remaining work surrounds deepening the elementary pilots to continue to develop a clear understanding of what will help elementary students and teachers be the most successful at both the primary and intermediate levels. This will guide the upgrading of all elementary classroom displays over the coming years.

Future Work/Consistent Student Experience

The new VANTAGE/MOMENTUM building serves as a true model of the *Classroom of the Future*. We have pockets of this model environment in all Minnetonka buildings through pilots. Our future work lies in standardizing and building out these environments for all Minnetonka students to experience to enhance learning.

As Minnetonka students move through the levels, building to building, grade to grade, and department to department, Minnetonka strives to offer a consistent student experience for all programs and levels. To provide this, the following work will continue:

- Updating all classrooms with smart, clear display technology for an equitable visual experience for all students
- Supporting teachers with ongoing access to mobile, flexible devices
- Designing classroom environments to align with best practices for learning
- Updating sound enhancement to provide equitable audio
- Designing purposeful and flexible classroom layouts, including furniture

In the discussion that followed, board members asked questions regarding the makeup of the Student Advisory Team, the challenges of switching from desktops to Macbooks for teachers, the impact of AI on the classroom environment, possible updates to the MHS handbook, and the future of quantum computing. Mr. Dronen noted that in order to make education as efficient as possible, whoever can get the information the quickest will be key going forward. Ms. Fay said that the utilization of Apple Classroom has been a huge benefit, as it allows the students to have their work projected onto the screen. Dr. LaDue noted how the students on the Advisory Team have given great feedback on the new VANMO building and how they believe the new spaces allow them to do their best work.

OVERVIEW OF ANNUAL DEVELOPMENTAL RELATIONSHIPS SURVEY

Dr. LaDue and Director of Teacher Development Sara White led the discussion. They noted that tonight's presentation aligns with the District's goal of Excellence in Well-being, Connection and Belonging. The importance of relationships was identified as a cornerstone to accomplishing this goal. The team shared student feedback gathered through the Search Institute's Developmental Relationships survey as well as progress in responding to those results.

The team shared the following data points with the Board:

Student Participation

5,817 Students

6% more respondents compared to Winter 2022

- +46 in grades 4 & 5
- +139 in grades 6-8
- +132 in grades 9-12

Grade

Not enrolled	0
Grade 4	702
Grade 5	735
Grade 6	770
Grade 7	738
Grade 8	673
Grade 9	672
Grade 10	551
Grade 11	461
Grade 12	418
Post-secondary	0

Gender

Girl	2,700
Boy	2,531
Other	316

Race

Asian/Pacific Islander	297
Black	164
Hispanic/Latinx	140
Native American	27
White	3,689
Other	168
Multiracial	627

Staff Participation

646 Staff

- 7% more respondents compared to Winter 2022 (+45)
- 87% of respondents are teachers

Total

646 of 1,247

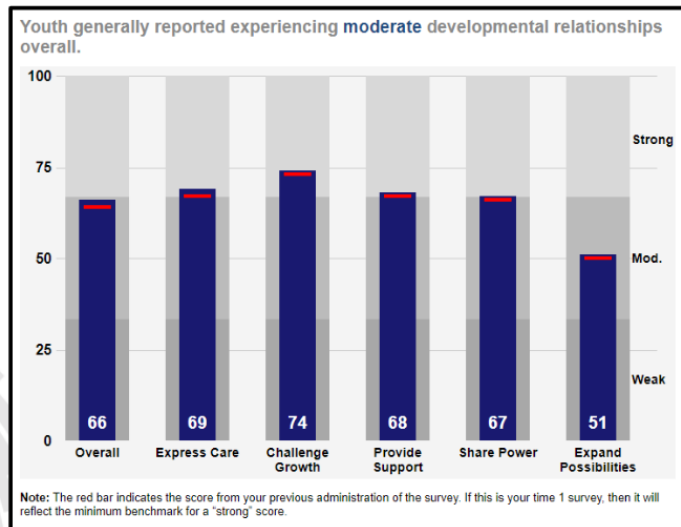
Position

Program Dir./Manager	3
Teacher/Faculty	547
Counselor/Soc. Work	23
Youth Worker/Mentor	1
Parent Educator	0
Prevention Specialist	1
Principal/Admin.	4
ED/CEO/Superint.	1
Support Staff	32
Volunteer	0
Other	17

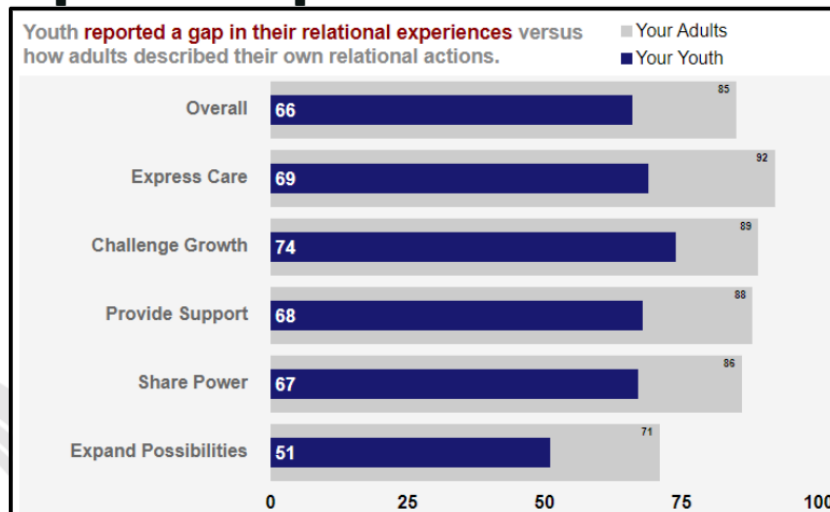
Work with Grades

Pre-K - Grade 3	227
Grade 4	146
Grade 5	139
Grade 6	93
Grade 7	90
Grade 8	95
Grade 9	126
Grade 10	131
Grade 11	142
Grade 12	139
Post-secondary	4

Developmental Relationships

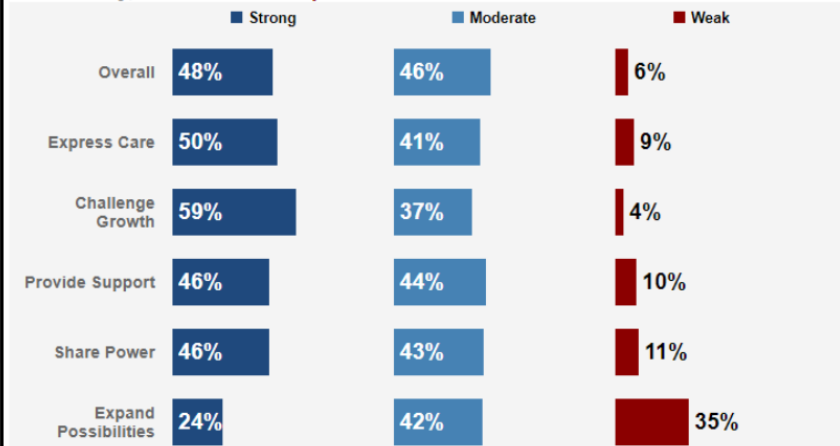


Perception Gap



Averages Mask the Nuance

Overall, 48% of youth had strong experiences of developmental relationships. Conversely, 6% had weak experiences.

