

SCHOOL BOARD MEETING

Minnetonka I.S.D. #276

5621 County Road 101

Minnetonka, Minnesota

www.minnetonkaschools.org

June 2, 2022

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)

- | | | |
|------|-------|---|
| 6:40 | | Recognitions: National Association of Music Merchants (NAMM) Best Communities for Music Education Award; ACDA State Honor Choir Participants (elementary and middle level); National French Contest (Le Grand Concours) Medal Recipients; Robotics State Qualifiers |
| 7:00 | I. | Call to Order |
| | II. | Pledge to the Flag |
| | III. | Adoption of the Agenda |
| 7:02 | IV. | School Report: Minnewashta |
| 7:25 | V. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item <u>included in this agenda</u> in accordance with the guidelines printed at the end of this agenda. |
| 7:35 | VI. | Approval of Waivers of Physical Education Requirements |
| 7:40 | VII. | Acceptance of MHS Class of 2022 Graduates |
| 7:45 | VIII. | Tour de Tonka Report |
| 8:00 | IX. | Reports on Goals
a) Student Well-being and Mental Health Advisory Update
b) Barriers to Success |
| 9:15 | X. | Q-Comp and PLC Report |
| 9:35 | XI. | Report on Teachers Receiving Continuing Contract Status |

- 9:40 XII. Adoption of FY23 Budget
- 10:05 XIII. Approval of Non-Renewal
- 10:10 XIV. Approval of OPEB Transfer
- 10:15 XV. CONSENT AGENDA
 - a. Minutes of May 5 Regular Meeting; May 19 Special Meeting; and May 19 Closed Session
 - b. Study Session Summary of May 19, 2022
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Individual Contracts
 - h. FY22 Transportation Reimbursement to Qualified Non-Public Schools
 - i. Advertising License Agreement with Touchdown Club
- 10:16 XVI. Board Reports
- 10:17 XVII. Superintendent's Report
- 10:20 XVIII. Announcements
- 10:21 XIX. 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 this agenda—except for information that personally identifies or violates the privacy rights of employees or students—during *Community Comments* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address 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 that 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 questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any follow-up to your comment or suggestion, you will be contacted by a member of the Board or administration.
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, 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.*

REPORT

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

Board Agenda Item IV.

Title: School Report: Minnewashta

Date: June 2, 2022

EXECUTIVE SUMMARY:

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

Submitted by: _____



Dennis Peterson, Superintendent

ACTION

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

Board Agenda Item VI.

**Title: Approval of Waivers of the
Physical Education Requirement**

Date: June 2, 2022

OVERVIEW:

In December of 2007 the School Board approved a Physical Education Waiver provided students met certain requirements. Mr. Jeffrey Erickson, Principal at Minnetonka High School, certifies that the students listed on the attached document have met the requirements in order to be granted a waiver.

ATTACHMENTS:

Certification Letter from Principal Erickson
List of Students to be Granted a Waiver


RECOMMENDATION/FUTURE DIRECTON:

It is recommended that the School Board approve the Physical Education Waiver for the attached list of students.

Submitted by: _____


Jeff Erickson, MHS Principal

Concurrence: _____


Dennis Peterson, Superintendent



Minnetonka High School
18301 Highway 7
Minnetonka MN 55345
952-401-5700
Minnetonkaschools.org

May 27, 2022

Request for Physical Education Waiver

Dr. Peterson,

I am requesting a waiver for physical education activity for the following students based on the policy implemented. All of these seniors created an activity plan, logged their activities and secured parent signatures or coaches' verification before presenting them to me for final approval.

In each case, the student expressed thanks to the Board for the flexibility this plan afforded them. I believe the focus of the plan, to guarantee at least 85 hours of physical activity without being confined to a traditional classroom setting, was met by each participant. The strength of the plan is in its ability to differentiate; each participant was able to pursue activities that were meaningful to them.

On behalf of these students and their parents I wish to thank the Board for their flexibility and insight that allowed these scholars the ability to reach all of their academic goals while still fulfilling the physical education requirements.

Respectfully,

Jeff Erickson, Principal
Minnetonka High School

CLASS OF 2022 – PE WAIVERS

Madison	Alexander	Zach	Levy
Seamus	Barry	Katherine	Lew
Eliza	Bemm	Emil	Liden
Lauren	Benoit	Grace	Liu
Isaac	Berlin	Hayden	Loper
Max	Buendorf	Andrea	Lopezmalo
Lucca	Carlson	Tessa	Lundheim
Harrison	Carney	Anna	Maples
Hariharan	Chidambaram	Lenora	McFall
Anna	Cherian	Frances	Murphy
Sam	Cote	Owen	Murphy
Ellie	Cullen	Lindsey	Muench
Berit	Cummings	Shannon	O'Meara
Sidney	Dickenson	Rohon	Parnerkar
Sydney	Di Giacomo	Cael	Pfeffer
Jamie	Dowds	Anika	Powers
Jacob	Durenberger	Maryn	Reader
Kareem	Eldahshoury	Isaac	Reeder
Maggie	Elsbernd	Ellianne	Retzlaff
Vincent	Farina	Grace	Roemig
Ilse	Fredrickson	Ethan	Sandum
Michael	Ginzburg	Mya	Sato
Skyler	Gustavson	Jack	Schuster
Elena	Henriksen	Andrew	Seo
Samantha	Henry	Nick	Shafer
Eli	Hooker Reese	Victoria	Sigfrid
Ian	Johnson	Maya	Silver
Emily	Jurgens	Avery	Simpson
Hayden	Kelly	Caroline	Simermeyer
Frances	Kottke	Gabriel	Smerillo
Elsa	Krantz	Olivia	Smith
Justin	Lee	Emily	Stoebe
Solveig	Lee	Leyden	Streed

CLASS OF 2022 – PE WAIVERS

Zach	Sullivan
Annika	Tamte
Ben	Tang
Ayden	Tiede
Paul	Towley
Nolan	Trinh
Lydia	Turnquist
Robert	Wang
Jessica	Weinberg
Lisa	Wipf
Paige	Wipson
Ming Ying	Yeoh

APPROVAL

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

Board Agenda Item VII.

Title: Acceptance of MHS Class of 2022 Graduates

Date: June 2, 2022

OVERVIEW

The School Board gives final authorization to all students who have completed the District's requirement for graduation. The list is attached.

RECOMMENDATION/FUTURE DIRECTION:

Approve all names submitted by Jeffrey Erickson, Principal of Minnetonka High School.

Submitted By:



Dennis Peterson, Superintendent

CLASS OF 2022

BO	AASHEIM
NATHAN	ABBOTT
NIMA	ABDALLA
ABDULKHANI	ABDI
JULIAN	ABIYEV
NATHAN	ABRAHAM
CIARA	ABRAHAMSON
CLAIRE	ACHESON
JOCELYN	ACOSTA MENDOZA
WARSAME	ADEN
LUCIA	ADORADIO
BENJAMIN	AESHLIMAN
BENJAMIN	AFFOLTER
AMALIA	AHLQUIST
CHLOE	AHLSTEDT
SUMAYA	AHMED
MACY	ALCON
MADDILYNN	ALDEN
JAMES	ALLEN
BRANDON	ALMADA TERAN
ALEXANDRA	ALVAREZ
SPENCER	AMMON
SEBASTIAN	AMORRORTU-RUIZ
BRYAN	ANDERSON
CAL	ANDERSON
EMMA	ANDERSON
GRAYSON	ANDERSON
LOGAN	ANDERSON
NICHOLAS	ANDERSON
ALEJANDRA	ANDERSON-BARRERA
NOAH	ANDES
ATMOS	ANDOLSHEK

LUCAS	ANDREWS
MADISON	ANDREWS
CHARLES	ARABANOS
NINA	ARLETH
NORA	ARNDT
BENJAMIN	ARNOLD
ABRA	ARORA
LINDA	ARTEAGA
CHARLES	BABATZ
MAYA	BAER
NICHOLAS	BAER
COLIN	BAILEY
ELIESE	BAIRD
NOEMIE	BAISSAT
TANZILAKHON	BAKHTIYORZODA
JINHYOUNG	BANG
NOLAN	BARBA
BENJAMIN	BARBER
ELENA	BARBIERI
CHLOE	BARNEBEE
CARTER	BARNES
ELENA	BARRETT
PETER	BARRETT
ABIGAIL	BARTON
SASHA	BASKAKOV
ALYSSA	BATTENBERG
EMMA	BATTENBERG
LAURA	BATTENBERG
MADELINE	BAUMANN
HEIDI	BEAL
LUCABELLA	BEASON
PHILLIP	BELANGER

CLASS OF 2022

SAMUEL	BENDER
ANTHONY	BENNETT
ZHOU	BENSON
ALEXANDRA	BENSON
LEO	BERGER
CARLY	BERGFALK
MATTHEW	BERLIN
ANDREW	BERTSCH
ETHAN	BEST
LUCILLE	BITTELL
ETHAN	BLACK
AMAYA	BLANCHARD
NIKITA	BLINOV
CALEB	BLONG
ALETTA	BLOOMBERG
RYAN	BLUMBERG
MATTHEW	BOBERG
REESE	BOCKS
EMERSON	BODNAR-KLEIN
LUCY	BOETTCHER
ARIEL	BOGAN
HANNAH	BOGLE
ELLA	BOLES
SOPHIA	BOLES
RYAN	BOOS
KYLA	BORGENDALE
NICHOLAS	BOSS
MARA	BOYKO
AUSTIN	BOYLES
MARGARET	BRADY
JACOB	BRAGG
ODELIA	BRANDEL

MAGGIE	BRANDT
NATHANIEL	BRANDT
TIMOTHY FINN	BRAUN
THOMAS	BRETT-LABOUCHERE
SAMUEL	BREYER
JOCELYN	BRINK
TRENT	BROAS
GRIFFIN	BROWER
DANIELLE	BROWN
JEREMY	BROWN
KATELIN	BROWN
KIANA	BROWN
SPENCER	BROWN
JOHN DAVID	BROWNE
JOSEPH	BRUSH
KYLE	BRYANT
TYLER	BRYANT
TEONTAY	BRYSON
CHANCE	BUDIJONO
MARIN	BUSSELBERG
ZACHARY	BUTCHER
EVALYNN	CAIRNS
KEVIN	CALLAHAN
SEAN	CALLAHAN
ALLISON	CAMERON
MARIA	CAMILLI
EMERSYN	CAMPBELL
GRACE	CAMPBELL
JACK	CAMPBELL
HELENA	CARLSON
REECE	CARLSON
RYLIE	CARLSON

CLASS OF 2022

ZACHARY	CARROLL
CLAIRE	CARVER
NICHOLAS	CARVER
ANGEL	CASALLAS
BREANNA	CASAZZA
ANDERS	CASTEILEIN
AIDEN	CHALMERS
EDWARD	CHAPMAN
LUKAS	CHARBONNET
WYATT	CHARTIER
LARISSA	CHASE
NATALIE	CHELLEN
AVA	CHEN
ZHAOMENG	CHEN
ANTHONY	CHERNIKH
RILEY	CHERNIVEC
NOLAN	CHEZ
BENJAMIN	CHRISTENSON
GARRETT	CHRISTENSON
PEYTON	CHRISTENSON
BENJAMIN	CHUNG
KYLE	CINGI
VLAD	CIUBOTARU
CONNOR	CLAIR
LILLIAN	CLAYTON
SOPHIA	CLEMENS
ISABELLE	COATTA
RORY	COLE
HARRISON	COLE
ALEX	COLMENARES
JENNIFER	COLVILLE
ELIJAH	CONRADI

CADE	CONZEMIUS
AIDAN	COUGHLIN
REID	COVIETZ
CLARE	COWAN
AUDREY	CRANBROOK
MADISON	CRANDALL
CHARLES	CRIFE
EVAN	CRISWELL
VICTORIA	CRUICKSHANK
NATHAN	DAHLBY
KRUTHICA	DAMA
NOUR	DAMEH
BRITNEY	DANG
CAROLINE	DAVIS
WILLIAM	DAVIS
DAVID	DAVTYAN
ELIZABETH	DEL MONTE
JOSE	DELACRUZ
DIEGO	DEMARS
JAMESON	DENEEN
BUSTER	DENMAN
JESSE	DEPASS
CAMILLE	DESOMBRE
AARYA	DEV
JOSHUA	DEVEREAUX
EMMA	DEVILLIERS
MAXWELL	DEWING
ADELYN	DIAZ
RYAN	DIEDE
ANDREW	DILL
GUADALUPE	DOBBINS-KRALEWSKI
SAMUEL	DODD

CLASS OF 2022

GABRIELA	DONNANGELO
DERRY	DONNELLY
EMMA	DOROSCHAK
GAVEN	DORR
CAMAIRA	DOTSON
JOSEPH	DUBOULAY
CHARLES	DUCHSCHERE
LUCIA	DUGGAN
CLAYDON	DUNN
QUINN	DVORAK
AUDREY	EDWARDS
LUCAS	EDWARDS
JORDYN	EHLERT
DREW	EICHHORN
JOSSILIN	EISENBARTH
OMAR	ELAMRI
YOUSEF	ELDAHSHOURY
HALA	ELHARCHAOUI
ISMAIL	ELSHERSHABY
ANNIKA	ELVESTROM
JULIA	ENNENGA
DYLAN	ERICKSON
JOHN	ERICKSON
TIFFANY	ERICKSON
GENEVIEVE	ESH
IAN	ESSER
EMILY	EYDEL
ELIZABETH	FANDREY
JUSTINA	FELKNOR
NORAH	FERRARO
LAUREN	FIEDOR
TORIN	FIREHAMMER

CORBYN	FISCO
JOHN	FITZIMONS
ANNA	FLEKKE
JORDAN	FLESCHE
PARKER	FLYNN
ABIGAIL	FORSMARK
ISAAC	FORST
JACKSON	FORTNER
GRAHAM	FOSS
AMY	FOSTER
PAXTON	FOWLER
MADYSON	FOX
TREVOR	FRANCK
EASTON	FREED
NOAH	FRIEDMAN
MOLLY	FRIES
ELLA	FRIESE
GABRIELA	FROTHINGER
MARK	FU
KYLA	FUNG
ELEANOR	GABBERT
CAMERON	GACHERU
SHANNON	GAFFNEY
STANLEY	GAGNER
BARRETT	GALLANT
ELEANOR	GALLE
AIDAN	GAMBIANA
CONNOR	GARROCH
ASHLEY	GEHRMANN
ROBERT	GENDLIN
JOSEPH	GENDREAU
MARCUS	GERCZAK

CLASS OF 2022

GRACE	GIBNEY
COLE	GIBSON
EVAN	GIEBEL
KYLIE	GIFFORD
GARRETT	GILLESPIE
ANGELICA	GINZBURG
MICHAEL	GIOVINCO
OSVALDO	GIRON
SAVANNAH	GLANZER
WILLIAM	GOEHLE
QUINN	GOERGEN
CALISTA	GOETZ
MARIA VIVIANA	GONZALEZ DE LA CRUZ
LEONARDO	GRANRUD
ELLI	GRAY
LARISSA	GREBEN
CASEY	GREELY
TRISTAN	GREEN
ANNA	GREENWOOD
MARSHALL	GREGERSON
PARKER	GRISWOLD
ISAAC	GROSSMANN
GOGI	GUDZHEDZHIANI
HUNTER	GUETHLING
ELIZABETH	GUGGEMOS
MOX	GUNDERSON
LEAH	GURALNIK
CONNOR	GUTTENFELDER
GRIFFIN	HAAG
ELLA	HAGEN
BECKETT	HAMMOND
SIMON	HANDWERGER

KATHERINE	HANLEY
KADEN	HANSEN
KAELIN	HANSEN
MARA	HANSEN
DREW	HANSON
PHOEBE	HANSON
TIMOTHY	HANUS
ELIZABETH	HAPKA
NICOLE	HARAWAY
ZACHARY	HARER
MAIJA	HARRINGTON
JOSEPH	HARRIS
KEEGAN	HARRIS
JARED	HARTMANN
ELIZABETH	HAYDEN
MACY	HEATH
BRYAN	HEATON
NATALIE	HEER
MIA	HEGGLMAN
MICHAEL	HEIDE
SYDNEY	HEINS
GRACE	HEINZEN
TAO	HEITKAMP
PATRICK	HEITZ
ALEXANDER	HEMINK
SAVANNA	HENDRICKSON
ROCCO	HENG
SAMUEL	HENNEN
JACOB	HERBERT
MAXIMILLIAN	HERRNBERGER
HADLEY	HERWIG
ANDREW	HILLMER

CLASS OF 2022

CORBIN	HILLSTROM
BRADY	HINES
SIMON	HOCKER
ABBY	HOEKSTRA
ASHTON	HOFFMAN
JAAZIAH	HOLLIE
JORDAN	HOLLINGS
KIERNAN	HOLMES
PAXTON	HOLMES
HELEN	HOLMSTROM
JACKSON	HOLTE
SOPHIE	HOMBERGER
BRAYDEN	HONEY
MYA	HOO
NADYA	HOOTON
MAXIMILIAN	HORNER
SHAE	HORNING
KATELIN	HOUSE
MITCHELL	HOWARD
KONNOR	HOWELL
ALEXIS	HOY
CLAIRE	HUANG
DANTE	HUDSON
ANDREW	HUDY
QUENTIN	HUGHES
SAMUEL	HUSO
GABRIEL	HYVONEN
SANA	IKRAMUDDIN
ELLA	INGHAM
ELLA	IZQUIERDO
BENJAMIN	JACKSON
KERRERA	JACKSON