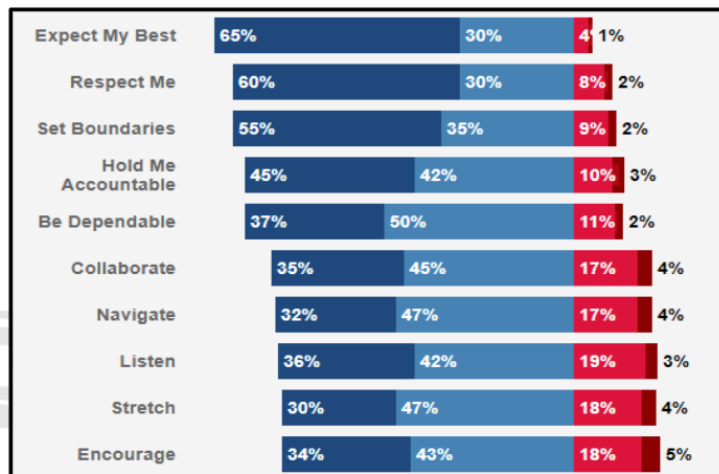


Takeaways:

- Very few students do not experience good to great relationships with teachers.

- Compared to 2022, we see small differences in most of the categories, primarily a 1-2% difference.

Relational Actions - Strengths

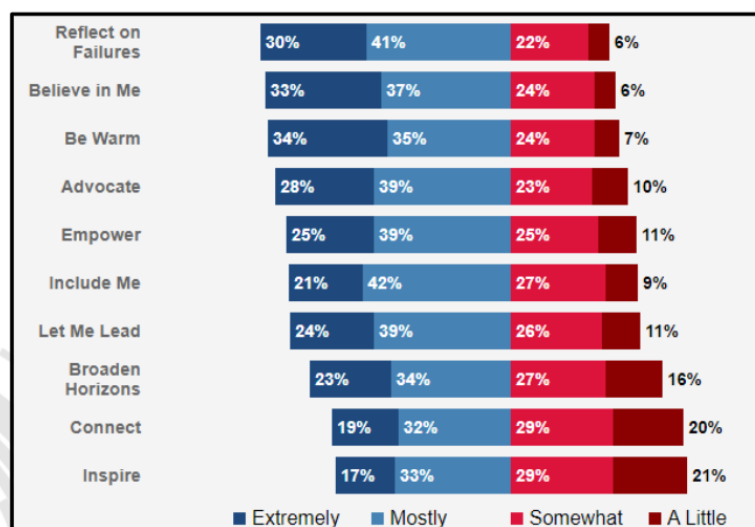


Takeaways:

- Compared to 2022, we see very few differences in the ranked order of most of the categories.

- 'Stretch' dropped 3 positions, which was the biggest shift in relational actions.

Relational Actions – Growth Areas



Survey Review and Analysis

On January 26, 2024 President and CEO of the Search Institute Dr. Benjamin Houltberg met with building and district administrators to share district-level data, themes, and trends with survey results. Three outcomes were identified for the session:

1. Understand Developmental Relationships Survey results in 2023 compared to 2022.
2. Understand the district-level results and how to interpret and use them.
3. Build familiarity with the platform to investigate individual school results.

To understand the survey results, it is important to understand how survey item scores are determined. Each survey item has four response choices, scored on a scale from 1-4. The options were:

A Little	Somewhat	Mostly	Extremely
Like My Teachers	Like My Teachers	Like My Teachers	Like My Teachers

Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula $((x-1)*100)/3$ to assist with interpretation. Scores are then reported in three levels: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores

of 33.33-66.33 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). This practice identifies areas where young people are either particularly high or low, which may not always be evident from the average score.

Students in Minnetonka largely report strong or moderate developmental relationships with their teachers. The variation in experiences between levels is consistent with stages of child and adolescent maturation. While the feedback is considered very strong according to Search Institute standards, Minnetonka administrators and teachers will continue to strive to ensure that each student experiences developmental relationships.

Developmental Relationships Strengths by Level

Level	Strong	Moderate	Weak
Elementary	61%	35%	3%
Middle	44%	49%	8%
High	43%	51%	6%

Themes emerged as to the strengths of relationships between Minnetonka teachers and their students, as well as opportunities to strengthen relationships. Relationships are a strength across the District. Because Minnetonka is starting from a place of strength, large movement in student experiences as reflected in the survey results would not be expected. District trends and where experiences differed were reviewed.

The Developmental Relationship action strengths were consistent across all levels. These strengths come from four of the five elements. The top two across all levels were:

- **Expect My Best.** This action is from the “Challenge Growth” element and is defined as “Expect me to live up to my potential.” This was the greatest strength at all three levels.
- **Set Boundaries.** This action is from the “Provide Support” element and is defined as “Put limits in place that keep me on track.” This was the second greatest strength at the elementary and middle school levels and fourth strongest at the high school level.

The following strengths were in the top five strengths at all three levels in varying order:

- **Respect Me.** This action is from the “Share Power” element and is defined as “Take me seriously and treat me fairly.”
- **Be Dependable.** This action is from the “Express Care” element and is defined as “Be someone I can trust.”
- **Hold Me Accountable.** This action is from the “Challenge Growth” element and is defined as “Insistent I take responsibility for my actions.”

One site had **Collaborate** in its top five strengths with **Hold Me Accountable** just behind. **Collaborate** is from the “Share Power” element and is defined as “Work with me to solve problems and reach goals.”

Actions from the Expand Possibilities were experienced least at all three levels.

- **Inspire.** This action is defined as “Inspire me to see possibilities for my future.”
- **Connect.** This action is defined as “Introduce me to people who can help me grow.”
- **Broaden Horizon.** This action is defined as “Expose me to new ideas, experiences, and places.”

While it may be tempting to focus energy on the actions with the greatest potential to improve, that may not be the right decision. Dr. Houltberg suggested that administrators consider concentrating their efforts this spring on actions that may be foundational rather than those with lower ranks. For example, the actions of “Listen” and “Be Warm” from the Express Care element may be foundational for the actions of “Inspire” and “Connect” in the Expand Possibilities element. The Search Institute developed an example to illustrate the progression of a Developmental Relationship (Figure 2, page 4). While no relationship develops in the same way, and while relationships do not develop in a linear fashion, this progression represents a possible evolution of a developmental relationship.

As noted previously, certified staff, largely teachers, completed a parallel survey to the student survey. This survey allows organizations to identify gaps in teacher perception of how they are expressing developmental relationships with how children are experiencing developmental relationships. The narrowest gaps were strengths from both perspectives: Expect My Best (4% difference) and Set Boundaries (6% difference). Actions with larger gaps will be opportunities for administrators to learn more. For example, 96% of staff reported that they perceive that they are expressing that they empower their students. Of student respondents, 64% of students agreed with the statement “My teachers teach me how to ask for help when I need it.” In responding to this result, individual teachers may ask their students to share insights. Additionally, building leaders may ask focus groups of students to unpack some of the survey items with lower ratings or larger gaps to better understand the student perspective as well as to develop action steps to respond to student feedback.

Responding to the 2023 Survey Results

Each year on the transition day between semesters, principals and district administrators work with representatives from the Search Institute to understand the survey results. Following this year’s session with Dr. Houltberg on January 26, 2024 principals worked with their leadership teams to determine next steps in improving how students experience developmental relationships. Superintendent Law directed principals to reflect on the results of their surveys and identify strategies that will be implemented this spring and next

fall to respond to those results. Each site updated their plans to reflect the new insights from the third iteration of the survey.

On the March 4 professional learning day, Principal Jeff Erickson and the Minnetonka High School administrative team led a session for high school teachers focused on a series of reflection activities related to the Developmental Relationships survey results focused on the student experience. There were two outcomes for that day:

1. Investigate the ways that MHS students experience components of the Developmental Relationships Framework (Express Care and Challenge Growth).
2. Intentionally respond to today's data in ways that enhance the MHS student experience and benefit teacher-student relationships.

In advance of this session, the high school administrative team worked with the communications department to interview MHS students about their developmental relationships experiences. Those videos were laced into the presentation and provided staff opportunities to hear directly from their students. At the conclusion of the session, teachers were charged to identify an individual action research plan. They identified 2-3 strategies they would implement between March and June and will survey students in late May on the identical survey items. One strategy that the administrative team promoted was the 2x10 strategy. This strategy asks adults to identify one student with whom they don't have a strong connection. Then, for ten days, the adult chats with the student about anything except school/academics for two minutes. This strategy builds relationships in the "Express Care" element, specifically in the Listen and Be warm actions.

At the remaining sites, administrators strategically embedded work with their staff on the Developmental Relationships. Examples from each site follow.

- At Clear Springs Elementary, they focused on the "Express Care" element by expanding their mentoring model. An additional 30 students at Clear Springs are benefiting from mentors this spring. Twenty adults volunteered to informally meet regularly with students that they already had a connection with who might also benefit from additional adult support. Not only do these adults express care to the students, they are also providing support and challenging their growth. In addition to the adult mentors, fifth grade students on the Clear Springs Leadership Team mentor younger students. By inviting these students to connect with their peers, Clear Springs administrators and staff are sharing power with the students and expanding their possibilities. This one activity encompasses all the Developmental Relationship elements!
- Deephaven Elementary Principal Bryan McGinley and Assistant Principal Josh Jansen modeled activities from the Search Institute's *Relationship Builder's Guidebook* with their staff that staff could replicate with their students. One example is the "What Makes You Happy?" activity from the Expand Possibilities element. Staff "toured" their colleagues' classrooms. While in their colleagues' spaces, the

host identifies the “sparks” in their space that bring them joy. They shared the activities that they do with their students that really connect with kids. Staff loved the activity so much that they replicated it so that they could visit more classrooms and get even more ideas.

- To strengthen relationships at all levels, Excelsior Elementary teachers and staff collaborated to create the mosaic, “Excelsior Elementary: Watch Us Soar,” that welcomes guests to the building. Principal Jennifer Smasal and art teacher Katy Friends worked with renowned mosaicist and teaching artist Lisa Arnold to design and construct the project. This art installation challenged students academically to use symbols to convey meaning and express themselves.
- Students at Groveland Elementary will have their possibilities expanded as they participate in aviation modules later this spring. Minnetonka High School students currently in the Aviation program are creating lessons that they will present to students in kindergarten through 5th grade in both English and Spanish. This idea not only broadens the horizons of the elementary students, it also is empowering the high school students in developing their leadership skills and inspiring them to consider their future possibilities.
- Minnewashta Principal Cindy Andress, Interim Principal Nancy Wittman-Belz, and Assistant Principal Jenny Van Aalsburg began their work with their staff by celebrating their strengths in the Express Care element where students and staff expressed similar sentiments (Respect me; Expect my best). For the areas where they noticed discrepancies (Be warm; Believe in me), they asked their staff members to interview students with questions like, “How do you know an adult, your teacher, enjoys being with you? What does it look like and sound like?” Concurrently, they introduced modules from Second Step, a online platform designed to support adult learning in social and emotional learning through job-embedded professional learning. The program promotes evidence-based strategies for both adults and youth.
- Scenic Heights Principal Joe Wacker and Assistant Principal Nicole Snedden challenged students to find and recognize acts of kindness through their Kindness Tickets initiative. When students and staff notice a child colored strips of paper, students - and staff - complete the note and drop it in the jar in the main office. Those notes are then incorporated into a chain that is displayed in the building.
- To connect with students who have been identified as in need of support and stronger connections, students at MME are invited to participate in open gym basketball before the start of the day, two mornings a week. MME teacher Joel Newman, behavior paraprofessional Missy Ryan, counselor Matt Lichty, and school psychologist Stephanus Badenorst coordinate and lead this high-interest, high-energy activity. Because it is such a desired activity, the administrative team is able to leverage it to motivate students to make good decisions and efforts.
- The administrative team at MMW - Principal Freya Schirmacher, Assistant Principals Andrea Hoffmann and Dalton Knes, and counselor Adam Jorgenson - interviewed 48 students about their relationships with their teachers. They asked each student twelve questions connected to the Developmental Relationships

survey and framework. They compiled those audio files into 12 collections. At a recent staff meeting, teachers individually listened to the audio files through headphones and reflected on what they heard by responding to these three questions:

- What is an affirmation or confirmation of something you already do?
 - What is something you may want to start doing?
 - How does the student response differ from your thinking?
- Assistant Director of K-8 Tonka Online noticed that there was a need to make students feel connected and supported. Tonka Online counselor Courtney Davis has been meeting with middle school students during Friday's advisory and targeting three categories of students; students who need study and organizational skills, students who need socialization (connections with others), and students who would benefit from SEL support.

In the discussion that followed, Vice Chairperson Lee-O'Halloran noted the importance of this work, as it dovetails with the Board's goals around eliminating gaps and improving student experiences. He stressed the need to improve the "Trusted Adult" student data. Dr. LaDue shared an example of an exercise at MHS called "2x10" – teachers have a two-minute conversation with a student (not about school) for 10 days in a row, as a way to build connections. ANCHOR time can also be used to dialogue with the students about their lives and their interests. Dr. LaDue noted that students are invited to share their names on the survey, and some of them have done that. She also said the student data tells us quite a bit about what the students want to hear, what they want to see, how they want to be addressed, etc. "This is an evolving process, it's not straightforward," she said. Board member Browne asked if we are equipping the teachers to have these types of conversations with students. Ms. White responded by saying that while some teachers may be less comfortable having those conversations, the importance of having them cannot be overstated. "There is vulnerability there, and the teacher needs to realize that their job is to be vulnerable and share their story as well," she said.

REVIEW OF POSSIBLE EXTENSION OF OPERATING REFERENDUM

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He noted that this was a timely issue, as the 2023 Minnesota Legislature had modified Minnesota Statutes 126C.17 with a new Subdivision 9b., which allows school districts to extend an expiring operating referendum one time for 10 years by a vote of the school board if it is extended at the same per-pupil amount. For school districts that have a voter-approved annual inflation factor adjustment, the referendum can be extended at the same per-pupil amount plus an annual inflation adjustment. He said that the reason for this change is because extensive historical data on elections for the renewal of operating referendums indicated that for operating referendums that were proposed to renew at the same rate or the same rate plus inflation, the approval rate was very close to 100%. By allowing school districts to extend an Operating Referendum one-time for 10 years, school

districts across the State would not have to expend scarce dollars on the cost of running a referendum election.