GEORGIA	JACQUES
JACKSON	JAFFE
MASON	JAKUBIK
ALEXIA	JOHNSON
ALEXANDRA	JOHNSON
CHLOE	JOHNSON
ELSA	JOHNSON
FORREST	JOHNSON
HOPE	JOHNSON
OLIVIA	JOHNSON
SOPHIA	JOHNSON
SOPHIA	JOHNSON
SOREN	JOHNSON
EVAN	JONES
EVE	JONES
CORY	JOOS
EMILY	JOSEPH
LAYLA	JULIEN
TREVOR	KAMPS
MAIJA	KANGAS
ELLIE	KAPELLER
CODY	KAPLAN
JAHONGIRKHUJA	KARIMOV
EVA	KASHYAP
SYDNEY	KAUL
GRACE	KAUNG
HALEIGH	KEANE
ANNA	KEGEL
ALLISON	KELLETT
CORINNE	KELLING
ISABELLA	KELLY
RILEY	KELLY

CLASS OF 2022

LUCY	KENNEDY
ALENA	KHOROSHEVTSEVA
JULIA	KIBORT
ANNA	KING
CONNOR	KLAYSMAT
CALEB	KLEINHANS
JACKSON	KLICK
MATTHEW	KLINE
SAMUEL	KLINEFELTER
RYAN	KLOSTER
TANNER	KNUTSON
ALISON	KOCH
VAN	KOENTOPF
LINCOLN	KOHLER
EMMA	KOMIS
EMMA	KONEZNY
GEORGE	KOPENDAKHA
SOPHIE	KOST
ASHTON	KOYONEN
OLIVIA	KRONZER
BENJAMIN	KRUEGER
JENNA	KRUEGER
ABIGAIL	KRUELL
VIKRANTH	KURUP
CARMEN	KYTONEN
SOPHIA	LABADIE
CLAIRE	LABAT
ANIKA	LABEREE
TIMOTHY	LAGERBACK
ANDREW	LAMMERS
JAKE	LANE
TYLER	LANGEVIN

KHLOE	LANNOM
OLIVIA	LAROCHE
HAAKON	LARSON
ROYAL	LARSON
SAMUEL	LARSON
NAIYA	LASKIN
MEREDITH	LAUER
KATE	LAUERMAN
KATE	LEBLANC
CHAEHYUN	LEE
MORGAN	LEE
KEVIN	LEHN
JARED	LEHRER
AIDA	LENGELING
SVETLANA	LEPLATT
BENJAMIN	LESKAUSKAS
KATHERINE	LESMEISTER
DAVID	LETTO
AIDAN	LEVIN
CHARLES	LEWIN
TYLER	LIEN
HELENA	LIGTHART
ISHBEL	LIGTHART
DEAN	LIMOND
GEORGE	LINDBERG
THOMAS	LINDHOLM
CARMEN	LINEER
GRETA	LIPS
WALKER	LIU
XINYI	LIU
KI'ANI	LOCKETT
DANIELLE	LOHRENTZ

CLASS OF 2022

CAMERON	LOPEZ
CYD	LOUIE
AALIYAH	LOWRY-LUTHER
SAVANNAH	LOWRY-LUTHER
KARYME	LUCES DIAZ
GAVIN	LUKITSCH
ANNIKA	LUND
MOLLY	LUND
BROOKE	LUNDBORG
EMMA LEE	MACOSKO
EWAN	MAGOWAN
PAYTON	MAHADY
JOSEPH	MAHONEY
SHARIQ	MALIK
KAURAVYA	MANDAL
THEODORE	MANLOVE
MAXIMILIAN	MANNELLA
MICHAEL	MANNING
ALYSSA	MARCEAU
JACOB	MARGO
JOEL	MARKLEY
AIDAN	MARSHALL
CAROLINE	MARSHALL
EMMANUELLE	MARTIN
WILL	MARTIN
ALAN	MARTINEZ CABRERA
ANDREW	MASTELLER
FRANCESS	MATHIES
JOSEPH	MATTSON
MAXWELL	MAVEUS
VERONICA	MAYROSE
DANIELLE	MAZO

PAUL	MBONDE
SEAN	MCAULEY
JOSEPH	MCBAIN
ANDREW	MCCALLA
SAMUEL	MCCUTCHEON
CADEN	MCDANIEL
JOSEPH	MCDONALD
RYAN	MCGUIRK
MEGAN	MCHUGH
JACK	MCKENZIE
JACK	MCKENZIE
CALLAN	MCKINLEY
JOSHUA	MCKINNEY
CAITLYN	MCKIRAHAN
SAMUEL	MCMILLAN
ALIX	MCNUTT
CLAYTEN	MECHTEL
RILEY	MEEDEN
REGAN	MELZ
ELLIE	MEYER
ZOE	MEYER
AVA	MICHELS
NATALIE	MILACNIK
CASEY	MILLER
CHLOE	MILLER
ERIK	MILLER
REGAN	MILLER
KATHRYN	MINDAK
EMERSYN	MINTZ
KIEFER	MISKIW
CARSON	MOECKEL
LAUREN	MOGCK

CLASS OF 2022

KHALID	MOHAMUD
KIFAH	MOHAMUD
ANNIKA	MOHN
SOREN	MOHN
ERIC	MOLDENHAUER
ELIZABETH	MOLNAU
DENNIS	MOORE
MICHAEL	MOORE
ELIZABETH	MORGAN
LEVI	MOSIMAN
ALMIS	MOUSSA
ALEX	MUELLER
ALAYNA	MULLER
ANTONIO	MUNIZ
KYLE	MURPHY
HANNAH	MUSMAN
AMBER	MYERS
ANNA	MYERS
EMMA	NARUKO-STEWART
JACOB	NAUMAN
KEVIN	NELSON
SPENCER	NESSA
ABIGAIL	NEWHOUSE
OLIVIA	NEWMAN
KIMBERLY	NGUYEN
EMILY	NIKAS
LAUREN	NOBLE
CARSON	NORBY
DELANEY	NORDOS
ELIZABETH	NORDVOLD
ELIJAH	NTAMBI
VIVIANA	NUNEZ

AYUB	NUR
JULIUS	NURSE
KAMDEN	O'BRIEN
DARBY	O'CONNOR
CARLOS	O'KEEFE
KAMERON	OELSCHLAGER
ZAKARIA	OGLE
HENRIK	OLSEN
DEREK	OLSEN
JACK	OLSON
NOAH	OLSON
SABRINA	OMAR
DANIEL	ORTIZ MORALES
STEVEN	OSE
MACY	OSENGA
ABDIRAHIM	OSMAN
AVA	OSTROM
KENNEDY	OWENS
REBECCA	PACE
STELLA	PACHMAYER
JACK	PALM
THOMAS	PANKOFF
BROOKE	PARADISE
JOSHUA	PATCH
LUKE	PATEFIELD
RACHEL	PATTON
ELLE	PAUL
CHARLES	PEARS
MARKUS	PEDERSON
SOPHIE	PEDERSON
LINNEA	PELTO
SARA	PENDER

CLASS OF 2022

SOPHIA	PENNEY
SAGE	PERALEZ
TATIANA	PEREZ
MARISA	PETERSON
MIKAYLA	PETERSON
MAX	PETRICK
LIAM	PETTIT
FRANCIS	PHAM
ADALYN	PHILLIPS
ISABEL	PILLAI
BRANDON	PILOSI
KASIA	PIONTEK
DIEGO	PITT
NAREEN	POGOZELSKI
ELISABETH	POLINGO
ANDREA	PORTILLO-TORCAT
JACK	POSTON
DEANA	POUCHER
MADELINE	PRALLE
SRIYA	PULAVARTHI
LIAM	PURTELL
BRANDT	PUZAK
ERIK	QUAM
LIAM	QUINN
MARIA	QUINTE OLMEDO
WESLEY	QUIST
REED	RAARUP
COLE	RABE
ANGELINA	RABUSHKA
EMMARIE	RABY
ABIGAIL	RADER
AVA	RAJALA

CHRISTOPHER	RAMIREZ SANCHEZ
JACK	RAUSCH
MARGARET	RAVINE
DANIEL	RAYMOND
MACKENZIE	REBERG
BROCK	REDING
ASHLIE	REHNELT
ANESSA	REISINGER
JAMES	RENFREW
EMMA	REYERSON
SAMUEL	RIBAR
WILLIAM	RICHMAN
MADDOX	RICKENBACH
CHLOE	RIEGER
EMILY	RIEMER
DEVIN	RIGGINS-BROWN
GRACIE	RINDELS
HANNAH	RINDELS
ELLIE	RIPPLE
MICHAEL	RIVERA
ANNA	ROBERTS
SAMUEL	ROBERTS
DIEGO	RODRIGUEZ
ELLA	ROEHL
SYDNEY	ROEPKE
NICHOLAS	ROGNEY
SAVANNAH	ROJAS
WILLIAM	ROOKE
NOAH	ROONEY
HENRY	ROSENHAGEN
BENJAMIN	ROTHMAN
SAMUEL	ROTUNNO

CLASS OF 2022

SOPHIA	RUNDQUIST
BROOKE	RUSSELL
RAVELLE	RUTE
CATIE	RUTLEDGE
COLLIN	RYAN
MORGAN	RYAN
SEBASTIAN	SAHMKOW
ADAM	SAID
MAHMOUD	SAID
JACK	SAINDON
CELIA	SALITA
ELLIE	SALMELA
LAUREN	SALMI
OLIVIA	SALMI
MICHAEL	SANDER
SOPHIA	SANNA
JACK	SANSCHAGRIN
DOMINICK	SCATENA
JOSEPH	SCHALLER
HENRY	SCHATSCHNEIDER
NOAH	SCHEIBAL
AARON	SCHILKE
ELLA	SCHINDEL
MATTHEW	SCHLOSSER
TRE'SHON	SCHMIDT
NIGEL	SCHMIDTLEIN
MAXWELL	SCHOLTEN
MARY	SCHOTTLE
ANA	SCHRECK
ADAM	SCHULENBERG
LAUREN	SCHULMAN
AUGUST	SCHUPP

HUDSON	SCHUTTE
ALEXANDER	SCHWALLER
JACK	SEAR
HANNAH	SEEMAN
RILEY	SEMIRA
STEPHEN	SEPULVEDA
ANGELINA	SHARP-CORBIN
MARTEN	SHEARS
AVA	SHELSTAD
RACHEL	SHELSTAD
CHARLES	SHEPHERD
MADISON	SHERBURNE
MAXWELL	SHERIDAN
BLAKE	SHIELDS
BRIANNA	SHIELDS
JAKOB	SHIPSTAD
COOPER	SHIVELY
ANNA	SHOEMAKER
MAXWELL	SIGEL
FRANKLIN	SIMONSEN
MABEL	SIMPSON
BLAKE	SINGH
SANJANA	SIVAKUMAR KURUP
RASHID	SKEIK
SHAE	SKOGLUND
CLAIRE	SMALLWOOD
JACOB	SMITH
MIRANDA	SMITH
NATALIE	SMITH
SAWYER	SMITH
AUDREY	SOETANTO
ALEXANDER	SOLTAU

CLASS OF 2022

SHILOH	SOPCZAK
SCOTT	SORENSEN
MAHAILA	SPEARS
AVA	SPEEDLING
EMILY	SRAMEK
DECLAN	ST JOHN
ABBY	STANWOOD
MAXWELL	STAVROU
GRACE	STEFAN
SAMUEL	STEFONOWICZ
JULIA	STEIDL
BAILEE	STELLE
KAYLA	STEVENSON
MADELINE	STORTS
SOPHIE	STOUT
LAUREN	STREFF
REID	STRICKLAND
NATHAN	SUN
JEANNIE	SWEETMAN
ALEXANDER	SWENSON
ANNA	SWENSON
EMMA	SWENSON
EVAN	SWENSON
CONLAN	SYKES
PARKER	TABOR
SPENCER	TABOR
KATRINA	TADROS
ALEXA	TALISMAN
GEORGE	TEASDALE
JULIA	TERRELL
HANNAH	THIBODEAU
RYAN	THIMSEN

ELIZABETH	THOMAS
DALLEN	THOMAS
ZARA	THOMAS
CARTER	THOMES
RACHEL	THOMPSON
SOPHIA	THOMPSON
LEAH	TIFT
SYDNIE	TOLLIVER
MAIRIN	TOMPKINS
LUIS	TORBENSON
TAKARA	TORNGA
KEVIN	TOUSSAINT
AUDRA	TREBERG
IAN	TRIPP
ELSA	TRIPPET
REBEKAH	TURNER
NICHOLAS	TURZINSKI
LOGAN	TUTTLE
STELLA	TUTTLE
KATE	UECKER
MAXWELL	UNDERWOOD
JOHN	VAN BERGEN
EMILY	VAN DIXHORN
MATS	VAN GORKUM
SILAS	VAN GORKUM
VIVIAN	VAN HOLLAND
CAROLINE	VAN NESTE
AERWEN	VAN SANTEN
TRYG	VAN WYK
SAMUEL	VANDE KAMP
FINLEY	VANDERGRIFF
CALEB	VANDERPLAS

CLASS OF 2022

EMMA	VANZANDT
LAUREN	VEDEEN
ISABELLE	VEIEN
SEBASTIAN	VILLANUEVA
GAVYN	VOGSTROM
ROSTYSLAV	VOLKOV
HALLI	VONRUDEN
ANDREW	VOS
JACKSON	VOSS
MATTHEW	WADMAN
ALEXANDRA	WAGNER
KEEGAN	WALKER
SANNA	WALKER
WILLIAM	WALKER
PRESTON	WALLACE
MARLENE	WALTERS
ELINA	WANG
ELIZABETH	WANG
CONNOR	WARD
DALTON	WARD
DESIREE	WARE
JOCELYN	WARTNICK
ISABELLE	WARZECHA
OLIVIA	WASGATT
TYLER	WASIELEWSKI
ELENA	WATERS
SARINA	WEBSTER
GRETA	WEEKS
EMILY	WEIBYE
MARGARET	WEIDER
ABIGAIL	WEIGEL
MOLLY	WELCH

PAUL	WENTZIEN
ANNABELLE	WESTLIND
PRENTICE	WHEATLEY
QUINCI	WHEELER
JACK	WHERRY
LAWRENCE	WHIPPLE
KATELYN	WIBERG
PARKER	WICKOREN
GABRIELLA	WIESE
SIMON	WIESE
NICHOLAS	WILKOWSKIE
JANE	WILLIAMS
SOPHIA MARIE	WILLIAMS
WILLIAM	WILLIAMS
LUKE	WILSON
CAROLINE	WING
CARSON	WITTE
ZOIE	WOBBEMA
ANNAROSE	WOELM
BRET	WORLEY
ISABELLA	WRIGHT
JEREMIAH	WROBLEWSKI
HEINRICH	WURDELL
NICHOLAS	WYATT
ENRONG	YAO
SEESY	YI
KATHERINE	YOUNG
COURTNEY	YOUNGQUIST
OMAR	YOUSEF
BEAU	ZURN

REPORT

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

Board Agenda Item VIII.

Title: Tour de Tonka Report

Date: June 2, 2022

EXECUTIVE SUMMARY

Executive Director of Community Education Tim Litfin will present information regarding this year's Tour de Tonka bike ride event.

Submitted by: _____



Dennis Peterson, Superintendent

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

Board Agenda Item IX. a

**Title: Student Well-being and Mental Health
Advisory Update**

Date: June 2, 2022

EXECUTIVE SUMMARY

Each year, the School Board establishes annual, actionable goals for the Administration that align with the vision and direction for the district. End of year reports will be provided on the aspects of the 2021-22 goals outlined below.

Excellence in Well-being and Belonging

This goal states that the District will continue to foster and promote positive student well-being and belonging efforts and will identify barriers that have a detrimental effect on students' well-being and sense of belonging.

As has become evident, COVID and the global pandemic have had a significant effect on student's well-being and mental health that will continue to impact them for the immediate future. This is a nationwide trend, so the opportunities to address these concerns will continue to be a prominent need and therefore, area of focus.

Minnetonka is well poised for this work with the continued use of recommendations from the 2020 *Evaluation of Student and Family Well-being Report* completed by Dr. William Dikel to inform this work. Furthermore, the results of the Minnesota Student Survey (administered every 3 years and done this spring in grades 5, 8, 9, and 11) will be evaluated and analyzed to determine trends and patterns with a comparison to the results of previous surveys. This information will inform priorities and action plans for the coming year.

A thorough and comprehensive update was provided at the last study session around MTSS and the specific work of the Social Emotional Learning subcommittee, along with the pilot of a tier 1 universal screener to expand these practices to the secondary level. Work continues on the health curriculum review and will continue into the 2022-2023 school year. Additionally, as the universal screener is expanded into all grades K-12, the results will guide the identification of curriculum that will support social and emotional learning at all levels.

Education and Outreach

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

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

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

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

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

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

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

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

necessary and needed support to transition back into the school setting when they are able to do so.

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

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

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

Mental Health Advisory

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

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

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

Moving forward, the Minnesota Student Survey results will be reviewed, prioritized, and considered as a resource to inform the work for this Advisory for the upcoming year.

Submitted by: Annie Lumbar Bendson
Annie Lumbar Bendson, Director of Health Services

Submitted by: Amy LaDue
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: _____
Dennis Peterson, Superintendent

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

Board Agenda Item IX. b

Title: Barriers to Success

Date: June 2, 2022

EXECUTIVE SUMMARY

The Minnetonka School District began a concerted effort to identify barriers to student academic success nearly ten years ago during the 2012-13 school year. As a key strategy, the School Board set a goal In 2014 to *Design and implement school-specific strategies that address identified barriers to student academic achievement* and subsequently provided progress reports over several years related to the strategies being implemented as well as the success of these strategies at each school.

During the 2020-21 school year with the initial introduction of the Board Goal centered on student belonging, each principal was asked to highlight and expand the work they were doing at their school by further identifying and addressing barriers to student success. This was further expanded during the 2021-22 school year with principals being asked to deepen their work by considering how MTSS structures and processes connect to and further advance this priority area.

The purpose of this report is to update the School Board on the progress school staff have made to address the academic needs of students who have been identified with barriers to their learning.

OVERVIEW

Multi-Tiered Systems of Support (MTSS) is a data driven framework focused on delivering high quality instruction in the area of academics, social and emotional learning. The framework supports aligning and integrating various District operations and system structures to facilitate efficiency and effectiveness in order to maximize student success. This is accomplished through careful planning and leveraging data to guide decision-making while maintaining a focus on student learning and success.

The MTSS process supports the Barriers to Student Success work and the Minnetonka School Board's Goals: Excellence in Student Well-Being and Belonging and Excellence in Student Learning and Support. According to the goals, "aligning and integrating student well-being and belonging together will ensure all students have the supports needed to achieve their personal best...The District will continue to foster and promote

positive student well-being and belonging efforts and will identify barriers that have a detrimental effect on students' well-being and sense of belonging.” Additionally, the goals state “The District will provide a variety of academic supports to empower all students to achieve their personal best.

As a part of principals' Mutual Commitments, each school established a goal(s) to address building specific needs aligned to the District goals. This report is a compilation of these goals and outcomes as reported by principals.

ELEMENTARY:

Clear Springs

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

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

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

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

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

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

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

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

Deephaven

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

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

FOCUS AREA: Teacher identified **2** students with reading challenges.

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

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

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

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

OUTCOMES: Worked closely with parents and the special education department to get her evaluated and diagnosed with EBD and ASD. She is now receiving support from

multiple adults at school to help her improve her social skills and regulate her emotions. She has accepted more academic rigor and has input into choice and creativity in assignments. Her grades have improved and she is more engaged in class.

FOCUS AREA: Teacher supported a student with vision problems

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

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

Excelsior

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

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

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

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

Students identified as at risk:

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

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

Groveland

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

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

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

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

2+ areas of concern		
Grade	Fall	Spring
K	1	0
1	8	4
2	7	1
3	4	2
4	3	1
5	2	2
Total	25	10

Minnewashta

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

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

OUTCOMES:

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

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

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

Disruptive Behavior: **52 percent (12)** of identified students display disruptive behavior. One student with disruptive behavior is in the Atlas Program and we work through the case manager to support him. **92 percent (11)** of the **12** students have challenging behaviors at recess. One of the students is disruptive in class more than at other times of the day. He is receiving special education services, but the data is not showing a decline in disruptive behavior, in fact, there is an increase in disruptive behavior. We offer a bike club at the beginning of the school day, exercise club before school in the morning, and movement breaks with exercise that increases the heartrate during the day combined with yoga or relaxation. Our Reflection Room paraprofessional problem solves with these students and enters discipline data.

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

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

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

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

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

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

Scenic Heights

FOCUS AREA: Scenic Heights used SAEBRS (Social Academic Emotional Behavior Risk Screener) data, and Student Support Team (SST) referrals to determine groups of students facing barriers to success. Students are universally screened three times per school year which helps to identify students at risk in one of four areas: social, academic, emotional and behavior concerns. Classroom teachers complete a 19 question survey for each student. The data are sorted, and students are grouped by risk area. Teachers are then informed about which students qualify for support services and collaborate with the School Counselors and Behavior Support Para to meet student needs.

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

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

Students identified as at risk on SAEBRS:

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

CICO and Motor break data:

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

SECONDARY:

Minnetonka Middle School East

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

In the fall, all students took a 3 minute DIBELS assessment called the MAZE to provide a quick snapshot of a student's fluency and comprehension. Students with non-proficient scores or scores below the MAZE benchmark did additional fluency diagnostics with the reading specialist, who listens for error types, decoding weaknesses, and other fluency related challenges.

This information was then used to guide decisions on interventions as we determine the best program and resources for supporting them. In some cases, this meant a reading support class, the Just Words program, or the Wilson Reading program. Other students were monitored by the reading specialist via ongoing conversations with the ELA teacher, the parents, and quarterly monitoring. Additionally, literacy concerns raised by teachers

during PLC and grade level meetings were brought to the reading specialist and student support team for additional discussions around appropriate interventions. In the spring, a series of growth assessments are administered to determine recommended placements and supports for the subsequent year.

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

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

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

Minnetonka Middle School West

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

OUTCOMES: We identified **97** MMW learners as being academically at risk after the second quarter. Using their second quarter grades, we focused on the students who had two or more D/F/I/NG grades on their grading report. Those **97** kids had a total of **271** D/F/I/NG grades. The school counselors reviewed the data to design an action plan for the **97** students identified as at risk. Many of the action plans included the interventions listed in Goal/Focus Area #3 below. After the third quarter and the implementation of the action plans, that group of **97** students decreased their total number of D/F/I/NG grades from **271** to **178**, which is approximately one less D/F/I/NG grade per student who was deemed academically at risk.

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

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

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

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

MHS

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

FOCUS AREA: Tonka Prep

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

Tonka Prep- To promote academic excellence and open doors for students this year, an Academic and Student Support Coordinator position was created. This coordinator worked with **30** male students of color throughout the school year to:

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

OUTCOMES:

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

Additional Tasks - Students:

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

FOCUS AREA: AP/IB Classes

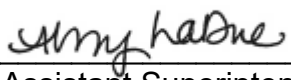
There was underrepresentation of students of color in these classes.

OUTCOMES: Teachers personally invited underrepresented students to join IB/AP classes. Counselors also analyzed information regarding underrepresented student groups that had not yet taken an AP/IB class as guides for their 1:1 meetings. They introduced students to AP/IB options that would be natural fits to follow their current courses. For IB classes, there was a **24 percent** increase in enrollment amongst our Black students and a **21 percent** increase in enrollment amongst our Hispanic students. For AP classes, there was a **12 percent** increase in enrollment amongst our Black students and a **7 percent** increase in enrollment amongst our Hispanic students.

FOCUS AREA: VANTAGE

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

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

Submitted by: 
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: _____
Dennis Peterson, Superintendent

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

Board Agenda Item X.

Title: Q-Comp Report & PLC Report

Date: June 2, 2022

EXECUTIVE SUMMARY

Minnesota Statute requires that districts participating in the Alternative Teacher Professional Pay System, commonly referred to as Q-Comp, assess their programs annually through a formal review process. Districts design a review process to gather feedback from stakeholders on the various elements of the program. The 2016 Minnesota Legislature made changes to requirements for Q-Comp reporting. Participating districts are still required to conduct an annual review on the implementation and effectiveness of their local programs and must report this to their school boards by June 15. Any recommendations for plan changes must be communicated to the MDE by August 30. The results of this review follow.

CONTEXT/BACKGROUND

The Q-Comp program was designed for four main purposes:

- to recruit and retain highly qualified teachers;
- to encourage highly qualified teachers to undertake challenging assignments;
- to support teachers' roles in improving students' educational achievement; and
- to provide incentives to encourage teachers to improve their knowledge and instructional skills in order to improve student learning.

With those purposes in mind, four corresponding core components were developed: career advancement options, job-embedded professional development, teacher evaluation, and performance pay and alternative salary schedule. These four components are evaluated annually through the Q-Comp Review process. Because Q-Comp and our teacher evaluation model, the Minnetonka Growth and Evaluation Model (M-GEM) are so interconnected, a brief overview of that program is provided.

Minnetonka Growth and Evaluation Model (M-GEM) 2021-22

Following an extensive two-year revisioning process, Minnetonka launched the Minnetonka Growth and Evaluation Model (M-GEM) in the fall of 2019. The purposes of re-examining and revising the model were to:

- Simplify and personalize, focusing on growth rather than compliance

- Incorporate District values and priorities into model
- Align the selection and hiring process with the evaluation process
- Connect one year's focus to the next year's focus

These are the key features of M-GEM:

- M-GEM is personalized. Teachers are empowered to choose the focus of their learning for the year. Using the results of their self-assessment and in collaboration with their administrators, teachers selected two or three Minnetonka Core Competencies before October 1. This models the practice of personalizing learning that is a key feature of the Minnetonka Teaching and Learning Framework. In addition to selecting their core competencies, teachers have the option of choosing *how* they will be observed for each cycle. There are three options:
 - Traditional, pre-arranged full-period observation
 - Two mini-observations of 15-30 minutes each, one pre-arranged, one unannounced
 - Three unannounced learning walks of 5-15 minutes

The type of observation may be influenced by the selected core competencies and by the role of the teacher in the District.
- The rubrics for evaluation are simplified. There are two sets of core competencies: one for classroom teachers and one for specialists. Both sets of rubrics were developed by Minnetonka administrators and teachers, grounded in the Minnetonka Teaching and Learning Framework, the Charlotte Danielson Framework for Teaching (2007), and School Board goals and priorities. The specialist rubrics were written broadly so that they may apply to all of the specialist roles: instructional specialists, media specialists, school counselors, school psychologists, school nurses, and therapeutic specialists. The twelve Core Competencies for teachers may be seen in Figure 1 and the twelve core competencies for specialists may be seen in Figure 2.
- There are two tracks for M-GEM: an administrative track and a peer coaching track. Nine professional learning habits and professional behaviors are evaluated in teachers' probationary and summative years. These competencies are much better suited for administrative conversations than peer conversations (Figure 3).

Figure 1: Teaching Standards

Student-Centered Learning Environment		Minnetonka Academic Program	
CC1	Develops Social & Emotional Competencies	CC4	Implements Minnetonka's Guaranteed Viable Curriculum
CC2	Cultivates a Safe and Positive Student-Centered Classroom	CC5	Designs Instruction Based on Student Data
CC3	Manages Classroom Routines and Behaviors	CC6	Designs and Provides Meaningful and Engaging Instruction

High-Quality Assessments		Best Instructional Practices	
CC7	Uses Meaningful Assessment	CC10	Models Critical Thinking, and Fosters Collaborative Communication
CC8	Uses a Variety of Assessments to Inform Instruction	CC11	Selects Among Multiple Research-Based Instructional Practices
CC9	Provides Feedback to Students	CC12	Adapts Instruction to Promote Student Mastery

Figure 2: Specialist Standards

Student-Centered Learning Environment		Minnetonka Academic Program	
CC1	Establishes and maintains a safe, equitable, and inclusive educational environment	CC4	Uses current research, field-specific knowledge, standards, and laws in program preparation
CC2	Engages and motivates audience* in the educational environment	CC5	Uses data from multiple sources to guide and modify planning, program development, and delivery of service
CC3	Develops and maintains clear expectations and norms	CC6	Delivers programs and services, using a range of field appropriate techniques
High-Quality Assessments		Best Instructional Practices	
CC7	Uses meaningful assessment to guide program delivery	CC10	Models critical and creative thinking, and fosters collaborative communication
CC8	Uses a variety of assessments to inform program delivery	CC11	Selects among multiple research-based practices and technology tools
CC9	Provides clear, timely feedback to reinforce program goals	CC12	Adapts practices to promote audience* mastery

Figure 3: Professional Learning Habits and Professional Behaviors

Professional Learning Habits		Professional Behaviors	
PL1	Participates in a Professional Learning Community	PB1	Supports Positive School Climate
PL2	Reflects on Practice	PB2	Participates Professionally in Meetings and PLC
PL3	Demonstrates Growth Mindset	PB3	Provides Data for Student Meetings
PL4	Grows and Develops Professionally	PB4	Implements and Documents Intervention Plans
		PB5	Communicates with Families

Q-COMP REVIEW

As required by Minnesota Statute and in conjunction with the Alternative Pay Oversight Committee (APOC), Director of Teacher Development Sara White and her instructional coaches conducted the annual Q-Comp Review. This review consisted of three surveys and the analysis of those surveys.

The first survey was designed to gather feedback from teachers on continuing contracts about their work with instructional coaches and on Minnetonka's Growth and Evaluation Model (M-GEM). The results from this survey provided insights on the observation process, experiences with their coaches, and descriptions of how conversations and support influenced their professional roles and teaching experiences. They also shared insights regarding the impact their work with coaches had on student achievement. This feedback was shared with coaches with names removed from the comments. At the final one-on-one meeting between coaches and Ms. White, she will share their individual feedback with them.

PLCs provided feedback in two forms: a year-end survey and a mid- and end-of-year goal analysis and reflection. The purpose of the survey was to collect data on the structures of PLCs and the impacts of PLCs on teacher practice and student learning. Administrators reviewed and provided feedback on the first reflection in January through each PLC's Google spreadsheet and meeting record. APOC provided end-of-the year feedback on the second reflection through each PLC's Google spreadsheet and meeting record.

Finally, instructional coaches also provided feedback to APOC and Ms. White through an

anonymous survey. Instructional coaches reflected on the impact of their coaching on teacher instruction and student achievement. They also shared insights on the successes and challenges of working 1:1 with teachers.

For the purposes of the review, the four components of Q-Comp are treated as discrete components. In reality, the components are all interrelated and overlap in several dimensions. The results of the review and recommendations for future opportunities within the program follow.

Component One: Teacher Leaders

In Minnetonka, we refer to our teacher leaders as Teacher Instructional Coaches (TICs). TICs have responsibilities of coaching, observing, providing professional development, and managing professional learning communities. All these responsibilities are designed to impact classroom instruction and impact student achievement. They receive training to fulfill these responsibilities and are evaluated on their performance. In addition to their formal responsibilities in Q-Comp, many TICs participate in the leadership teams at the sites where they coach and lead professional learning for their colleagues. The success of Minnetonka's Q-Comp program is due to the commitment of these teacher leaders to their colleagues so that they are their best selves in service to their students and families. In the TIC survey, teachers cited both general and specific examples of ways that the conversations with their coaches influenced their professional role or teaching practice. Analysis of the open-ended responses to the question regarding this influence, 112 teachers appreciated the deep reflection that their coaches inspired. One teacher expressed this appreciation in this way, "Every interaction I had with my TIC made me reflect on my personal and professional goals. The videos and pictures taken during my observations enriched my self-evaluation and my teaching practices." Feedback - both to the teacher and teacher-to-student - was noted by 43 practitioners. A teacher describes, "The specific feedback that Coach provided me was very useful. It helped me to recognize areas where I was doing a good job. This was very important for my confidence as a teacher. [My coach's] feedback also helped me to improve the areas I needed most. I have searched and practiced this year creative ways to engage more of my students [sic], ways to improve the climate in my classroom, and create a better learning community. I am happy to report an improvement on my relationships with students." Another noted very specific ways in which the feedback was relevant:

"The work I did with my instructional coach has allowed me to grow in so many ways, some of those are mentioned below:

- Learning ways to get feedback from students
- Learning ways to check students' understanding
- Learning ways to engage quiet students
- Learning ways to balance participation in the classroom.
- Learning to analyze students' data"

Teachers reported that coaches offered chances for them to think reflectively, take risks,

grow in their practice by thinking outside the box, clarify goals and build connections with colleagues and district initiatives. Coaches provided feedback and perspective and focused on the impact of the teachers' work on their students. Coaches also served as resources, connecting teachers to materials, strategies, and colleagues. One teacher reflected, "There were a few times I asked Coach to keep an eye out for ideas, and he always got back to me. I knew he was seeing a lot of different classrooms and thought he was a great resource when COVID was a new challenge."

Teacher instructional coaches supported teachers in deeper self-reflection on the effectiveness of their practices, making the connection between teacher action and student learning. One teacher highlights this connection in this way: "[My coach's] observations of my lessons and therefore my students' thinking and learning was helpful because after discussing lessons with her, I walked away with new strategies or insight into my students that I didn't have before. I was then able to adjust my teaching strategies to better connect learning to some students who may have been struggling to do it the way I was presenting."

When asked how their coach supported them beyond the observation process, 54 educators identified that the emotional support the coach provided was invaluable. One teacher explained, "[My coach] always treated me with care, respect, kindness, and with an attitude that we are partners in this process to help the students in all lessons in the classroom and in life. [My coach] helps validate our profession with conviction and care for the teacher's well-being and purpose in life." Another 21 respondents referred to the resources that their coaches provided them, curating links to enrich lessons, brainstorming ideas to make content interesting, relevant, and applicable to the lives of students, and sharing content specific resources, such as spelling and reading.

With the School Board goal on Excellence in Belonging and Well-being, coaches supported teachers in developing collegial relationships as well as the critical relationships between students and staff and students and their peers. Teachers appreciated that their coaches connected this District priority with their day-to-day lives. One teacher commented, "Our conversations always started and ended with my relationship with students- the focus was on the positive interactions and successes. We also discussed holding them accountable and providing growth in a variety of ways." Another specifically reported that she and her coach "talked at length about the mental health of my students and trying to meet their many emotional needs as they have navigated learning in a pandemic the last 2 years. [My coach] gave me great feedback and suggestions on how to deepen the relationships I have with my students in relation to all of their history."

Coaches also modeled collegial developmental relationships with their work with their clients. Whenever possible, coaches work with a teacher for multiple years. This encourages trusting relationships, and teachers become more willing to take risks and be vulnerable. Highlighting the importance of this, a teacher said, "[My coach] allowed me to be vulnerable in our conversations- I was able to be very open and honest." Another

teacher builds on this, saying, “I always feel very supported and cared for by Coach. He really helps me dive deep into my teaching practice in a nonjudgmental way. I'm so grateful to have him as a coach.”