Mr. Bourgeois said that the Operating Referendum Levy Authority approved in November 2015 expires after the 2024 Pay 2025 Levy. For it to continue, the School Board must either run an Operating Referendum election in November 2024, or decide to extend the Operating Referendum by School Board approval. If the Board decides to extend the Operating Referendum, the District must hold a public hearing, which can be before the meeting at which the extension will be voted upon and notify the Minnesota Department of Education and Hennepin County and Carver County Auditors of the extension by June 15, 2024.

For the 24 Pay 25 Operating Referendum Levy, which is the final year of the authority approved by the voters on November 3, 2015, the per-pupil amount approved is projected to be \$2,381.40 utilizing the inflation factors calculated by the Minnesota Department of Education. Utilizing the MDE 2.17% inflation factor calculated for the 25 Pay 26 Levy, which would be the first year of either a School-Board-approved extension or a voter-approved levy renewal, the per-pupil amount is calculated at \$2,432.36.

Mr. Bourgeois noted that the voters of the District approved a per-pupil amount that is higher than the State-imposed Operating Referendum Cap. For example, on the 23 Pay 24 Levy for FY25, the voter-approved per-pupil amount is \$2,330.82, but the State-imposed Operating Referendum Cap is \$2,202.89. For the 24 Pay 25 Levy for FY26, the voter-approved per-pupil amount is estimated to be \$2,381.40, but the State-imposed Operating Referendum Cap is estimated to be \$2,250.69. For the proposed School Board extension or voter-approved renewal on the 25 Pay 26 Levy for FY27, the per-pupil amount of authority requested is projected to be \$2,432.36, but the State-imposed Operating Referendum Cap is estimated at \$2,298.86.

It is anticipated that at the estimated E-12 enrollment for FY27 of 11,426 (11,372 K-12 plus 54 Early Childhood Handicapped), the Adjusted Pupil Units will total 12,505.40 resulting in a total amount requested of \$30,417,735 with that amount to be levied annually after adjustment for inflation through the 34 Pay 35 Levy for FY36. That amount will be the authorized amount, but the State-imposed Operating Referendum Cap will limit the actual amount collected to \$2,298.86 per pupil for a total amount of \$28,748,164.

Since the District is at the Operating Referendum Cap at this time, we cannot ask the voters of the District for an increase in the per pupil amount. If we are to run an election to renew the Operating Referendum for ten years, the amount being asked of the voters would be the same amount as the amount that would be School-Board-approved were we to extend the Operating Referendum for ten years as allowed by Minnesota Statutes 126C.17 Subd. 9b.

Mr. Bourgeois said that if the Board were to decide to move ahead with an extension, it is

proposed that the District hold a public hearing on May 30 prior to the Board Meeting on that date, and then have the Board approve the extension at the same meeting.

In the discussion that followed, Board members agreed that it would be a good idea to have Mr. Bourgeois repeat this presentation at the televised Board meeting on May 9, for the benefit of the viewing public, and then hold the hearing and vote on the extension at the May 30 board meeting.

ADJOURNMENT

The Board adjourned to closed session to discuss the status of negotiations with various employee groups at 8:30 p.m.

/cyv

CONSENT

**School Board
Minnetonka I.S.D. # 276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item X. c

Title: Payment of Bills

Date: May 9, 2024

OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of March 2024.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the Board approve the disbursements as presented for the month of March 2024.

Submitted by:



**Jessica Hulitt
Coordinator of Accounting**

Approved by:



**Paul Bourgeois
Executive Director of Finance & Operations**

Concurrence:



**David Law
Superintendent of Schools**

MINNETONKA DISTRICT #276

TO: David Law

FROM: Jessica Hulitt

RE: Payment of Bills – March 2024
Board Meeting Date: May 9, 2024

The following disbursements are submitted for the month of March:

Recommend the payment of bills in the sum of \$9,698,346.16 by check #483610 - #484233 and ACH #232402296 - #232402701, and wire transactions #202301147 - #202301325 as follows:

March

FUND	
01 GENERAL FUND	5,779,824.81
02 CHILD NUTRITION	654,265.96
03 PUPIL TRANSPORTATION	30,238.16
04 COMMUNITY SERVICE	640,540.91
05 CAPITAL EXPENDITURE	170,312.61
09 TRUST - FIDUCIARY	164,068.29
11 EXTRA/CO-CURRICULAR	310,289.46
12 ATHLETIC FEE	16,097.78
18 CUSTODIAL FUND	6,777.36
20 SELF INSURANCE	128,186.98
40 CULTURAL ARTS CENTER	25,170.77
41 DOME OPERATIONS	22,114.52
42 AQUATICS PROGRAM	37,249.07
43 PAGEL CENTER	63,597.21
46 LTFM	201,170.58
56 CONSTRUCTION PROJECTS	879,071.61
66 CAPITAL PROJECTS LEVY	569,370.08
	\$ 9,698,346.16
 SALARIES	 \$ 5,905,830.02
 TOTAL	 \$ 15,604,176.18



Jessica Hulitt

May 1, 2024
Date

**SCHOOL BOARD
MINNETONKA I.S.D. #276
5621 County Rd. 101
Minnetonka, MN
Community Room**

Board Agenda Item X. d.

TITLE: Recommended Personnel Items

DATE: May 9, 2024

BACKGROUND: Under the authorization of district policy, and the terms and conditions of the collective bargaining agreements between the Minnetonka Public Schools and employee groups recognized under Minnesota law, the executive director for human resources makes recommendations for employment, leaves, employee status changes, and resignations or release from contracts.

Those recommendations of a routine nature are attached in summary fashion. This section includes routine changes affecting an employee under the terms and conditions of the collective bargaining agreements, and new hires that occur between board meetings or are scheduled for the future.

State law requires that the School Board formally approve all personnel actions. At the time of hiring, employees are told that the administration formally recommends employment, and that the employment action is finalized only after Board action. On these routine matters, however, the administration may initiate the change prior to formal Board action in order to provide continuity of service to students.

Personnel changes of an exceptional nature requiring the interpretation of other district policies or laws are marked with an asterisk on the summary page, and have a separate explanation. In these cases, the administration does not take action until after Board action.

FUTURE ACTION/RECOMMENDATION:

The administration recommends approval of all attached personnel changes.