Figure 4: Impact of Coaches on Instruction

Teacher instructional coaches also had a significant impact on student achievement. Commonly reported areas of support include progress tracking and goal setting for students, use of formative assessment in informing instructional decisions, and leveraging technology to analyze data. In analyzing the narrative responses from teachers regarding the influence coaches had on student learning and achievement, several themes emerged. The feedback, including transcripts, photos, and videos from the observations, led to deep reflection by teachers. Feedback was mentioned 19 times and reflection was noted 37 times. Teachers appreciated specific teaching strategies (32) and conversations around engagement (10) and assessment (14). Understanding students (15) and individualization/differentiation (8) were also themes that emerged. One teacher

4



In addition to their own professional learning and growth, TICs led learning for Minnetonka

8

teachers as well as instructional coaches from around the metro. TICs facilitated formal and informal learning during staff meetings, before and after school, at the Teaching and Learning Academy in August, and during the early release and late starts. Examples of the workshops they provided include:

- **Designing and Applying Empowering Questions:** Learn how to take your questioning skills up a notch-to empower and impact learning!! You will leave with new, easy questioning strategies that deepen student learning, foster independence and promote critical thinking.
- **Fostering Student Voice:** In this session, we will discuss and share ways that we create a classroom culture where student voice can flourish, ways that we genuinely listen to and learn with our students, and ways that we can encourage student responsibility for developing voice skills.
- **Giving Effective Feedback to Students:** In this session we will discuss, model, and practice strategies for giving student feedback that propels next steps in learning. We will utilize the “microscope, camera, and telescope” lenses to reflect on feedback and walk away with ideas to put in place immediately. Time permitting, we will also discuss getting student feedback that provides actionable data for instructional decision making.
- **Habits of Mind:** Come learn more about the 16 Habits of Mind and ways to integrate them into your daily work with students! They are based on the work of Art Costa and these 16 Habits assist in providing students a meaningful foundation of vocabulary to talk about their own growths and successes. Useful resources will be given as well as tips for possible ways to use them in order to motivate students in how to think flexibly and see multiple perspectives.
- **SEL in Everyday Instruction:** In this interactive workshop, you will learn about five important components of Social and Emotional Learning, alongside concrete strategies that you can incorporate into your everyday instruction. We will draw from cutting-edge research and teaching pedagogy, paired with interactive sharing and discussion about real-life examples of this work across within elementary grade levels.
- **Total Participation Techniques to Engage All Students:** Make every student an active learner! Come learn techniques that actively and cognitively engage all students in the learning process. With these approaches, every student demonstrates their knowledge and understanding at the same time, offering effective opportunities for quick formative assessment. You will walk away with lots of new ideas and printable toolkits to get you started tomorrow!

At the May 27 Metro Q-Comp Summit, coaches offered these seminars:

- **Integrating Visuals into Coaching Conversations:** Integrating visual images such as pictures, diagrams and charts allows you to create questions that help focus your discussions, stimulate deeper thinking and provide for richer conversations.
- **Power and Possibilities in Supporting PLCs:** This session will share innovative

ways that you as a coach may use to support the Professional Learning Communities in your district. Creative and practical strategies that will help the focus stay on academic learning and the impact it has on students.

- **Teacher Feedback: Observation Notes, Pictures, and Videos:** In this session you will learn about how moving from scripting to note taking can transform your teacher feedback. You will also learn how to use Notability and its different tools to provide engaging observation notes.

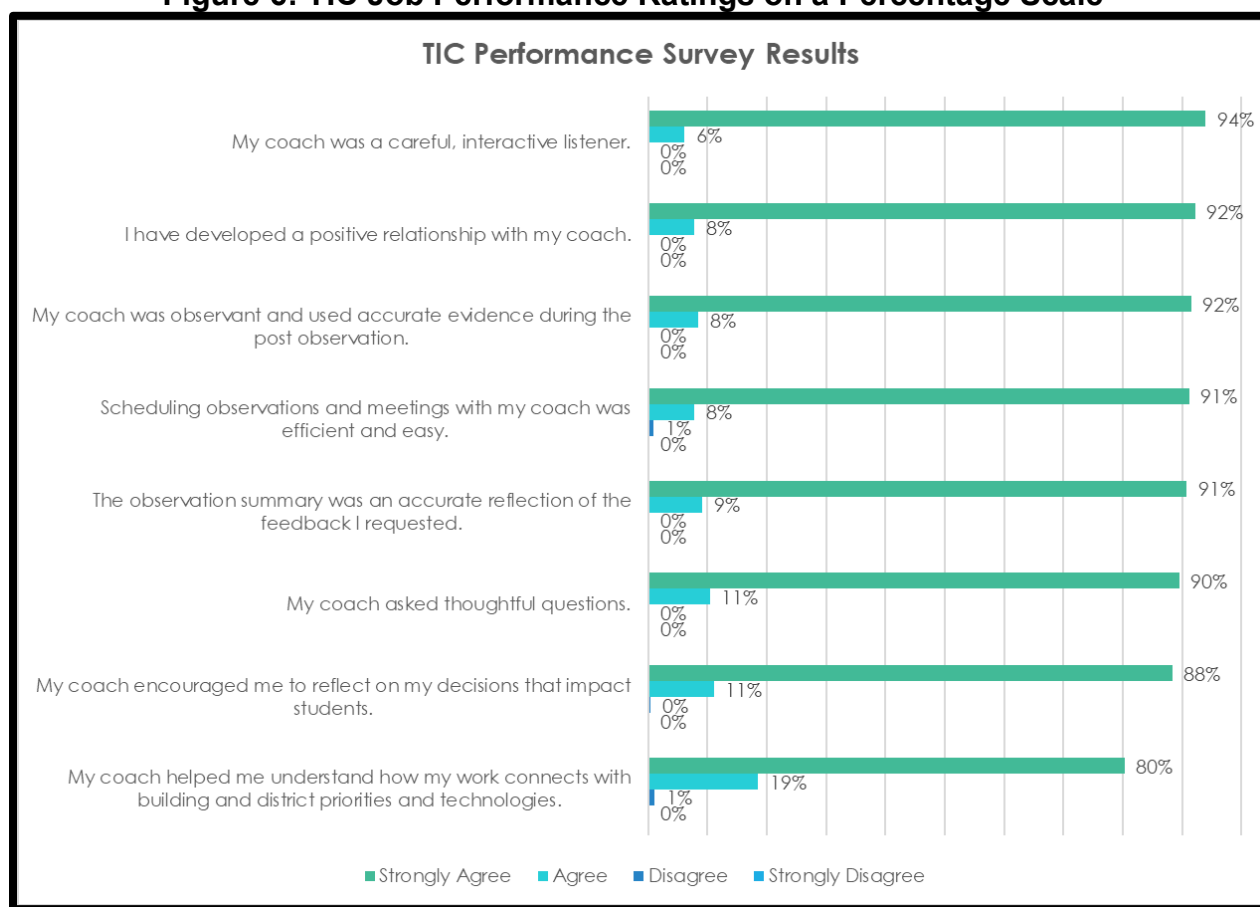
Coaches are evaluated formatively by their colleagues as part of the Q-Comp program and summatively by Director of Teacher Development Sara White. Ms. White also informally provides feedback to each coach not on their summative year. TIC observations of each other build their capacity as coaches as well as lead to greater inter-rater reliability. The formal feedback from Ms. White provides the opportunity to refine coaching skills. In the final one-on-one meeting of the year, Ms. White shares their individual survey results. One teacher instructional coach shared, “I am evaluated through M-GEM observations and the year-end TIC survey...M-GEM observations: I set up goals, meet with my TIC to have conversations, be observed, and evaluate data, write my plans and reflections, and receive the final reports from my TIC. – Impact: I get to observe my TIC colleagues’ work, take time to reflect on my own work, and get feedback in areas that I could continue to improve.” Another TIC reflected, “The End-of-Year TIC survey provides a big picture of what I’ve done well, my areas of strength, and areas to grow.” Another coach stated, “Although there are surveys rating us on a scale for different aspects of our coaching, I believe the written comments on those surveys make me consider my effectiveness the most. I am usually surprised by the positive impact our discussions have on our coachees. I have also learned just how much these wonderful teachers doubt themselves when they do extraordinary things every day, and how a little encouragement goes a long way to filling their emotional buckets.”

Teachers appreciated the effectiveness of their coaches. The results of the TIC survey were overwhelmingly positive. Again this year, 100% of the 460 respondents, agreed or strongly agreed with three statements:

- I have developed a positive relationship with my coach.
- My coach was a careful, interactive listener.
- My coach was observant and used accurate evidence during the post-observation.

The remaining statements had combined agreed or strongly agreed responses well above 95%. The greatest opportunity for improvement is in connecting teachers’ work with building and district priorities and technologies as only 80% strongly agreed with that statement.

Figure 6: TIC Job Performance Ratings on a Percentage Scale



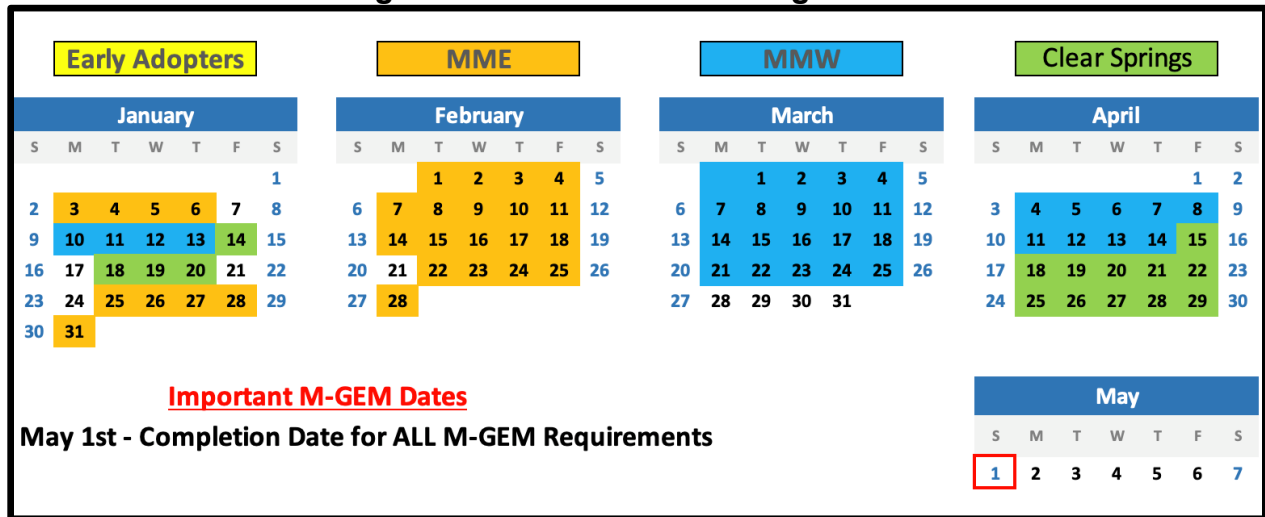
This year, a few coaches experimented with their practice of working in buildings. Historically, coaches would have a rotating daily schedule to work with teachers. For example, a coach at three buildings might designate Mondays and Wednesdays at Minnewashta, Tuesdays at Deephaven, Thursdays at Groveland, and Fridays as a “flex” day. Because the number of teachers with whom a coach has increased, two coaches tried a new approach of staying at a single building for a few weeks before rotating to the next building (Figure 8). One coach asked specifically for feedback on this practice (Figure 7). Of the 67 respondents, 48 (71.6%) liked this practice and 3 (4.5%) did not like it. Teachers’ comments about this practice are below:

- “It was very nice to have you in our building as a consistent presence. It helped feel like you were naturally a part of our staff verses just popping in. You helped in the hallways and other areas, and were a positive and nice presence to have. It was also easier knowing when to schedule with you having you here for a period of time.”
- “Adding the calendar in your signature is highly visual. You provided opportunities for early adopters. Being in the same building for several weeks in a row increases

the opportunities to check-in, follow-up, or have 3-legged conversations. Three learning walks could be done within two weeks instead of over a month.”

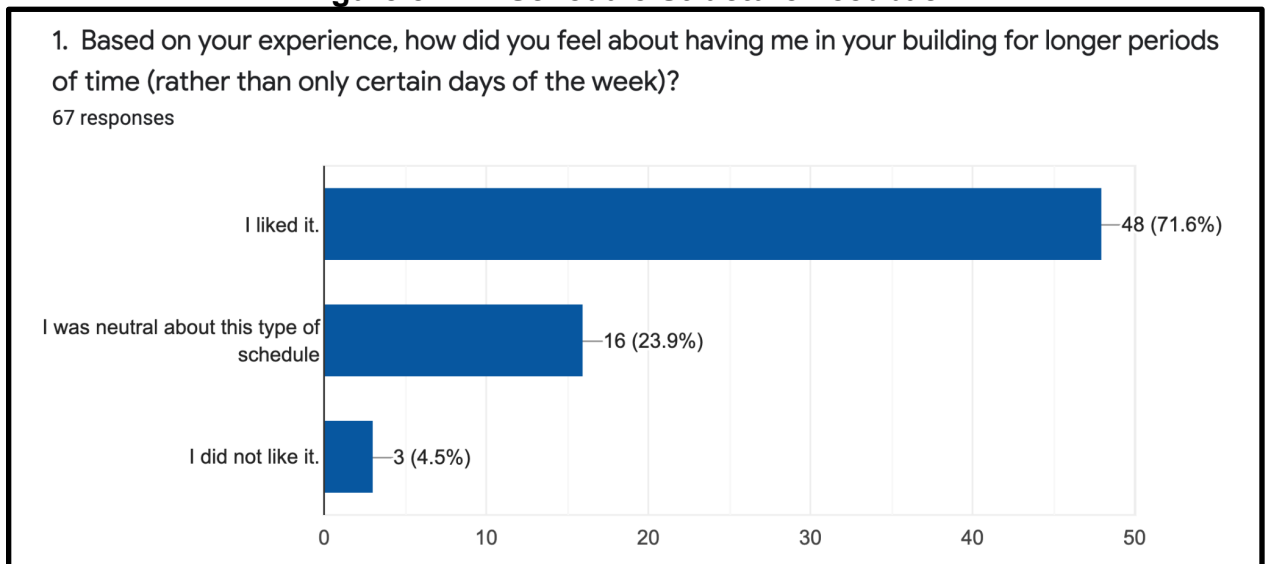
- “I liked it because when you were gone from my building for a chunk of time, you still made yourself available through a Google Meet for any questions I might have had or to roll ideas out with you.”

Figure 7: Alternative Coaching Schedule



As we look to 2022-23, more coaches may experiment with this model.

Figure 8: TIC Schedule Structure Feedback



Component Two: Job-embedded Professional Development

Because an evaluation of PLCs was specifically requested as part of the School Board goal on Excellence in Student Learning and Support, a historical perspective of PLCs is provided.

PLC History

Professional learning communities, PLCs, have been foundational in improving instruction and increasing student achievement. PLC teams meet regularly. By Minnetonka's Q-Comp Memorandum of Understanding, teams are required to meet biweekly for 50 minutes, and for 2-3 hours on quarterly transition days. PLC meetings provide opportunities for purposeful discussions and intentional work towards improving the learning experiences of students. The five essential questions on which PLCs focus their conversations are:

1. What do our students need to know, understand, and be able to do? [Essential Learnings]
2. How will we know when they do? [Common Assessments]
3. What is the instructional platform to ensure learning? [Curriculum and the Minnetonka Framework]
4. How will we respond if they don't? [Interventions]
5. How will we respond if they come in already proficient? [Extensions]

In the early years of Q-Comp, PLCs were highly regulated and monitored. Switching PLC teams and creating new PLC teams required principal and oversight committee approval. At the beginning of the year, the team would create a PLC SMART (strategic, measurable, achievable, relevant, time-bound) goal. The goal would focus their energy for the year around a significant learning outcome for their students. The goal process was long and cumbersome. Typically, the goals were not finalized until early to mid-December, almost half-way through the year. At the end of the year, this goal would be analyzed and data would be submitted to both the principal and instructional coach for approval. Teams that did not meet their goal were able to appeal their results to the oversight committee. To a certain extent, this goal artificially inflated the focus of the PLC goal to be more important than all of the other learning goals teachers had for their students. Because there was so much emphasis on that goal, it sometimes became the only topic for PLCs.

Throughout the year, PLCs had additional requirements. They were required to document the creation or modification of and analysis of at least four common summative assessments. They would also have at least one guided discussion each quarter. These discussions followed a prescriptive protocol and targeted topics such as 21st century skills, analysis of student work, problem-solving, fine-tuning an assessment, and student engagement. All of these were recorded in their PLC log which was reviewed by instructional coaches and administrators.

As Minnetonka's Q-Comp program matured and as the Minnesota Department of Education loosened its guidelines, many of these requirements were no longer necessary. Requiring PLCs to document four common assessments was redundant; all of their assessments were common. Requiring PLCs to document prescriptive protocol discussions was also redundant; their discussions naturally were on one of the previously required topics. By eliminating these requirements, teachers felt their professionalism was being honored, and hoops were minimized.

In the 2016-17 school year, Director of Teacher Development and Q-Comp Coordinator Sara White proposed that APOC consider new ways to imagine the PLC goal setting process. To broaden the perspectives around what PLCs could look like, a team of teachers, teacher instructional coaches, and administrators attended the PLC at Work™ Conference in Minneapolis in July. At this conference, Dr. Robert Eaker challenged the audience to develop a “stretch culture.” Dr. Tim Brown asserted that common formative assessments were the “lynchpin” of the PLC; common formative assessments allowed PLCs to diagnose specific learning challenges before the common summative assessment. These messages resonated with the team.

Following the conference, the team began to consider how the Minnetonka model might shift to focusing on formative assessment and how that may in turn develop a stretch culture. In the original PLC model, PLCs crafted a single goal for the year, typically based on historical data from a common summative assessment. The first several meetings of the year, the team focused their conversations and energy on getting the goal right because compensation was tied to meeting that goal. To a certain degree, PLCs were incentivized to set more achievable goals rather than to set ambitious goals. The team wondered how they could incentivize lofty goals that also respond more nimbly to the needs of their students. They also considered how they could encourage teams to be in a continual goal setting process.

What emerged was PLC 2.0. In this model, PLC team compensation would be based on the team's ongoing collaboration on student learning goals, rather than meeting a single student learning goal. PLCs would focus their energy on more frequent, more ambitious short-term goals on using a range of evidence of learning. Evidence of learning would include the three general ways a student can demonstrate learning: product (daily work, projects, quizzes and tests, writing samples, speeches, etc.), observations (oral readings, listening and speaking, planning and drafting, collaboration activities, etc.) or conversations (student conferences, self- and peer-assessments, surveys). The purpose of the assessment would be diagnostic in nature. Through analyzing the common formative assessments, teachers would know where their students are at that moment so that they can respond the next day.

In addition to changing the duration and frequency of setting goals, PLC teams were also encouraged to consider non-academic goals. They could write goals around emotional wellness, behavior, skills, and dimensions of the Teaching and Learning Framework.

The goal setting process became less formal. Rather than a single goal taking eight weeks to write, and four more to finalize, goals were written in a single meeting. Teams could focus on what the most important piece of learning was at that point in time. Then, they focused their energy and collective wisdom on meeting that goal. Because the goals are of an on-going nature, they were not formally submitted to a principal nor were they formally approved.

This change also required an evolution of the role of the principal. In PLCs 2.0, the principal was not approving a single goal and was instead monitoring continuous progress. Teacher Instructional Coaches created a Google spreadsheet for each administrator with links to the One-Stop-Shops where teachers record their goals, discussions, and links to data. The One-Stop-Shop became a digital conversation between PLCs, principals, and their instructional coaches. Coaches and principals became partners with PLC teams.

To meet the requirements of the MDE, two formal check-ins with PLCs were created. During the transition from semester one to semester two PLC meeting, teams complete a short reflection on one of the tabs in their PLC One-Stop-Shop. Principals provide written feedback to PLCs on the first semester reflections. At their first May meeting, PLCs complete a second goal reflection. These reflections are reviewed by APOC prior to their final meeting of the year. Excerpts from the One-Stop-Shop are attached.

PLCs 2021-22

In 2021-22, APOC and teacher instructional coaches participated in a virtual PLC at Work conference to deepen understandings of both theoretical underpinnings of PLCs as well as best practices in PLCs. The collective learning during this conference positioned the team well to respond to the School Board Goal Excellence in Student Learning and Support. This year, PLC practices have evaluated so that they may better align with the MTSS framework and processes.

Three priorities were identified for PLCs in the 2021-22 school year: every student is our student, a narrow set of essential learnings for PLCs, and short, frequent common formative assessments to measure student growth on those essential learnings. The PLC video series supported PLC priorities. In September, Sara White created the video overviewing the year. She highlighted the priorities for the year. Instructional Coach Julie Jo Nawrocki created the “Setting Norms” video, encouraging teams to move beyond courtesy norms to collaborative norms. Instructional Coach Sarah Koopman shared guidelines for common formative assessments. The focus of November was analyzing PLC data. In January, teams were challenged to determine if they were a team or a group.

PLC teams were challenged to reframe how they may think about the students they serve individually to thinking about them as students they serve collectively as a PLC. They were asked to consider these questions:

- How might you use your collective resources to meet the needs of your students, particularly this year, following some uneven learning?
- How might changing your thinking about students impact their experiences?
- How might you be creative in how you group students for interventions and extensions?

The second priority for this year was to identify 3-5 essential learnings for students for each semester. These essential learnings would become the focus of their PLC. A key question for members of a PLC to answer would be a question that a parent may ask, “What will my child learn in your class this semester?” Another way to identify these essential learnings is through the lens of four qualities:

- Endurance- An essential learning has endurance if it is important over time. These learnings may spiral over several units or even years.
- Readiness- Readiness is the quality of an essential learning in that it is required for the next level of learning; it is the prerequisite learning.
- Leverage- Essential learnings that cross over to other contents and to life beyond school are considered high leverage.
- Assessments- A final consideration in determining essential learnings is their representation on high stakes assessments.

The more categories a learning falls into, the more essential it becomes. The essential learnings are a subset of the curriculum and will be the focus of PLCs. By identifying essential learnings at the start of each semester, their PLC work becomes streamlined.

While identifying essential learnings has been a part of the work of PLCs since their inception, this renewed focus on a limited number of essential learnings provided greater clarity to PLC work. One team commented that “identifying these essential learnings allowed us to design lessons in a meaningful manner. We knew what ‘the end product’ was or what we were aiming for our students to achieve. Because of this, instruction was intentional and our formative and summative assessments were planned to support the essential learnings.” One team of special educators who spanned multiple grade levels shared this insight:

“Creating our list of essential learnings helped us to focus specifically on the skills that were most needed by students; strategies for teaching and mastery of these skills; and how to objectively and specifically collect data to drive our planning and learning. We discussed strategies as a group and created many shared resources to use in our shared desire for improvement of executive functioning skills in our students. Even though we work with different grade levels, we were pleased to find that there were a lot of lessons and activities which could be modified for use with many different grade levels. The essential learnings also helped us to be specific about areas of student growth and student need.”

The final priority for PLCs this year supported the work of multi-tiered systems of support,

MTSS, and assisted in identifying gaps in learning: common formative assessments. This year, PLCs focused on brief, 2-3 question frequent common formative assessments. Collectively they decided how and under what conditions the assessments were given and how the assessment would be scored. One team noted, "Common assessments allowed us to compare levels of understanding between classes. Our common assessments worked because we all used the same notes and provided practice worksheets/tests that helped prepare the students. I think if we used different notes or different worksheets from each other then common assessments would be difficult." Their analysis of the common assessments led to differentiation and interventions.

Table 1: Common Assessment Reflections 2021-22

Think about your use of common assessments, both formative and summative. Which TWO statements best reflect your PLC focus on common assessments this year?	
Answer Options	Response Percent
We developed or revised common assessments based on the Essential Learnings we identified.	39.6%
We analyzed assessment results to identify effective instructional strategies.	42.3%
We analyzed assessment results and planned instructional responses based on collective student needs (Tier 1 Instruction)	33.2%
We analyzed assessment results and planned instructional responses based on individual student needs (Tier 1 Intervention)	25.7%
We assessed students using a variety of assessments, products, and/or performance tasks.	35.8%
We analyzed and responded to student performance on formative assessments.	18.7%

Common assessments are also the foundation for SMART goals. In Minnetonka, SMART stands for Specific, Measurable, Ambitious, Relevant, and Time-bound. SMART goals can be written to address the various needs of students as noted in the table below.

Table 2: PLC Goals

Which statements best describe your goal setting this year? Check all that apply.	
Answer Choices	Response Percent
We wrote one long-term goal this year.	23.53%
We wrote one long-term goal and a few short-term goals to measure progress towards the long-term goal.	13.90%
We wrote multiple short-term goals.	59.89%
We wrote content-specific goals.	56.15%

We wrote general academic goals.	18.72%
We wrote goals about social-emotional learning.	17.11%
We wrote goals about student behaviors.	11.76%
Other (please specify)	8.02%

Teachers and staff responded on their Professional Learning Community (PLC) survey that their collaborative work impacted both classroom instruction and student achievement. On a scale of 1-100, PLC teams indicated that their collaboration improved both classroom instruction and student learning at an 86. One group highlighted, “Our PLC has been one of the best we’ve had in years and that we are so appreciative of getting to do this work together. We felt more impactful with students, felt more focused and direct in classroom instruction, and overall more efficient as a team.” Another team commented, “Our discussions helped us to identify learning needs of our students with an emphasis on collaboration in a systematic process. We worked together to analyze, impact and improve our class and collective academic results as a grade. Our discussions were important to help us determine common areas of teaching emphasis to help students’ continuous improvement that required a shared vision. As seen through the lenses of SMART Goals results, our discussion and the collaboration they generated helped improve student achievement and collective teacher self-efficacy simultaneously.” The following chart shows how PLCs self-report their PLC discussion topics.

Table 3: PLC Discussions

Thinking about your PLC discussions, which THREE statements best reflect your PLC’s experience this year?	
Answer Choices	Responses
Our analysis of student work led us to a more detailed or complete understanding of what our students did well or were unable to do.	64.71%
Our analysis of an assignment or activity led us to clarify its purpose and/or revise its components as it relates to the stated objectives.	45.45%
Our analysis of a problem led member(s) to consider alternatives.	46.52%
Our discussion around our individual beliefs about student learning brought value to our PLC meetings.	45.99%
Our discussions around student engagement led to reflecting on current practices, developing strategies, and implementing additional engagement strategies.	73.80%

Our discussions around the Developmental Relationships Framework led to strategizing on how to connect with students in new ways.	17.65%
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Core Component Three: Teacher Evaluation

Teacher instructional coaches observe and provide feedback to teachers using Minnetonka Core Competencies, developed as a part of M-GEM. After completing a self-assessment using the rubrics for the Core Competencies, each teacher selects two or three core competencies. In their summative years, the selection is mutual between the teacher and the administrator.

When M-GEM was launched in the fall of 2019, no one could have predicted the interruptions that COVID-19 would create. While it would not have been selected as the ideal time for the introduction of this new evaluation model, in retrospect, it met the needs of teachers and administrators far better than the previous model could have.

One of the key features of this model is its personalization. As evident in Table 4, this personalization allowed teachers to identify the core competencies that would best support their students. *Core Competency 6: Designs and Provides Meaningful and Engaging Instruction* was the most frequently selected core competency again this year, followed closely by *CC1: Develops Social Emotional Competencies*. Nearly 25% of teachers selected *CC5: Designs Instruction Based on Student Data*, and *CC9: Provides Feedback to Students* was also selected by many teachers. It is important to note that each core competency was selected by at least 8% of teachers, indicating that teachers have diverse needs.

Teachers were intentional about choosing competencies that were relevant to them and their students. One teacher responded, “My focus on these competencies directed my research and learning. As a result, I implemented varied strategies and practices of classroom management as well as instructional practices.” Another noted, “I’ve been able to incorporate some ways to give brief feedback for students in a more timely manner and I have been intentional about ensuring there are multiple ways into the material and multiple ways students can demonstrate their learning over the course of the semester.” Teachers also found meaning in the interplay between their chosen core competencies, as another teacher shared, “My focus on these two core competencies allowed me to marry the skills of critical and creative thinking with the creation of new meaningful assessments. I created new assessments that allowed students to demonstrate what they know and what they can do with opportunities to be critical and creative thinkers and to work together collaboratively.”

Each teacher looks at the Core Competency through their own unique lens. The same core competency may look very different for a kindergarten teacher than an IB world language teacher. Because of those nuances, teachers identify their own success

indicators. At the start of the year, TICs dedicated many hours to one-on-one conversations supporting teachers in developing them.

Table 4: Core Competencies Selected by Teachers 2021-22 (Select Two or Three)

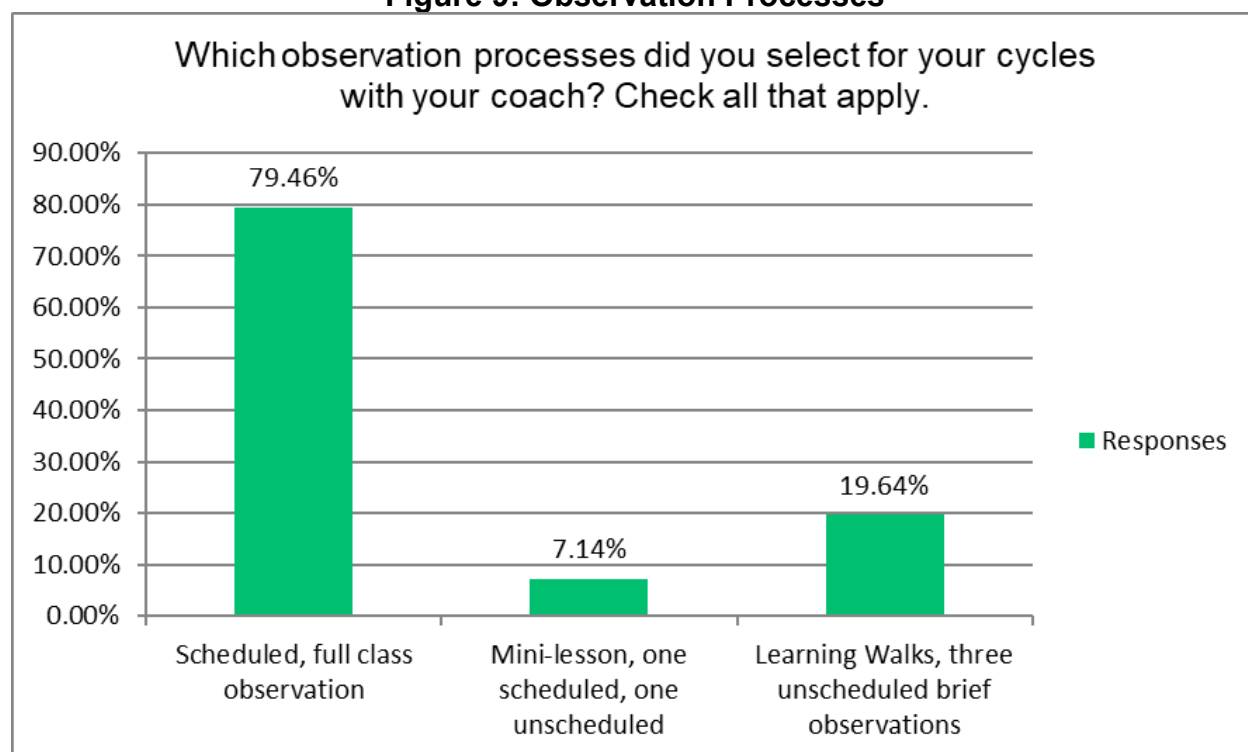
On which Core Competencies did you focus your learning for this year?	
Core Competencies	Responses
CC1: Develops social emotional competencies	154
CC2: Creates a safe & positive student-centered classroom atmosphere	138
CC3: Manages classroom routines & behavior	132
CC4: Minnetonka Guaranteed Viable Curriculum	57
CC5: Designs instruction based on student data	153
CC6: Develops and provides meaningful & engaging instruction	158
CC7: Uses meaningful assessment	91
CC8: Uses a variety of assessments to inform instruction	101
CC9: Provides feedback to students	153
CC10: Models critical & creative thinking, and fosters collaborative communication	125
CC11: Selects among multiple research-based instructional practices	54
CC12: Adapts instruction to promote student mastery	124

The observation and coaching process led teachers to reflect upon their practice and pedagogy. Through the development of a trusting collegial relationship, coaches were able to offer feedback and data that helped teachers reflect on their instruction. In the M-GEM model, coaches were able to truly individualize their support and prepare reflective questions that aligned both with teachers' selected Core Competencies and success indicators. One teacher noted that their coach "provided essential feedback and asked questions that encouraged me to reflect on how my decisions impacted the learners in my classroom.." Another teacher said, "[My coach] met me where I was at and helped me hone in on areas to grow. I really felt that the questions that were asked helped me reflect on my competencies." These reflective conversations and growth-focused observation cycles impacted instruction and student achievement.

Additionally, the M-GEM model allowed teachers to select the type of observation that seemed to be the best fit for their preference or the way they wanted their coach to collect

data on their success indicators. The number of teachers selecting learning walks almost doubled from 2020-21. Most frequently, those who selected learning walks valued the authentic nature of both the observation and the feedback. They appreciated that a coach might be able to see them working with different groups of students and at different times of the day to create a more holistic view of their work. Many teachers selected a combination of observation processes. One teacher wrote, “At the beginning of the year, having a scheduled observation was right for me because I wanted [my coach] to see a specific lesson and provide feedback. Later in the year, learning walks were beneficial because I could get feedback on a broader scope of my teaching.”

Figure 9: Observation Processes



Core Component Four: Performance Pay and Alternative Salary Schedule

In Minnetonka, the three areas of performance pay are allocated in this manner:

Traditional Continuing Contract structure for compensation:

- 80% teacher practice
- 10% PLC
- 10% site goal

By contract, the minimum total compensation is \$2,000. Each year, APOC determines the compensation for teachers based on revenue and carry over from unmet goals from previous years. For 2021-22, the continuing contract structure was \$2050. Compensation

for continuing contract teachers is prorated if they are below the 0.75 FTE threshold.

- 80% teacher practice (\$1640)
- 10% PLC (\$205)
- 10% site goal (\$205)

Compensation for PLCs is based on ongoing collaboration around student learning goals. Each PLC submitted their learning goals for feedback twice in 2020-21: once to building administration in January and again in May to APOC. Based on this feedback, all PLCs met the requirements for compensation. All teachers who participated in PLCs were awarded \$205. Teachers who work less than 0.75 FTE have the option to fully participate in PLCs or to opt out and be ineligible for both PLC and site compensation. In 2021-22, 22 part-time teachers opted out of PLC participation.

Probationary teachers are incentivized to continue their employment in Minnetonka through financial performance awards that increase each year they earn recommended employment (see Table 5).