Submitted by:

Concurrence by:



Anjie Flowers
Executive Director of Human Resources



David Law
Superintendent

Human Resources Personnel Recommendations

Licensed Employment

Last Name	First Name	Position	Building	Salary	FTE	Start Date	End Date
DENG	YUEFEN	CHINESE IMMERSION TEACHER	MMW	\$4,752.35	0.20	04/09/2024	06/10/2024
GREVLOS	ABBIE	READING/WILSON READING LTS	DEEPHAVEN	\$75,843.00	1.00	08/26/2024	06/11/2025
JORGENSEN	LUCIA	MATH TEACHER	MMW	\$109,653.00	1.00	08/26/2024	
PLATH	ADELINE	SPECIAL EDUCATION TEACHER	MHS	\$7,698.09	1.00	04/29/2024	06/10/2024
VIELGUTH	PABLO	GRADE 4 TEACHER	CLEAR SPRINGS	\$9,874.17	1.00	04/18/2024	06/10/2024

Non-Licensed Employment

Last Name	First Name	Position	Building	Salary	FTE	Start Date	End Date (if applicable)
BARNES	CLARA	GYMNASTICS STUDENT COACH	MCEC	\$15.84	0.15	04/15/2024	
COOMBE	KATHRYN	MINNETONKA MASTERS SWIMMING COACH	AQUATICS	\$22.00	0.10	03/25/2024	
FAY	AMANDA	INTERIM EXECUTIVE DIRECTOR OF TECHNOLOGY	DSC	\$150,000.00	1.00	07/01/2024	06/30/2025
FRIEND	JULIE	ASSISTANT STUDENT ACTIVITIES DIRECTOR	MHS	\$120,000.00	1.00	07/01/2024	
HENDERLEITER	LIAM	TENNIS COACHING ASSISTANT	MCEC	\$14.00	0.40	05/31/2024	
JOHNSON	LEVI	LUNCHROOM/PLAYGROUND PARA	SCENIC HEIGHTS	\$20.55	0.25	04/09/2024	
JOHNSON	LEVI	PROJECT PLAY CHILD ASSOCIATE PARA	SCENIC HEIGHTS	\$22.91	0.28	04/09/2024	
JOHNSON	LEVI	CLASSROOM PARA	SCENIC HEIGHTS	\$22.91	0.25	04/09/2024	
KLECKER	MICHELLE	COMMUNICATIONS OFFICE ASSISTANT	DSC	\$25.87	1.00	04/10/2024	
MARTY	OLIVIA	EXPLORERS PROGRAM ASSISTANT	EXCELSIOR	\$18.00	0.38	04/15/2024	
MATHESON	BRODE	CUSTODIAN	DEEPHAVEN	\$19.97	0.50	04/04/2024	
MATHESON	BRODE	CUSTODIAN	MHS	\$19.97	0.50	04/04/2024	
MORIANGO	JULIAH	EXPLORERS PROGRAM ASSISTANT	DEEPHAVEN	\$17.50	0.40	04/15/2024	
RYAN	THOMAS	COOK HELPER	MHS	\$19.97	0.75	04/10/2024	
SPENCER	TEQUILLIA	EXPLORERS BEHAVIOR ASSISTANT	DEEPHAVEN	\$20.10	0.50	04/15/2024	
STONE	LINDA	BEHAVIORAL PLANNING PARA	EXCELSIOR	\$22.91	0.81	04/15/2024	
STONE	LINDA	LUNCHROOM/PLAYGROUND PARA	EXCELSIOR	\$20.55	0.05	04/15/2024	
THOMAS	WILLIAM	CUSTODIAN	MMW	\$19.97	1.00	04/15/2024	
WILLETTE OCAMPO	AMANDA	COOK HELPER	GROVELAND	\$19.97	0.75	04/16/2024	

Assignment Changes

Last Name	First Name	Modification	Building	FTE	Effective Date	End Date (if applicable)
ANSALDO	MARIA	ADD: ENGLISH LANGUAGE LEARNER PARA	DEEPHAVEN	0.45	04/22/2024	05/23/2024
BREEN	MATTHEW	ASSISTANT PRINCIPAL	EXCELSIOR	1.00	07/01/2024	
CASPER SANCHEZ	MARISELA	GRADE 2 SPANISH IMMERSION TEACHER	MINNEWASHTA	1.00	08/26/2024	
CESA	MADELYN	SPECIAL EDUCATION PARA	EXCELSIOR	0.81	04/15/2024	
COLWELL	RACHEL	NAVIGATOR 2/3 LTS	SCENIC HEIGHTS	1.00	04/29/2024	06/10/2024
CURRAN	JOY	ADVANCED LEARNING TEACHER	CLEAR SPRINGS	1.00	08/26/2024	
FAIRBROTHER	ANGELA	GERMAN AND ADVISORY TEACHER	MHS/MMW	1.00	08/26/2024	
HALVERSON	DANNEKA	ADD: SPEECH LANG PATH LTS	CLEAR SPRINGS	0.30	04/22/2024	06/10/2024
HENDRICKSON	ERIC	SOCIAL STUDIES LTS	MHS	0.80	04/23/2024	06/10/2024
HOLLAND	LUCIE	GRADE 3 LTS	EXCELSIOR	1.00	04/09/2024	06/10/2024
JOHNSON	NICOLE	ITINERANT TEACHER	MINNEWASHTA	1.00	08/26/2024	09/30/2024
KOTILINEK	GABRIEL	BUS/TRAFFIC PARA	MINNEWASHTA	0.11	04/15/2024	
KOTILINEK	GABRIEL	SPECIAL EDUCATION PARA	MINNEWASHTA	0.98	04/15/2024	
LEHR	CHELSEA	HEAD OFFICE ASSISTANT	EXCELSIOR	1.00	05/17/2024	06/18/2024
LENAHAN	PAMELA	SPECIAL EDUCATION PARA	MHS	0.81	04/29/2024	06/07/2024
MARTINSON	SARA	ADD: LANG ARTS OVG	MHS	0.12	01/29/2024	05/10/2024
MENDENHALL	QINGLING	CHINESE IMMERSION	MME	1.00	08/26/2024	
MILLER	RACHEL	LANGUAGE ARTS LTS	MHS	0.60	01/03/2024	05/10/2024
MOSES-THOMSEN	EMILY	LANG ARTS LTS	MME	1.00	03/22/2024	06/10/2024
OLSON	MALORIE	BUSINESS EDUC LTS	MHS	1.00	04/09/2024	06/10/2024
PILOSI	KATHLEEN	ART LTS	SCENIC HEIGHTS	1.00	01/02/2024	05/07/2024
ROSENTHAL	ABBY	GRADE 6 HEALTH TEACHER	MME	0.80	08/26/2024	
SCHULZ	KAITLIN	LANGUAGE ARTS TEACHER	MME	0.80	08/27/2024	06/12/2025
SPILANE	KRISTEN	SPECIAL ED	MMW	1.00	08/26/2024	
UNGERMAN	HANNAH	WORK EXPERIENCE TEACHER	MHS	1.00	08/26/2024	
VAN NEST	ROBIN	WILSON READING TEACHER	MME	0.80	08/27/2024	06/12/2025
WANGEN	GABRIELLE	LANGUAGE ARTS TEACHER	MHS	0.40	08/26/2024	06/12/2025
WEAVING	HALIE	MUSIC LTS, 1.0 FTE, MME	MME	1.00	04/09/2024	06/10/2024
ZIMMERMAN	MERLIN	ADD: LANG ARTS OVG.	MHS	0.12	01/29/2024	05/10/2024