Table 5: Probationary Teacher Compensation for 2021-22

Probationary Status	Evaluation	PLC + Site Goal Compensation*	Teacher Evaluation Compensation	Total Compensation
Year One	Recommended for continuing employment	\$205 + \$205	\$200	\$610
Year Two	Recommended for continuing employment	\$205 + \$205	\$300	\$710
Year Three & Previously Tenured	Recommended for continuing employment	\$205 + \$205	\$500	\$910
Long Term Reserves (over 90 days)	PLC participation is optional. If they participate, they are compensated on a quarterly basis.	\$205 + \$205/ # of quarters	\$0	Prorated
Year One, Two, Three or Previously Tenured	Not recommended for continuing employment	\$205 + \$205	\$0	\$410

At the October 21 School Board Study Session, Director of Teacher Development Sara White presented the goals each site designated as their Q-Comp goal. These goals were

then submitted to the MDE. Typically, the District receives feedback on whether the goals meet MDE guidelines in late January. For the second year in a row, the District did not receive feedback on the Q-Comp goals. Results of site goals are not yet available.

General Program Impact and Recommendations

Impact on Instruction:

During the 2021-2022 school year, TICs continued to have a positive impact on instructional strategies and curriculum decisions. One teacher explained, “The best support I had was to have someone to talk ideas/ difficult parts of lessons with; it was always helpful to have this when I am working on something new or to see something I had done before in a different light.” TICs provided a sounding board for individuals and groups when making decisions about essential learnings as well as interventions and extensions. With support from TICs, staff felt that they could be creative and better meet their students’ needs. One staff member described conversations with the coach as “stimulating. They drove me to want to keep being creative to come up with ways to make the content interesting, relevant and applicable to the lives of the students.” During this unique year, staff were able to adapt instruction and reflect on their work through conversations with their TICs, stating that their coach is “very thorough and pushes me to be highly reflective about my instructional practices and choices.”

The work of PLCs continued to focus on student-centered goals and additionally narrowed down essential learnings for the year. This helped teachers center their instructional decisions and communication. As one group noted, “The focus on essential learnings help tweak our communication with students to make it clear and precise.”

PLC teams were also able to discuss ways to support students and each other. Teams were able to build collective self-efficacy through their work in PLCs. One PLC team stated, “Structured PLC meetings help us to remain focused on common goals and help us to shape collective strategies around enhancing student learning. It also has worked to improve staff mental health.” They found collaboration to be a vital part of their work this year: “Our discussions were valuable opportunities to support each other. Sharing ideas, brainstorming how to meet individual student needs, and supporting our students were some of the many benefits of our PLC group.”

Across the district, PLC teams used the four questions to guide their discussions and write SMART goals. In their logs, they also recorded essential learnings for each semester and wrote collaborative norms to guide their work together for the year. The logs included space to connect their work to the developmental relationships framework. These discussion logs indicated how groups “focused on reaching higher goals because we were focusing on ALL students to reach the goal set by our PLC. We put in differentiated goals, we had mastery and challenge goals, too, so that we could meet each learner's needs.”

The Minnetonka Growth and Evaluation Model (M-GEM) offered staff the opportunity to

be focused and intentional about their own growth as well as supporting students' growth this year. Having choice in which core competencies to focus on helped them be responsive to what students showed they most needed. One teacher said, "I think it was really important to think about providing structure and predictability for students to feel secure this year. Focusing on our classroom atmosphere has helped us create a supportive community where students feel cared for, which helps them learn." Another teacher explained, "These competencies really went together to help me differentiate my instruction to meet students where they were at." By selecting their own competencies and success indicators, teachers could adapt instruction and support one another within their school community. More than ever, collective self-efficacy and staff autonomy were important elements to instructional decisions and professional growth as staff, PLCs, and TICs collaborated to support all students.

Impact on Student Achievement:

When working on an individual basis with teachers and specialists in the MGEM program, TICs primarily served their clients by observing them in their day-to-day setting and engaging in reflective discussion centered on the teachers' selected core competencies. One teacher shared about the impact of this process on their work with students, "I always appreciate [my TIC's] thought-provoking questions and observations that help me connect what I do in my classroom and their subsequent impact on my students' learning."

In these interactions, TICs often assume multiple roles as they assist their clients' efforts to increase student achievement, flexibly pivoting between the following roles: a conduit of district goals, programs, and resources; a consultant sharing best practices and strategies; and a cognitive coach around instruction. One teacher reported that "[my coach] was able to provide different ideas through our conversations that impacted student learning for the better. We problem-solved a specific student's plan and also reflected on the feedback I gave, and this helped me to be more intentional in the feedback I provide and how to best support some tough kids."

The Teacher Instructional Coach team also reported that supporting PLC teams in their work of identifying essential learnings for each semester helped guide teachers and staff in supporting the learning of all students. Multiple TICs commented on the relationship between helping teams identify essential learnings in their PLC logs, writing SMART goals around these essential learnings, and creating common formative assessments to measure student/audience growth.

PLC teams also noted the importance of this process; for example, one team shared that "identifying 5 essential learnings per semester after identifying learning gaps made it much easier to focus on appropriate instruction, scaffolding, & assessment." Another PLC team reflected on their students having a very limited experience in the previous year, and how "our approach this year was to break the essential learnings down into smaller assignments. We found this to be very beneficial for students. By the end of the year, they were caught up with their peers from previous years, despite their limited experience last year." Yet another PLC team summarized the effects of collegial

collaboration on student achievement when they stated “this collaborative PLC effort is essential to our success in preparing students to thrive in their learning and achieve their best on both internal and external assessments.”

The M-GEM model allowed teachers and specialists the flexibility to choose their core competencies, determine their success indicators and data collection methods, have options for observations, and reflect with their TIC on their instruction while aligning their decisions with building and district goals. One teacher stated, “At the beginning of this year I was concerned about my student's behavior. After working with my TIC, I started implementing different activities and strategies that helped me better support my students. Now, I don't have any behavioral issues and my students are more willing to participate in group discussions.” Another teacher reflected that “[my coach] helped me establish routines and ideas for math centers that helped me reach more students at an individual level, and also helped me navigate the curriculum and organize it in a way to help my students master content.” In numerous survey responses, staff reported learning teaching strategies through the observation process that they could directly apply to their work with students to increase self-reflection, improve the classroom environment, provide timely and specific feedback, boost student engagement and increase student achievement through targeted assessment.

Continued Growth:

In looking ahead to 2022-2023, the APOC and TICs have determined that more than ever, teachers need coaches to support them as they face many challenges in their roles. These challenges have a definite impact on their mental health, which in turn affects their teaching and relationships with students. Additional training that supports the mental health of teachers and students alike will be explored. The hope is that through the coaching process, staff will be able to focus both on improving their mental well-being as well as the emotional health of their students.

The PLC survey determined that PLCs have played an increasingly important role in the everyday work of teachers and specialists. The change to identifying 3-5 essential learnings on instruction and assessments and focusing on these during PLC discussions helped PLCs to develop strategies that led to students making progress towards these essential learnings. PLC teams may need additional support and feedback from their administrators, from TICs and from APOC on translating essential learnings to SMART goals. The role of the PLC will continue to be elevated in 2022-23. Professional learning communities are the fourth team of MTSS and will focus on how their collaboration will serve students both individually and collectively. The hope is to have PLCs become more efficient, collaborative, authentic, and student-focused and to develop and share more ideas and strategies, including work on Tier 1 instruction, interventions, and extensions.

As M-GEM enters its fourth year of implementation, coaches will continue to support teachers in a number of ways. The forms and processes in the district evaluation platform are currently being analyzed in order to improve their effectiveness. TICs will continue to

provide professional development and personalize their work with staff to help them better understand the M-GEM model. Results from surveys continue to show that teachers and specialists value the personalization and flexibility of both TICs and administrators as they implement this model.

SUMMARY

In 2021-22, the Minnetonka Public Schools Q-Comp program successfully supported teachers in their quest to improve academic achievement. Survey data overwhelmingly demonstrated that the Q-Comp program has positively impacted student achievement. Many teachers reported that their students' achievement was impacted due to the support they received from the observation process. PLC groups from across the district voiced that the Q-Comp program allowed them to identify student needs, intentionally share and implement resources and strategies, and increase consistency among buildings, grades, and classrooms.

Individuals also shared that M-GEM allowed them to be more intentional in their focus to support students in learning. Because of their work with instructional coaches, teachers felt empowered to take risks as they implemented new strategies, resources, and assessments. The post-observation conversation allowed teachers to intentionally consider their planning and instruction.

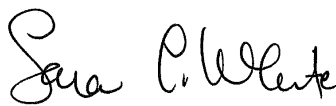
ATTACHMENT:

One-Stop-Shop Excerpts

RECOMMENDATION/FUTURE DIRECTION:

The District recommends that the School Board accept the 2021-22 Q-Comp and PLC Annual Report.

Submitted by: _____


Sara White, Director of Teacher Development

Concurrence: _____


Dennis Peterson, Superintendent

One-Stop-Shop Excerpts from 2021-22

Each page in this file represents a different tab in this Google spreadsheet. Each underlined phrase is a link to additional resources.

The purpose of a PLC is to ensure EVERY student is learning at high levels.					
Helpful Links:		Request TIC Assistance	SMART Goal Examples	PLC Video Series	M-GEM Core Competencies Minnetonka Framework Developmental Relationships
Guiding Questions:		What do we want students to learn? (Essential Learning)		How will we respond when they don't learn? (Intervention)	
		How will we know if they have learned? (Assessment)		How will we respond if they already know it? (Extension)	
Date	Members Absent	STUDENT LEARNING SMART Goal	STAFF ACTIONS to support student learning SMART goal	Evidence/ Progress toward learning goal, Student Data, and Next Steps	How PLC work supports Developmental Relationships
Log 1		No SMART Goal needed for log 1. Focus on norms.	Complete the "Membership and Norms" tab below. Go beyond courtesy norms to set meaningful collaborative norms for how your team will work interdependently to support student learning this year. Begin brainstorming essential learnings (see tab 3)/		
Log 2		No SMART Goal needed for log 2. Focus on essential learnings.	Complete the "Essential Learnings" tab below. Identify the learnings or standards that are critical for every student to learn this year. Which 3-5 are most important this semester?		
Log 3		SMART Goal: By _____ (date), every learner will _____ (specific, desired learning) at _____ (desired proficiency level, rubric level, % score, etc) with _____ assessment as evidence.	Write a SMART goal around one of the essential learnings you've identified as critical for every student.		
Log 4		SMART Goal:			
Log 5		SMART Goal:			
Log 6		SMART Goal:			
Log 7		SMART Goal:			
Log 8		SMART Goal:			
Log 9		SMART Goal:			

+

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Log ▾

Membership & Norms ▾

Essential Learnings ▾

Resources ▾

Mid-Year Reflection ▾

Year-End Reflection ▾

One-Stop-Shop Excerpts from 2021-22

The purpose of a PLC is to ensure EVERY student is learning at high levels.				
PLC Name	<input style="width: 90%;" type="text"/>	Meeting Building & Room # or GMeet Nickname	<input style="width: 90%;" type="text"/>	Meeting Day & Start/End Times
PLC Lead	<input style="width: 90%;" type="text"/>	PLC Members	<input style="width: 90%;" type="text"/>	
Assumed Courtesy Norms	PLC Norms for meaningful collaboration * Be on time * Start and end on time * Participate * Be kind, respectful, and supportive * Be open to new ideas * Listen to one another		Write/Create 3-5 collaborative norms; see the "Bank of Norms for '21-22 PLC Growth" below for examples.	
			<input style="width: 90%;" type="text"/>	
			<input style="width: 90%;" type="text"/>	
			<input style="width: 90%;" type="text"/>	
			<input style="width: 90%;" type="text"/>	
			<input style="width: 90%;" type="text"/>	
Bank of Collaborative Norms for '21-22 PLC Growth				
<div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Share a common vision on how to reach <i>EVERY STUDENT</i> </div> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Maintain focus and effort on our 3-5 essential learnings </div> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Create and implement frequent common formative assessments </div> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Frequently examine and discuss student work samples as a team </div> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Analyze data from common formative assessments to determine effective strategies </div> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Allow the common assessment data to guide instructional decisions </div> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Take intervention/extension action after analyzing student data </div> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> * Speak honestly (to Kind) </div>				
<div style="display: flex; justify-content: space-between; align-items: center;"> + ☰ Log ▾ Membership & Norms ▾ Essential Learnings ▾ Resources ▾ Mid-Year Reflection ▾ Year-End Reflection ▾ </div>				

One-Stop-Shop Excerpts from 2021-22

The purpose of a PLC is to ensure EVERY student is learning at high levels.

Guiding question for determining essential learnings: What is critical for every student to know and do at the end of the year or semester? These are the essential learnings your PLC team may build PLC SMART goals and common assessments around. PLC teams will provide time and support for students who haven't mastered them and extensions for those who already have.

Identified Essential Learnings - Semester 1

Identify 3-5 essential learnings on which to focus your PLC work.

1

2

3

4

5

Link to a deeper dive, definition and process....

[Identify Essential Learnings Guide](#)

Questions to consider:

What knowledge or skills have value beyond a single test date?

What knowledge or skills have value in multiple disciplines?

What essential learning should every learner gain during their time with you?

What knowledge or skills are necessary for success in the next level of instruction?

Identified Essential Learnings - Semester 2

Identify 3-5 essential learnings on which to focus your PLC work.

1

2

Tools, Tips, and Tricks for Common Formative Assessments



Log ▾

Membership & Norms ▾

Essential Learnings

Resources ▾

Mid-Year Reflection ▾

Year-End Reflection ▾

One-Stop-Shop Excerpts from 2021-22

The purpose of a PLC is to ensure EVERY student is learning at high levels.	
Guided Discussions in Schoology Essential Learnings	The Highly Engaged Classroom Summary
PLC EXPECTATIONS	
PLC NON-NEGOTIABLES	PLC NEGOTIABLES
STUDENT Learning SMART Goals	
Each team will set SMART goal(s) centered around STUDENT Learning. SMART goals may align and/or support the building site goal.	The assessment used in measuring progress towards the goal is determined by the PLC. The targeted level of proficiency may be set by the PLC. PLCs may set more than one goal in the year. How PLCs support the building goal may vary.
Evidence of Student Learning	
Each team will analyze evidence of student learning from formative and/or summative assessments. Each team will make instructional decisions based on student learning analysis.	Teams may select formative, summative, or a combination of assessments for analysis. Interventions and accelerations may be determined by the PLC.
Norms	
Teams will establish norms to guide their PLC meeting times and work Team members will professionally participate in collaborative PLC work	The method of creating the norms may be determined by the PLC. The frequency and manner in which PLC norms are reviewed may be determined by the team.
Collaboration Time	
PLCs will meet during designated PLC time. PLCs will communicate with administrators and instructional coaches as to where they are meeting and notify them of any changes.	PLCs may meet in their room or format of choice (i.e. in person or virtually)
Demonstration of the PLC Big Ideas	
Accept learning as the fundamental purpose of our school and be willing to examine all practices in light of their impact on learning. Cultivate a collaborative culture. Assess effectiveness on the basis of results.	
Logistics	
Teams will document SMART Goals, Staff Actions and Evidence/Progress towards a learning goal PLCs will meet two times per month (50 minutes each) from September through May, according to the site calendar set by the building principal. PLC log entries will span the entire school year from September to May Team members will accurately record meeting attendance for each PLC Meeting	

One-Stop-Shop Excerpts from 2021-22

The purpose of a PLC is to ensure EVERY student is learning at high levels.	
PLC Name	<input type="text"/>
PLC Members (Please include the names and PLC participation dates of long-term reserves.)	<input type="text"/>
Administrator review date:	<input type="text"/>
Administrator feedback:	<input type="text"/>
PLC Mid-Year Goal Reflection:	
1. Please insert the Student Learning SMART goal(s) that has had the greatest impact on student learning so far this year.	
<input type="text"/>	
2. Reflect for a moment on that goal. To what degree did you meet that goal? (evidence of student learning) You do not need to attach data; a brief summary of the results is great. Evidence may be quantatative or qualatative.	
<input type="text"/>	
3. How did setting this goal impact your instruction, interventions, and/or extensions?	
<input type="text"/>	
4. Why do you think this goal was valuable to your students as learners and to your PLC?	
<input type="text"/>	
5. How has identifying your essential learnings for the semester impacted your work?	
<input type="text"/>	
<div><div>+</div><div>≡</div><div>Log ▾</div><div>Membership & Norms ▾</div><div>Essential Learnings ▾</div><div>Resources ▾</div><div>Mid-Year Reflection ▾</div><div>Year-End Reflection ▾</div></div>	

One-Stop-Shop Excerpts from 2021-22

The purpose of a PLC is to ensure EVERY student is learning at high levels.	
PLC Name	<input type="text"/>
PLC Members (Please include the names and PLC participation dates of long-term reserves.)	<input type="text"/>
APOC review date:	<input type="text"/>
APOC feedback:	<input type="text"/>
PLC Year-End Goal Reflection:	
1. Please insert the Student Learning SMART goal(s) <u>from 2nd Semester</u> that has had the <u>greatest impact on student learning</u> so far this semester:	
<input type="text"/>	
2. Reflect for a moment on that goal. To what degree did you meet that goal? (evidence of student learning) You do not need to attach data; a brief summary of the results is great. Evidence may be quantatative or qualatative.	
<input type="text"/>	
3. How did setting this goal impact your instruction, interventions, and/or extensions?	
<input type="text"/>	
4. Why do you think this goal was valuable to your students as learners and to your PLC?	
<input type="text"/>	
5. Many PLCs have expressed an interest in seeing examples of short term PLC goals. May we share your goal as a sample?	
<input type="text"/>	
6. After you've completed the four <u>PLC Check-Out</u> items below, please sign. After you've checked-out and signed below, a TIC will confirm these items and mark them complete using the drop-down menu.	
<ul style="list-style-type: none">▼ 1. Goal(s) were analyzed, discussed, and documented in the PLC Log▼ 2. 21 PLC meetings are documented in the Log tab in this One Stop Shop.▼ 3. PLC survey is completed.▼ 4. PLC Year-End Goal Reflection is completed.	
E-Signature of PLC representative X <input type="text"/>	
<div><div>+</div><div>Log</div><div>Membership & Norms</div><div>Essential Learnings</div><div>Resources</div><div>Mid-Year Reflection</div><div>Year-End Reflection</div></div>	

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

Board Agenda Item XI.