Leave of Absence

Last Name	First Name	Position	Building	FTE	Leave Start	Leave End
BEND	JENNIFER	ART TEACHER	SCENIC HEIGHTS	1.00	01/03/2024	05/07/2024
BOBERG	EDWARD	GRADE 5 TEACHER	DEEPHAVEN	1.00	04/09/2024	06/10/2024
DURBIN	MEGAN	PSYCHOLOGIST	MHS	1.00	08/26/2024	11/01/2024
HUPP	TESSA	SPECIAL EDUCATION TEACHER	MME	1.00	08/27/2024	01/24/2025
NUNN	JAMES	PHYSICAL EDUCATION TEACHER	MINNEWASHTA	1.00	04/22/2024	06/10/2024
POWELL	ELIZABETH	GRADE 3 TEACHER SPANISH	DEEPHAVEN	1.00	05/22/2024	05/31/2024
ROSENTHAL	ABBY	HEALTH TEACHER	MMW	0.20	08/26/2024	06/11/2025
SCHULZ	KAITLIN	LANGUAGE ARTS TEACHER	MME	0.20	08/27/2024	06/12/2025
VAN NEST	ROBIN	WILSON READING TEACHER	MME	0.20	08/27/2024	06/12/2025
WILSON	KATHERINE	SPEECH TEACHER	CLEAR SPRINGS	1.00	04/15/2024	06/10/2024
XIA	QIAN	GRADE 1 CHINESE IMMERSION TEACHER	SCENIC HEIGHTS	1.00	08/26/2024	06/12/2025

Resignations, Retirements, Terminations, Non-Renewals

Last Name	First Name	Position	Building	Effective Date
BEUCH	JILL	OCC THERAPIST	MINNEWASHTA	06/10/2024
BOSTON	BRYCE	MINNETONKA SWIM CLUB HEAD SENI	AQUATICS	07/21/2024
CARLSON	ADRIANNA	EXPLORERS SITE SUPERVISOR	EXCELSIOR	05/28/2024
COTTIER	JULIANNA	EXPLORERS PROGRAM ASSISTANT	DEEPHAVEN	04/12/2024
ENGDAHL	ALYSSA	OCC THERAPIST	CLEAR SPRINGS	06/10/2024
GREEN	TINESHA	COOK HELPER	SCENIC HEIGHTS	04/08/2024
HAMMOND	KELLEY	EXPLORERS LEAD JR INSTRUCTOR	MCEC	05/08/2024
HANSON	SHANNON	SPECIAL EDUCATION PARA	GROVELAND	04/17/2024
HARDIMAN	MARGARET	PROJECT PLAY CHILD ASSOCIATE PARA	SCENIC HEIGHTS	01/30/2024
HARDIMAN	MARGARET	LUNCHROOM/PLAYGROUND PARA	SCENIC HEIGHTS	01/30/2024
HILL	MICAELAH	EXPLORERS SITE SUPERVISOR	SCENIC HEIGHTS	04/12/2024
JOACHIM	KEVIN	EXPLORERS ASST SITE SUPERVISOR	MINNEWASHTA	05/09/2024
JOHNSON	NICOLE	RTI TEACHER (RESP TO INTERV)	MINNEWASHTA	09/30/2024
KASPER	FAITH	SPECIAL EDUCATION TEACHER	SAIL	06/10/2024
KENEALY-BREDICE	MARY	ADVANCED LEARNING TEACHER	SCENIC HEIGHTS	06/10/2024

KNES	DALTON	ASSISTANT PRINCIPAL	MMW	06/30/2024
LARSON	JOAN	ADVANCED LEARNING TEACHER	CLEAR SPRINGS	06/30/2024
LOTZER	ANNA	COOK HELPER	MHS	04/24/2024
MALONE	KAREN	SPECIAL EDUCATION TEACHER	MMW	06/10/2024
MILLER	REGAN	SWIM INSTRUCTOR	AQUATICS	04/15/2024
MILLER	REGAN	REC TEAM SWIM COACH	AQUATICS	04/15/2024
MILLER	REGAN	ASSISTANT SWIM CLUB COACH	AQUATICS	04/15/2024
POTTER	ANDREW	GRADE 1 TEACHER	EXCELSIOR	06/10/2024
PULLEN	TERI	COOK HELPER	MHS	06/07/2024
REITAN	DOUGLAS	COOK MANAGER	MHS	09/13/2024
SACCHET	LAURIE	EXPLORERS PROGRAM LEADER	EXCELSIOR	04/09/2024
SCHUETTE	KRISTIN	CLASSROOM PARA	DEEPHAVEN	04/08/2024
SCHUETTE	KRISTIN	BUS/TRAFFIC PARA	DEEPHAVEN	04/08/2024
SOBERG	ANGELICA	SPECIAL EDUCATION PARA	MINNEWASHTA	03/27/2024
SOETANTO	AUDREY	BEACH LIFEGUARD	AQUATICS	04/11/2024
SPARKMAN	ROSEMARY	COOK HELPER	MHS	09/27/2024
STEFFEL	JACQUELINE	COORD PROCUREMENT, INSURANCE, ELECTIONS	DSC	08/09/2024
ZABILLA	CYNTHIA	SPECIAL EDUCATION PARA	MHS	04/08/2024

In-District Appointments

Last Name	First Name	Position	Building	Stipend	Start Date	End Date (if applicable)
ADAMS	MARCELLA	CHEERLEADING-ASSISTANT	MHS	\$4,143.00	10/29/2023	03/09/2024
ANDRUSKIEWICZ	TONYA	GIRLS TRACK AND FIELD ASSISTANT COACH	MHS	\$4,729.00	03/11/2024	06/08/2024
BALLOY	CHRISTINA	GIRLS GOLF ASSISTANT COACH	MHS	\$3,018.00	03/18/2024	06/12/2024
BARKER	ALEX	TENNIS BOYS HEAD COACH	MMW	\$3,373.00	03/25/2024	05/24/2024
BARTA	BLAKE	LACROSSE-BOYS-ASSISTANT COACH	MHS	\$4,024.00	04/01/2024	06/15/2024
BERLIN	KYLE	GOLF-BOYS-ASSISTANT	MMW	\$2,442.00	03/25/2024	05/24/2024
BOYUM	TRENT	DRAMA-SPRING MUSICAL DIRECTOR	MHS	\$6,551.00	02/28/2024	05/26/2024
BRUNIK	MICHELLE	SPEECH ADVISOR	MME	\$1,894.00	11/13/2023	03/09/2024
BRUNIK	MICHELLE	TECHNOVATION ADVISOR	MME	\$1,894.00	11/15/2023	05/08/2024
BUSS	JENNA	TRACK & FIELD-GIRLS-ASSISTANT COACH	MHS	\$3,783.20	03/11/2024	06/08/2024
CARLSON	JOSEPH	GOLF-BOYS-HEAD COACH	MHS	\$5,662.00	03/11/2024	06/12/2024