TITLE: Report on Educators Achieving Continuing Contract Status

DATE: June 2, 2022

BACKGROUND

Each year the administration recommends to the School Board the names of those teachers and administrators who have completed their probationary period, and whom we are recommending receive continuing contract status.

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

Both Minnesota law and our policies require thorough and regular performance evaluations of all probationary teachers and administrators, and we provide support for them through mentoring and regular staff development training.

We are confident that the educators listed on the attached page meet the standards expected of excellence, and will serve our community and students well.

RECOMMENDATION:

That the School Board review the list of probationary teachers on the attached page who will be eligible for continued employment effective at the commencement of the 2022-23 school year.

Submitted by:



Dr. Michael Cyrus
Executive Director of Human Resources

Concurrence:



Dr. Dennis L. Peterson
Superintendent

**STAFF ELIGIBLE FOR
CONTINUING CONTRACT STATUS IN 2022-23**

First Name	Last Name	Subject	Building
Molly	Barry	Grade 2 Spanish Immersion	Groveland Elementary
Alyssa	Baumer	Language Arts	MHS
Lee	Berger	Tech Ed/Auto	MHS
Anna	Bjork	ELL	MME
Tara	Charlton	Language Arts	MHS
Robyn	Connelly	Special Education	SAIL
Vivian	Cunha Galletta Kern	Grade 1 Spanish Immersion	Minnewashta Elementary
Madalyn	Daven	ECSE	MCEC
Jennifer	Delatorre	Kindergarten Spanish Immersion	Clear Springs Elementary
Jacqueline	Dickens	Nurse	Deephaven Elementary
Wenyun	Dong	Grade 5 Chinese Immersion	Scenic Heights Elementary
John	Douglass	Language Arts	MHS
Jonathan	Dryke	Physical Education	MMW
Troy	Dvorak	School Psychologist	Deephaven Elementary
Stacey	Edlavitch	Special Education	MHS
Benjamin	Eller	Grade 1 Spanish Immersion	Clear Springs Elementary
Sally	Goddard	Reading	Scenic Heights Elementary
Kristin	Goeser	Adaptive Physical Education	MHS/MME
Connor	Gomer	Math	MHS
Katherine	Haire	Special Education	MHS
Anne	Helseth	Special Education	MHS
Nicollette	Hendrix	Special Education	Excelsior Elementary
Josh	Jansen	Assistant Principal	Deephaven Elementary
Faith	Kasper	Special Education	SAIL
Beth	Keskey	Science	MMW
Dalton	Knes	Teacher of Student Affairs	MMW
Alexander	Lauer	Language Arts	MHS
Kristen	Lea	Navigator Teacher	Excelsior Elementary
Daniel	Leland	Social Studies	MME
Conor	Maher	Counselor	MHS
Leighanne	Mahoney	Speech Language Pathologist	Minnewashta Elementary
Angela	Meagher	Grade 3	Minnewashta
Taylor	Moon	Special Education	MHS
Claudia	Morales Pico	Kindergarten Spanish Immersion	Deephaven Elementary
Kristen	Moreen	Special Education	MHS
Kendra	Olson	Counselor	MHS
Savannah	Olson	Kindergarten Spanish Immersion	Minnewashta Elementary
Susan	Owens	Grade 4	Deephaven Elementary
Tara	Owens	Special Education	Clear Springs Elementary
Sarah	Palmer	Nurse	Scenic Heights Elementary
Melanie	Pederson	Special Education	Minnewashta Elementary
Charles	Plumadore	Science	MME

Daniel	Polski	Reading	MMW
Alicia	Reedy	Speech Language Pathologist	MME
Katie	Roche	Math	MHS
Amanda	Say	Science	MHS
Sarah	Seldon	Counselor	MHS
Diane	Severin	Nurse	Minnewashta Elementary
Drew	Simanton	Special Education	Minnewashta Elementary
Ellie	Stillman	Language Arts	MME
Bryce	Tesdahl	Physical Education	MHS
Kirsten	Tetzlaff	Math/Computer Science	MME
Lissa	Thomas	Orchestra	Minnewashta Elementary
Erin	Washburn	Math	MMW
Reilly	Woodruff	Special Education	MMW

ACTION

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

Board Agenda Item XII.

Title: Approval of Fiscal Year 2023 Budget

Date: June 02, 2022

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 is required by statute to adopt a budget for each fiscal year prior to July 1 of that fiscal year. District administration has been working with staff on the development of the Fiscal Year 2023 Budget. Attached for School Board review are the summary pages for Fiscal Year 2023 budgets for the various funds of the District.

The General Fund Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$259,298 of ongoing revenues to ongoing expenses.

An increase in the Basic Revenue Formula of \$135 per Adjusted Pupil Unit from the State of Minnesota is the major component of increased revenue per pupil projected for FY2023. This amount equates to a 2.00% increase in the Basic Formula.

Targeted enrollment growth on an October-to-October basis is an increase of 185 K-12 students, from 11,187 in October 2021 to 11,372 students in October 2022. October enrollment is used by the State of Minnesota to apportion payments for the fiscal year, but the District is actually paid on the Adjusted Pupil Units that the October enrollment head count generates during the full course of the year. The Unassigned Fund Balance at the end of FY2023 is projected to be \$23,897,204 which is 16.2% of projected FY2023 expenditures.

The combination of tightly monitored expense controls plus the additional revenue provided from enrollment growth in past years has allowed the District to continue to maintain very stable finances while maintaining and selectively expanding opportunities for students. Additional Operating Referendum Revenue, which is in place through the 2024 Pay 2025 levy to fund Fiscal Year 2026, gives the District a stable base of revenue from which to maintain the high quality programs that are being delivered to students.

Summary pages of each fund of the District are attached, along with the major assumptions for revenues and expenses used to formulate the General Fund Budget.

ATTACHMENTS:

FY2023 General Fund Budget and FY24-FY28 Updated Projection
Projected FY23-FY28 General Fund Budget Assumptions
Summary of Budgets – All Governmental Fund Types

RECOMMENDATION/FUTURE DIRECTION:

The FY2023 Budget is being presented for the School Board's approval.

RECOMMENDED MOTION

Resolution to Adopt the Fiscal Year 2023 Budget

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

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



Dennis Peterson, Superintendent

MINNETONKA INDEPENDENT SCHOOL DISTRICT 276
FY2023 ADOPTED GENERAL FUND BUDGET AND PROJECTION FOR FY2024 THROUGH FY2028

General (01), Transportation (03), & Extra Curricular (11) Funds		+26.19 Tchr FTE	+36.86 Tchr FTE	+2.59 Tchr FTE*	+10.29 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE
K-12 Student Growth Oct Target Numbers (Actuals Thru FY22)		165	3	87	185	0	0	0	0	0
October 1 K-12 Enrollment Target (Actuals Thru FY22)		11,047	11,050	11,187	11,372	11,372	11,372	11,372	11,372	11,372
Definitions		Actual 2019-2020	Actual 2020-2021	Amended 2021-2022	Adopted 2022-2023	Projected 2023-2024	Projected 2024-2025	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028
SOURCES OF REVENUE:	Gen Ed Rev - Resident	\$51,590,101	\$52,510,901	\$53,771,169	\$54,720,212	\$55,812,525	\$56,928,782	\$58,068,958	\$59,233,051	\$60,421,063
	Gen Ed Rev - Open Enroll	\$26,491,644	27,301,085	\$28,594,353	\$30,479,725	\$31,088,155	\$31,709,922	\$32,345,011	\$32,993,423	\$33,655,158
	Categorical	20,917,804	21,521,800	22,332,456	23,424,543	24,248,343	24,862,580	25,497,520	26,118,490	26,681,715
	Miscellaneous	3,430,970	2,586,547	3,386,417	3,308,277	3,268,277	3,268,277	3,268,277	3,268,277	3,268,277
	Federal	<u>2,197,098</u>	<u>5,147,599</u>	<u>4,857,954</u>	<u>4,539,986</u>	<u>2,914,348</u>	<u>2,943,491</u>	<u>2,972,926</u>	<u>3,002,656</u>	<u>3,032,682</u>
	Revenue Before Ref.	104,627,616	109,067,932	112,942,349	116,472,743	117,331,647	119,713,053	122,152,693	124,615,897	127,058,895
	Total Voter Approved Referendum Rev	24,688,506	22,694,451	22,410,647	22,917,435	24,070,780	24,491,997	25,118,662	25,779,077	26,460,164
	Local Option Revenue Tier 1	<u>5,143,658</u>	5,129,722	5,292,763	5,163,642	5,317,214	5,280,326	5,280,326	5,280,326	5,280,326
	Local Option Revenue Tier 2		<u>3,553,519</u>	<u>3,489,811</u>	<u>3,545,655</u>	<u>3,654,315</u>	<u>3,628,215</u>	<u>3,628,215</u>	<u>3,628,215</u>	<u>3,628,215</u>
	Total Revenue	\$134,459,781	\$140,445,624	\$144,135,570	\$148,099,474	\$150,373,957	\$153,113,591	\$156,179,896	\$159,303,515	\$162,427,600
USES OF REVENUE:	Salaries & Wages	\$88,163,875	\$95,528,645	\$97,493,217	\$99,749,752	\$103,088,253	\$106,766,369	\$110,573,055	\$114,512,688	\$118,589,790
	Benefits	27,249,643	29,942,724	30,395,950	31,469,063	32,567,729	33,616,165	34,675,179	35,780,408	36,947,699
	Purchased Serv.	5,144,867	5,986,769	6,971,720	6,449,367	6,244,211	6,328,894	6,414,634	6,501,455	6,589,380
	Supplies	4,302,381	5,620,744	4,876,058	4,482,547	4,299,058	4,345,703	4,387,960	4,430,640	4,473,746
	Transportation	5,382,420	5,217,071	5,638,055	5,823,881	5,998,646	6,174,095	6,354,742	6,540,743	6,732,256
	Transfers	510,256	554,482	598,465	634,286	653,315	672,914	693,101	713,894	735,311
	Transfer from OPEB Trust	<u>(794,338)</u>	<u>(750,607)</u>	<u>(731,073)</u>	<u>(768,720)</u>	<u>(813,412)</u>	<u>(789,582)</u>	<u>(738,870)</u>	<u>(678,217)</u>	<u>(637,732)</u>
	Total Expenses	\$129,959,104	\$142,099,827	\$145,242,392	\$147,840,176	\$152,037,801	\$157,114,558	\$162,359,801	\$167,801,611	\$173,430,451
	Ongoing Revenue Over (Under) Expenditures	\$4,500,677	(\$1,654,204)	(\$1,106,822)	\$259,298	(\$1,663,845)	(\$4,000,967)	(\$6,179,905)	(\$8,498,096)	(\$11,002,851)
FUND BALANCE:										
Beginning		\$23,117,738	\$27,398,932	\$25,744,728	\$24,637,906	\$24,897,204	\$23,233,359	\$19,232,392	\$13,052,487	\$4,554,391
Ongoing Revenue Over (Under) Expenditures		\$4,500,677	(\$1,654,204)	(\$1,106,822)	\$259,298	(\$1,663,845)	(\$4,000,967)	(\$6,179,905)	(\$8,498,096)	(\$11,002,851)
One-Time Transfer from OPEB Fund (VANTAGE/MOMENTUM)		\$0	\$0	\$7,000,000	\$0	\$0	\$0	\$0	\$0	\$0
One-Time Transfer to Operating Capital/Construction Fund		<u>(\$219,483)</u>	<u>\$0</u>	<u>(\$7,000,000)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Ending		27,398,932	25,744,728	24,637,906	24,897,204	23,233,359	19,232,392	13,052,487	4,554,391	(6,448,460)
RECON. OF ENDING FUND BALANCE:										
Assigned Fund Balance Op Cap Deferred Use		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assigned Fund Balance Q-Comp		\$263,376	\$296,986	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Restricted Fund Balance 3rd Party Billing		\$100,000	\$135,058	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Non Spendable Fd Bal Prepays & Inventories		\$535,203	\$1,225,989	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
Total Assigned, Non Spendable or Restricted Fd Bal		<u>\$898,579</u>	<u>\$1,658,033</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>
Total Unassigned Fund Balance		<u>\$26,500,354</u>	<u>\$24,086,696</u>	<u>\$23,727,906</u>	<u>\$23,987,204</u>	<u>\$22,323,359</u>	<u>\$18,322,392</u>	<u>\$12,142,487</u>	<u>\$3,644,391</u>	<u>-\$7,358,460</u>
Total Fund Balance as % of Expenditures		21.1%	18.1%	17.0%	16.8%	15.3%	12.2%	8.0%	2.7%	-3.7%
Unassigned as a % of Expenditures		20.4%	17.0%	16.3%	16.2%	14.7%	11.7%	7.5%	2.2%	-4.2%

Adopted Budget Six-Year Projection Assumptions
FY23-FY28
June 2, 2022

Projected FY23-FY28 Major Budget Assumptions
Under Current Statutes through FY22 Legislature

The following major assumptions and factors are included in the Adopted Budget Projected FY23 through FY28 Budget Projections:

- Enrollment
 - FY23 through FY28 K-12 students set at 11,372 K-12 based on 11,100 FY23 In-Person enrollment target plus 272 enrolled FY22 enrolled Tonka On-line Comprehensive continuing as Tonka On-Line Comprehensive or In-Person students in FY23
- Total Revenues for FY23 of \$148,099,474 which is a \$3,963,904 increase over FY22 Amended Budget Revenues of \$144,135,570
- General Education Formula Per Pupil FY23 – assumes 2.0% increase of \$135 to \$6,863 based on state statute
 - General Education Formula Per Pupil FY24 – assumes 2.0% increase of \$137 to \$7,000 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY25 – assumes 2.0% increase of \$140 to \$7,140 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY26 – assumes 2.0% increase of \$143 to \$7,283 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY27 – assumes 2.0% increase of \$146 to \$7,429 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY28 – assumes 2.0% increase of \$149 to \$7,578 based on conservative estimate from historical averages
- Local Option Revenue Tier 1 for FY23 and later remains at \$424 per Adjusted Pupil Unit which generates \$5,163,642 in FY23 – this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy
- Local Option Revenue Tier 2 for FY23 at \$300 and adjusted for inflation through FY28 at Operating Referendum Inflation Rate – generates \$3,489,811 in FY22
- Categorical Programs revenue (Q-Comp, Equity, etc.) FY23– remain at current funding levels per pupil
- FY23 Federal Revenue (as well as offsetting expenditures) set at estimated grant levels per grant letters including estimated carryover revenue from FY22
 - Does not carry forward any prior-year budgeted federal COVID-19 relief funds as all are assumed to be fully utilized in FY22 to offset COVID-19 expenditures
 - New COVID Relief funds from ARP-5% of ESSER III funds (FIN 169 = \$1,187,692) to be used towards learning recovery / lost instructional time

and ARP-Homeless II funds (FIN 159 = \$8,864) to be used towards HHM Transportation

- Operating Referendum Revenue – \$1,881.81 per Adjusted Pupil Unit levied for FY23
 - Subsequent years increased by inflation factors per September 2021 inflation factor update calculation from MDE
 - \$1,881.81 per Adjusted Pupil Unit in FY23
 - \$1,920.07 per Adjusted Pupil Unit in FY24
 - \$1,966.66 per Adjusted Pupil Unit in FY25
 - \$2,016.98 per Adjusted Pupil Unit in FY26
 - \$2,070.01 per Adjusted Pupil Unit in FY27
 - \$2,124.70 per Adjusted Pupil Unit in FY28
 - District is at the Operating Referendum Cap starting in FY20 and future years – only annual increase is for inflation as approved by the voters of the District
- Miscellaneous Revenue - Includes \$340,000 in Tonka On-Line gross revenue from increased participation in additional course offerings and interest earnings of approximately \$900,000 based on expected rising interest rates
- Total Expenditures for FY23 of \$147,840,176, which is a \$2,597,784 increase over FY22 Amended Budget Expenditures of \$145,242,392
- Salaries – Salaries are 67.4% of the General Fund Budget – together with Benefits at 20.8%, they make up 88.2% of the General Fund Budget
 - Teachers (Fund 01)
 - FY23 Adopted Budget K-12 teaching staff at 812.78 FTE through the 05/20/22 staffing document from Human Resources. From the FY22 Amended Budget, 10.29 FTE In-Person teachers have been added compared to the FY22 Amended Budget. The 19.41 FTE eLearning Comprehensive Tonka Online program teachers which were added at the FY22 Amended Budget have now been removed.
 - FY24-FY28 assumes no teacher growth over FY23
 - Salary and benefit package increases per MTA contract for FY23, and 3.0% salary and benefit package increases assumed each year FY24-28 for Minnetonka Teachers Association
 - Other Staff
 - Assumes a 4% increase in contract amounts from FY22 for all unsettled bargaining unit contracts and other unsettled contracts
 - Actual salary and benefit agreements for FY23 Board approved contracts
 - 1.99 non-teaching staff FTE increase from FY22 Amended Budget to FY23 Adopted Budget