CARTER	TRISTAN	GOLF-BOYS-HEAD COACH	MMW	\$3,373.00	03/25/2024	05/24/2024
DEZELLAR	CHANDLER	LACROSSE-GIRLS-HEAD COACH	MHS	\$5,662.00	04/01/2024	06/15/2024
DRYKE	JONATHAN	LACROSSE-BOYS-ASSISTANT COACH	MHS	\$4,024.00	04/01/2024	06/15/2024
DUNLAP	MASON	LACROSSE-BOYS-ASSISTANT COACH	MHS	\$4,024.00	04/01/2024	06/15/2024
ELFNER	LUKE	GOLF-BOYS-ASSISTANT COACH	MHS	\$3,018.00	03/18/2024	06/12/2024
GATENBY	CONNOR	LACROSSE-BOYS-ASSISTANT COACH	MHS	\$4,143.00	04/01/2024	06/15/2024
GEHRMANN	KRISTINE	TRACK & FIELD-GIRLS-ASSISTANT COACH	MHS	\$2,908.80	03/11/2024	06/08/2024
GOEDDERZ	ALEXANDRA	LACROSSE-GIRLS-ASSISTANT COACH	MHS	\$2,500.48	04/01/2024	06/15/2024
GONDECK-BECKER	DAVID	BOYS TRACK ASSISTANT COACH	MMW	\$3,119.00	03/25/2024	05/24/2024
GOTZ	KAREN	JAZZ BAND DIRECTOR	MME	\$1,038.38	11/01/2023	05/17/2024
GRISDALE	STEVEN	ARTSCENTER PIT PLAYER	MHS	\$2,300.00	04/19/2024	05/13/2024
HARTLEY	DEBORAH	GIRLS TRACK ASSISTANT COACH	MMW	\$2,883.00	03/25/2024	05/24/2024
HASKAMP	MELISSA	GOLF-GIRLS-ASSISTANT COACH	MHS	\$4,024.00	03/18/2024	06/12/2024
HAWKS	SCOTT	BOYS TRACK HEAD COACH	MMW	\$3,844.00	03/25/2024	05/24/2024
HEGNA	KINSEY	ADAPTED SOFTBALL HEAD COACH	MHS	\$2,858.00	03/11/2024	05/17/2024
HENNING	JASON	GOLF-BOYS-ASSISTANT COACH	MHS	\$3,907.00	03/18/2024	06/12/2024
HOEHNE	KIMBERLY	GIRLS TRACK AND FIELD ASSISTANT COACH	MHS	\$4,848.00	03/11/2024	06/08/2024
HROMATKA	MICHELLE	LACROSSE-GIRLS-ASSISTANT COACH	MHS	\$4,143.00	04/01/2024	06/15/2024
JOHNSON	TERESA	SOFTBALL ASST COACH	MHS	\$4,848.00	03/11/2024	06/07/2024
JORE	AMY	ASSOCIATE PRODUCTION DESIGNER	MHS	\$2,526.00	03/04/2024	05/12/2024
KOHR	AARON	DRAMA-SPRING MUSICAL PIT DIR	MHS	\$4,656.00	02/26/2024	05/18/2024
KYLLO BECHER	SARAH	GIRLS TRACK AND FIELD ASSISTANT COACH	MHS	\$4,848.00	03/11/2024	06/08/2024
LEBLANC	ERIC	TRACK & FIELD-GIRLS-ASSISTANT COACH	MHS	\$4,612.00	03/11/2024	06/08/2024
MARTINSON	SARA	GOLF-GIRLS-HEAD COACH	MHS	\$5,662.00	03/11/2024	06/12/2024
MELZ	BAILEY	BASEBALL-ASSISTANT COACH	MHS	\$3,588.84	03/18/2024	06/17/2024
MISKA	KATHRYN	SOFTBALL ASST COACH	MHS	\$4,000.45	04/02/2024	06/07/2024
MOORE	MICAYLA	SOFTBALL ASST COACH	MHS	\$2,364.50	03/11/2024	06/07/2024
NASTROM	BLAKE	LACROSSE-BOYS-ASSISTANT COACH	MHS	\$3,907.00	04/01/2024	06/15/2024
NELSON	JESSE	ADAPTED BOWLING CO-HEAD COACH + CO-ASSISTANT	MHS	\$1,392.00	02/26/2024	05/10/2024
OESTREICH	CONNOR	BASEBALL-ASSISTANT COACH	MHS	\$1,800.06	04/04/2024	06/17/2024
OLSON	STACIE	SOFTBALL ASST COACH	MHS	\$4,848.00	03/11/2024	06/07/2024
OPSAL	JASON	BOYS TENNIS ASSISTANT COACH	MHS	\$3,907.00	03/25/2024	06/07/2024

PETERSON	JACOB	TRACK AND FIELD BOYS ASST COACH	MHS	\$2,997.80	03/11/2024	06/08/2024
QUEEN	KYLER	ADAPTED BOWLING ASST COACH	MHS	\$1,117.00	02/26/2024	05/10/2024
REIMER-MORGAN	JANE	GIRLS TRACK AND FIELD HEAD COACH	MHS	\$6,642.00	03/11/2024	06/08/2024
RENLUND	JEFFREY	BOYS TRACK ASSISTANT COACH	MHS	\$4,848.00	03/11/2024	06/08/2024
RYDEEN	ANNA	LACROSSE-GIRLS-ASSISTANT COACH	MHS	\$3,907.00	04/01/2024	06/15/2024
SARTOR	MEGAN	SOFTBALL ASST COACH	MHS	\$4,000.45	03/11/2024	06/07/2024
SCHAFER	MARY	ADAPTED BOWLING ASST COACH + CO-HEAD COACH	MHS	\$1,392.00	02/26/2024	05/10/2024
SCHMIDT	LUKE	LACROSSE-BOYS-ASSISTANT COACH	MHS	\$3,907.00	04/01/2024	06/15/2024
SIEGEL	HOWARD	TENNIS-BOYS-HEAD COACH	MHS	\$5,662.00	03/25/2024	06/07/2024
STEPHAN	JOSHUA	GIRLS TRACK HEAD COACH	MMW	\$3,961.00	03/25/2024	05/24/2024
TEREFENKO	RYAN	LACROSSE-BOYS-ASSISTANT COACH	MHS	\$3,907.00	04/01/2024	06/15/2024
TRIPP	KELLEY	ARTSCENTER HAIR ADVISOR	MHS	\$125.00	04/18/2024	04/18/2024
WAHL	JEFFREY	GIRLS GOLF ASSISTANT COACH	MHS	\$976.75	03/18/2024	06/12/2024
WHEATON	BENJAMIN	TENNIS BOYS ASST COACH	MHS	\$4,024.00	03/25/2024	06/07/2024
WILSON	CHRISTOPHER	BASEBALL-ASSISTANT COACH	MHS	\$4,101.46	03/18/2024	06/17/2024
WINDERL	SUSAN	ADAPTED SOFTBALL ASST COACH	MHS	\$2,465.00	03/11/2024	05/17/2024
YUE	JOSHUA	LACROSSE-BOYS-HEAD COACH	MHS	\$5,662.00	04/01/2024	06/15/2024

Human Resources Personnel Recommendations - End of document

CONSENT

**School Board
Minnetonka ISD #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item X. e

Title: Gifts and Donations**Date: May 9, 2024****EXECUTIVE SUMMARY:**

In accordance with Minnetonka School District Policy #706, the Minnetonka School District encourages gifts and donations to enhance quality education to both students and residents. The School Board makes the final determination on the acceptability of a gift or donation. All gifts and donations become District No. 276 property under the complete authority of the Minnetonka School Board.

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Scenic Heights Principal Discretionary Fund:

Lynn Street	\$24,000.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Principal Discretionary Fund:

The Blackbaud Giving Fund	\$5.60
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deephaven Elementary School Principal Discretionary Fund:

Charities Aid Foundation America	\$20.00
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RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnetonka High School 2024 Seniors Serve Program Fund:

Anonymous	\$70.00
Excelsior Rotary Foundation	\$750.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnetonka High School Senior Scholarship Fund:

Kopp Family Foundation	\$4000.00
Rotary Club of Lake Minnetonka/Excelsior, Inc.	\$6000.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnetonka School District General Fund:

Charities Aid Foundation	\$208.93
CyberGrants	\$200.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnetonka High School Robotics Team Fund:

Paul & Julie Mattson	\$500.00
The Drew Family	\$250.00

RECOMMENDATION: That the School Board accepts donations from the Minnetonka Skippers Booster Club for the following clubs:

MHS Italian Club	\$250.00
MHS Best Buddies Club	\$250.00
MHS Breezes Newspaper Club	\$250.00
MHS Girls Soccer Club	\$250.00
MHS Mock Debate Club	\$500.00
MHS Photography Club	\$250.00
MHS Tonka Game Design Club	\$250.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Principal Discretionary Fund:

The Blackbaud Giving Fund	\$110.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Brady Gleason Memorial Scholarship Fund:

Richard & Melissa Barrett	\$1000.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Interact/ICA Food Shelf Fund:

Lake Minnetonka-Excelsior Morning Rotary Club	\$2050.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Fund for the new Einer Anderson Field Running Track Surface:

Minnetonka Track & Field and Cross-Country Association	\$46,944.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka School District Elementary Theatre Fund:

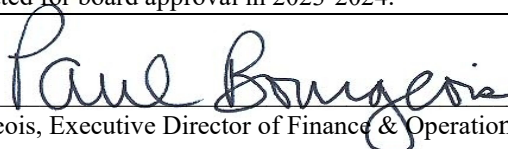
Ralph T. Ambrose	\$100.00
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TOTAL GIFTS AND DONATIONS FOR 2023-2024*	= \$608,060.00
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*Total amount reflects gifts & donations submitted for board approval in 2023-2024.

Submitted by: _____

Paul Bourgeois, Executive Director of Finance & Operations



CONSENT

**School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item X. f

Title: Electronic Fund Transfers

Date: May 9, 2024

EXECUTIVE SUMMARY:

Minnesota Statute 471.38 requires that a list of electronic fund transfers be submitted to the School Board each month for approval.

RECOMMENDATION:

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for March 2024.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

March 2024 FROM GENERAL FUND				
DATE	PAYEE			AMOUNT
3/1/2024	AP Payment			231,474.65
3/1/2024	Wex			3,057.07
3/4/2024	Claims Health Partners			152,378.74
3/4/2024	Delta Dental			28,557.68
3/6/2024	Payroll			2,960,495.07
3/8/2024	AP Payment			664,482.59
3/8/2024	Wex			22,826.71
3/11/2024	Claims Health Partners			251,791.19
3/11/2024	Delta Dental			17,734.83
3/15/2024	AP Payment			260,138.42
3/15/2024	Wex			31,710.57
3/18/2024	Claims Health Partners			116,494.35
3/19/2024	Delta Dental			27,163.24
3/20/2024	Payroll			2,945,242.60
3/21/2024	Delta Dental Premium			6,736.25
3/22/2024	AP Payment			374,421.72
3/22/2024	Wex			27,465.42
3/25/2024	Claims Health Partners			533,035.47
3/25/2024	Delta Dental			29,211.47
3/29/2024	AP Payment			298,477.29
3/29/2024	Health Partners Premium			76,348.74
3/29/2024	Solutran - Healthy Savings			4,369.67
3/31/2024	Wex			23,951.75
3/31/2024	Wex Admin Fee			4,226.50
March	Art Center CC Processing Fees			6,194.38
March	Athletic CC Processing Fees			4,903.46
March	Bank Monthly Service Charge			2,280.94
March	MCEC Credit Card Processing Fees			54,501.03
March	Monthly Postage Charges			2,800.00
March	Mtka Webstore CC Processing Fees			14,581.02
				\$ 9,177,052.82
March				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	3.25%	4,347,791.37
Money Market	MSDLAF+ Liquid Class	NA	5.18%	12,328,025.67
Money Market	MSDLAF+ MAX Class	NA	0.35%	-
Term	MSDLAF	NA	Var	38,100,000.00
CD	MSDLAF	NA	Var	1,894,000.00
Money Market	PMA IS	NA	5.22%	13,486,774.06
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	4.47%	665,195.74
Various	Wells Fargo OPEB	NA	Var	15,113,659.30
				\$ 85,935,446.14

CONSENT

**School Board
Minnetonka I.S.D. 276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item X. g

Title: Intermediate District 287 Long-Term Facilities Maintenance Levy May 5, 2024

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 is a member of Intermediate District 287 for various special education and other services. As a member of Intermediate District 287, the District is responsible for levying it's allocated share of the annual 10-Year Long-Term Facilities Maintenance Plan that provides revenue to complete long-term facilities maintenance projects that are necessary to keep the Intermediate District 287 facilities in a state of good repair.

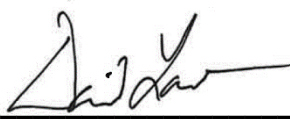
For the upcoming 24 Pay 25 Levy for Fiscal Year 2026, Minnetonka ISD 276's share of the Intermediate District 287 Long-Term Facilities Maintenance Plan is \$42,774.06.

Upon School Board approval, Intermediate District 287 will notify the Minnesota Department of Education and communicate to them the 442,774.06 amount of Minnetonka ISD 276's share of the Intermediate District 287 Long-Term Facilities Maintenance Levy so that MDE can include in the Minnetonka ISD 276 Levy Limitation & Certification for the 24 Pay 25 Levy.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve Minnetonka ISD 276's share of the Intermediate District 287 Long-Term Facilities Maintenance Levy for the 24 Pay 25 Levy in the amount of \$42,774.06.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
David Law, Superintendent

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT No. 276
(Minnetonka Schools)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 276, State of Minnesota, was held on _____, at _____ m., for the purpose, in part, of approving the Intermediate School District No. 287's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments in the district's application for long-term facility maintenance.

_____ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT NO. 287'S
LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND
AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE
PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY
MAINTENANCE REVENUE**

BE IT RESOLVED by the School Board of District No. 276, State of Minnesota, as follows:

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2025-26 (fiscal year 2026) school year in the amount of \$ 980,000.00 of which District No. 276's proportionate share is \$ 42,774.06, consisting of \$ 8,695.79 for pay as you go projects and \$ 34,078.27 for debt service payments on the 2017B Facilities Maintenance Bonds and the 2022A Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2025-26, (FY 2026) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 2026 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district

program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.
5. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district plans issued \$4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds will be payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and, upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 276.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of School District No. 276, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 276, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 287's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2024.

Clerk

School District No. _____