- Assumes 3.0% future salary increases for FY24-FY28
- Benefits – Benefits inclusive of the OPEB Retirement Benefits transfer reduction are 20.8% of the General Fund Budget – together with Salaries they make up 88.2% of the General Fund Budget
 - Actual fringe benefit contribution increases for FY23 are included for MTA with a 3.0% on-going salary and benefit package increase for FY24 through FY28
 - Teachers Retirement Association (TRA) pension contributions at 8.55% in FY23 and 8.75% in FY24 and thereafter
 - 2018 Pension Bill increased the TRA contribution rate in future years but State Aid revenue will be provided to offset the increase
 - Public Employees Retirement Association pension contributions at 7.50% in FY23 through FY28
 - OPEB Trust transfer of \$768,720 is calculated by CBIZ actuaries and reduces benefit expenditures in the General Fund
- Total Salaries and Benefits of \$130,450,095 are 88.2% of Total General Fund Expenditures of \$147,840,176
- Purchased Services
 - From FY22 Amended Budget, line items increased by 1% for all cost center budgets unless an additional increase was approved by the Superintendent for FY23 Adopted Budget, then increased by 1% inflation for FY24-FY28 for all cost center budgets
 - Federal COVID relief funds for COVID-19 Testing services have been removed from the FY23 Adopted Budget as this grant funds will expire on 6/30/22 (\$595,879)
- Purchased Services are 4.4% of General Fund Budget
 - Includes line items such as utility costs (electricity, etc.), snow removal, repair and preventive maintenance costs of building systems, property insurance, legal counsel, Special Education tuition at various care facilities, and professional consultants
- Supplies
 - From FY22 Amended Budget, line items increased by 1% for all cost center budgets unless an additional increase was approved by the Superintendent for FY23 Adopted Budget, then increased by 1% inflation for FY24-FY28 for all cost centers budgets
- Supplies are 3.1% of General Fund Budget
 - Includes line items such as instructional, restroom and cleaning supplies, maintenance repair supplies such as HVAC system filters, and grounds supplies such as fuel for the maintenance vehicles and replacement parts for the lawnmowers

- Transportation
 - Increase of 2.75% from FY22 Amended Budget to FY23 Adopted Budget for final year of four-year contract with First Student, then assumes a new contract scheduled for FY24-FY25 and later projected at an increase of 3.0%
 - Bus routes in FY23 are at the same number as in FY22
- Transportation is 3.9% of the General Fund Budget
- Transfers – This is the transfer to the Arts Center operations budget in the amount of \$581,445 to fund the operating expenditures of the Arts Center that are not paid for out of play ticket receipts and facility rental revenue. Additionally, beginning in FY21, the FY23 Adopted Budget includes a transfer to the Community Education Fund 04 (PRG 583) in the amount of \$52,841 to pay for expenditures over revenues related to pre-school screening. UFARS accounting changes now considers pre-school screening to be a General Fund cost.
- Transfers are 0.4% of the General Fund Budget

MINNETONKA SCHOOL DISTRICT
Summary of Budgets - All Governmental Fund Types (UFARS)
Fiscal Year 2022-23 Budget

	General Fund	Food Service Fund	Community Service Fund	Aquatics Program	Capital Projects Construction Fund	Debt Service Fund	Internal Service Self-Insurance Fund	Internal Service OPEB Fund	Debt Service OPEB Fund	Total All Governmental Funds
Revenues:										
Local Property Tax Levies	\$ 46,001,145	\$ -	\$ 980,049	\$ -	\$ -	\$ 7,882,500	\$ -	\$ -	\$ 1,551,342	\$ 56,415,036
Other Local and County Revenues	5,496,134	4,801,612	9,963,639	1,157,700	-	-	16,861,309	-	-	38,280,394
Interest on Investments	900,000	5,000	44,444	-	-	27,775	190,663	450,000	-	1,617,882
State of Minnesota	107,629,699	146,130	477,497	-	-	758,225	-	-	-	109,011,551
Federal Government	4,539,986	1,120,505	-	-	-	-	-	-	-	5,660,491
Sales and Other Conversion of Assets	9,566,445	-	52,841	-	-	-	-	-	-	9,619,286
Rebates	-	-	-	-	-	-	-	-	-	-
Total Revenues	174,133,409	6,073,247	11,518,470	1,157,700	-	8,668,500	17,051,972	450,000	1,551,342	220,604,640
Expenditures:										
District and School Administration	6,979,790									6,979,790
District Support Services	5,960,348									5,960,348
Regular Instruction	81,301,932									81,301,932
Extra-Curricular	3,337,531									3,337,531
Vocational Instruction	1,364,436									1,364,436
Special Education Instruction	24,716,214									24,716,214
Community Education and Services			11,753,582	1,157,700						12,911,282
Instructional Support Services	6,321,959									6,321,959
Pupil Support Services	5,254,167									5,254,167
Site, Building, and Equipment	7,917,884									7,917,884
Fiscal and Other Fixed Cost Programs	2,525,305	6,593,354				9,023,967	16,930,417	768,720	1,475,746	37,317,509
Transportation	5,823,881									5,823,881
Technology	8,044,934									8,044,934
Construction	6,245,000				10,000,000					16,245,000
Capital	6,171,075									6,171,075
Total Expenditures	171,964,456	6,593,354	11,753,582	1,157,700	10,000,000	9,023,967	16,930,417	768,720	1,475,746	229,667,942
Other Financing Sources (Uses):										
Operating Transfers In	-	-	-	-	-	-	-	-	-	-
Operating Transfers Out	-	-	-	-	-	-	-	-	-	-
Total Other Financing Sources (Uses):	-	-	-	-	-	-	-	-	-	-
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	2,168,953	(520,107)	(235,112)	-	(10,000,000)	(355,467)	121,555	(318,720)	75,596	(9,063,302)
Fund Balance at the Beginning of Year	33,014,245	1,244,451	1,483,701	(341,819)	13,232,491	1,074,336	10,216,051	21,031,846	495,902	81,451,205
Fund Balance at End of Year	\$ 35,183,198	\$ 724,344	\$ 1,248,589	\$ (341,819)	\$ 3,232,491	\$ 718,869	\$ 10,337,606	\$ 20,713,126	\$ 571,498	\$ 72,387,903

Note: New for FY23 and beyond, Fund 46 Long-Term Facilities Maintenance (LTFM) has been moved from UFARS Fund 06 Building Construction Fund to UFARS Fund 01 General Fund

GENERAL FUND

The General Fund is used to account for all revenues and expenditures of the school district not accounted for elsewhere. It contains the following budget components:

Operating – includes expenditures for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations and maintenance, and other district expenditures not specifically designated to be accounted for in any other area.

Capital Purchases – includes expenditures for acquisition, additions or improvement of sites, building, and equipment.

Athletic Equipment – accounts for the purchase of athletic uniforms and equipment, which is financed by the collection of participation fees.

Art Center on 7 – accounts for the revenues and expenses for the operation of the Arts Center on 7.

Dome Operations – accounts for the revenues and expenses for the operation of the dome. Rental revenue and pledges are projected to be sufficient to cover the dome operation expenses.

Pagel Center Operations – accounts for the revenues and expenses for the operation of the Pagel Center. Local Levy and rental revenue are projected to be sufficient to cover the Pagel Center operation expenses.

Long Term Facilities Maintenance (LTFM) Fund - is used to record all operations of a district's building construction program that are funded by the LTFM Program (including levies). There can be no borrowing from the LTFM Fund; any cash balance or investment in this fund is held in trust for authorized building projects for which the bonds were sold and must not be used to support cash deficits in other funds.

Fiduciary Funds – accounts for the revenues and expenses for funds donated by various organizations or individuals for specific use by the district.

Technology Fund - includes the financial activities of the district's technology program, which is based on the Technology Plan. The fund addresses classroom technology, upgrade of network infrastructure, training staff on the innovative use of technology for teaching and learning, acquisition of classroom management software and technology support. The Technology Fund is primarily funded by the property tax levy approved by voters and lease purchase contract for equipment.

MINNETONKA SCHOOL DISTRICT
Summary of Budget - General Fund (UFARS)
Fiscal Year 2022-23 Budget

	Funds 01, 03, 11 Operating	Fund 05 Operating Capital	Fund 05 Lease Levy	Fund 12 Athletic Equipment	Fund 40 Arts Center	Fund 41 Dome Operations	Fund 43 Pagel Center Operations	Fund 46 LTFM Fund	Fund 09 Fiduciary Funds	Fund 66 Technology Fund	Total General Fund
Revenues and Other Sources:											
Local Property Tax Levies	\$ 34,517,928	\$ 1,767,311	\$ 2,439,991	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,275,915	\$ 46,001,145
Other Local and County Revenues	2,172,529	13,766	-	230,000	377,600	326,888	632,048	-	1,585,303	158,000	\$ 5,496,134
Interest on Investments	900,000	-	-	-	-	-	-	-	-	-	\$ 900,000
State of Minnesota	105,969,031	1,660,668	-	-	-	-	-	-	-	-	\$ 107,629,699
Federal Government	4,539,986	-	-	-	-	-	-	-	-	-	\$ 4,539,986
Sales and Other Conversion of Assets	-	-	-	-	581,445	-	-	8,985,000	-	-	\$ 9,566,445
Rebates	-	-	-	-	-	-	-	-	-	-	\$ -
Total Revenues and Other Sources	148,099,474	3,441,745	2,439,991	230,000	959,045	326,888	632,048	8,985,000	1,585,303	7,433,915	174,133,409
Expenditures:											
District and School Administration	6,020,745				959,045						\$ 6,979,790
District Support Services	4,444,660								1,515,688		\$ 5,960,348
Regular Instruction	80,440,282			220,000			641,650				\$ 81,301,932
Extra-Curricular	3,337,531										\$ 3,337,531
Vocational Instruction	1,364,436										\$ 1,364,436
Special Education Instruction	24,716,214										\$ 24,716,214
Instructional Support Services	6,321,959										\$ 6,321,959
Pupil Support Services	5,254,167										\$ 5,254,167
Site, Building, and Equipment	7,590,996					326,888					\$ 7,917,884
Fiscal and Other Fixed Cost Programs	2,525,305										\$ 2,525,305
Construction								6,245,000			\$ 6,245,000
Capital Purchases		3,731,084	2,439,991							8,044,934	\$ 14,216,009
Transportation	5,823,881										\$ 5,823,881
Total Expenditures	147,840,176	3,731,084	2,439,991	220,000	959,045	326,888	641,650	6,245,000	1,515,688	8,044,934	171,964,456
Excess of Revenues and Other Sources Over (Under) Expenditures	259,298	(289,339)	-	10,000	-	-	(9,602)	2,740,000	69,615	(611,019)	2,168,953
Other Financing Sources:											
Operating Transfers In											
Operating Transfers Out											
Fund Balance at the Beginning of Year	24,637,906	345,337	527,234	382,527	-	-	(1,074,094)	5,737,398	1,533,072	924,865	33,014,245
Fund Balance at End of Year	\$ 24,897,204	\$ 55,998	\$ 527,234	\$ 392,527	\$ -	\$ -	\$ (1,083,696)	\$ 8,477,398	\$ 1,602,687	\$ 313,846	\$ 35,183,198

Note: New for FY23 and beyond, Fund 46 Long-Term Facilities Maintenance (LTFM) has been moved from UFARS Fund 06 Building Construction Fund to UFARS Fund 01 General Fund

MINNETONKA SCHOOL DISTRICT

Capital Expenditures Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Category

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 3,730,337	\$ 3,509,851	\$ 3,769,283	\$ 4,052,427	\$ 4,207,302
Other Local and County Revenues	204,318	398,141	262,553	73,365	13,766
Interest on Investments	9,881	3,356	104	-	-
State of Minnesota	1,821,327	1,809,399	1,742,405	1,772,250	1,660,668
Federal Government	-	-	-	-	-
Transfer from Operating Capital to H&S	124,450	373,663	3,198	-	-
Total Revenues and Other Sources	5,890,313	6,094,411	5,777,543	5,898,042	5,881,736
Expenditures and Other Uses:					
Equipment	523,321	655,961	551,165	610,000	375,000
Facilities	2,766,701	3,504,433	4,977,675	2,483,287	2,766,084
Health and Safety	488,892	501,835	579,442	467,097	590,000
Instructional Lease Levy	2,471,479	1,963,641	2,201,689	2,514,197	2,439,991
Total Expenditures and Other Uses	6,250,393	6,625,870	8,309,971	6,074,581	6,171,075
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(360,080)	(531,460)	(2,532,428)	(176,539)	(289,339)
Other Changes in Reserved and Designated					
Fund Balances	578,369	219,483	-	-	-
One-Time Transfer from Comm Ed - MCEC Additio	3,300,000				
Fund Balance at the Beginning of Year	375,225	3,893,514	3,581,537	1,049,110	872,571
Fund Balance at End of Year	\$ 3,893,514	\$ 3,581,537	\$ 1,049,110	\$ 872,571	\$ 583,232

Allocation of Fund Balance:

	2018-19	2019-20	2020-21	2021-22	2022-23
Reserved Fund Balance					
Operating Capital	3,829,839	3,102,872	546,375	396,535	113,430
Cell Tower Revenue Reserve	58,590	55,138	68,179	41,480	35,246
Lease Levy	5,085	423,527	434,556	434,556	434,556
Health & Safety	-	-	-	-	-
Total Reserved Fund Balance	\$ 3,893,514	\$ 3,581,537	\$ 1,049,110	\$ 872,571	\$ 583,232

MINNETONKA SCHOOL DISTRICT

Athletic Equipment Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Site

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	229,606	163,492	215,846	382,534	230,000
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>229,606</u>	<u>163,492</u>	<u>215,846</u>	<u>382,534</u>	<u>230,000</u>
Expenditures and Other Uses:					
Minnetonka Middle School East	8,783	1,640	2,855	106,935	55,000
Minnetonka Middle School West	(633)	22,466	3,396	49,018	55,000
Minnetonka High School	173,611	197,057	157,845	226,581	110,000
Total Expenditures and Other Uses	<u>181,760</u>	<u>221,163</u>	<u>164,096</u>	<u>382,534</u>	<u>220,000</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	47,846	(57,672)	51,751	-	10,000
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>340,604</u>	<u>388,449</u>	<u>330,777</u>	<u>382,527</u>	<u>382,527</u>
Fund Balance at End of Year	<u>\$ 388,449</u>	<u>\$ 330,777</u>	<u>\$ 382,527</u>	<u>\$ 382,527</u>	<u>\$ 392,527</u>

MINNETONKA SCHOOL DISTRICT

Arts Center on 7 Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	409,509	331,271	168,238	377,600	377,600
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Transfer from General Fund	501,931	510,256	521,339	552,211	581,445
Total Revenues and Other Sources	<u>911,441</u>	<u>841,527</u>	<u>689,577</u>	<u>929,811</u>	<u>959,045</u>
Expenditures and Other Uses:					
Salaries	410,306	410,745	397,939	395,700	414,179
Employee Benefits	135,797	138,866	141,129	147,248	158,003
Purchased Services	306,828	213,878	137,409	367,250	367,250
Supplies and Materials	17,578	7,152	400	3,865	3,865
Equipment	13,170	18,040	53,430	15,398	15,398
Miscellaneous	27,761	52,846	(40,730)	350	350
Total Expenditures and Other Uses	<u>911,441</u>	<u>841,527</u>	<u>689,577</u>	<u>929,811</u>	<u>959,045</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	-	-	-	-	-
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	-	-	-	-	-
Fund Balance at End of Year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Note: Net Profit/Loss in Plays Will Be Transferred to Trust Account

<u>Art Center Trust Account</u>					
Beginning Balance	65,379	158,333	184,557	131,199	131,199
Plays Profit (Loss)	92,954	26,224	(53,358)	-	-
Ending Balance	<u>\$ 158,333</u>	<u>\$ 184,557</u>	<u>\$ 131,199</u>	<u>\$ 131,199</u>	<u>\$ 131,199</u>

MINNETONKA SCHOOL DISTRICT

Dome Operations Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Rental Revenue	\$ 324,042	\$ 300,774	\$ 253,320	\$ 325,813	\$ 326,888
Annual Pledges	-	-	-	-	-
Interest on Investments	-	-	-	-	-
Transfer (to)/from Trust	\$ (10,729)	\$ 127,805	\$ 36,696	\$ (68)	\$ -
Transfer from General Fund	\$ -	\$ -	\$ 24,293	\$ -	\$ -
Total Revenues and Other Sources	313,312	428,579	314,310	325,745	326,888
Expenditures and Other Uses:					
Salaries/Benefits	64,425	65,913	78,779	68,036	72,000
Management Services	-	-	-	-	-
Postage	-	-	-	-	-
Advertising	-	-	-	300	300
Repairs & Maintenance	-	-	-	700	700
Utilities	99,694	95,693	84,961	100,812	100,811
Custodial Supplies	-	-	-	1,000	1,000
Equipment Purchased	-	103,000	-	-	-
Miscellaneous	-	11,440	229	2,000	2,000
Total Expenditures and Other Uses	164,119	276,046	163,968	172,848	176,811
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	149,194	152,533	150,341	152,897	150,077
Annual Debt Payment	(149,194)	(152,533)	(150,341)	(152,897)	(150,077)
Fund Balance at the Beginning of Year	-	-	-	-	-
Fund Balance at End of Year	\$ -	\$ -	\$ -	\$ -	\$ -

Turf and Dome Trust Account

	2018-19	2019-20	2020-21	2021-22	2022-23
Beginning Balance	153,773	164,502	36,696	0	68
Pledges and Donations	-	-	-	-	-
Transfer (from)/to Operating Budget	10,729	(127,805)	(36,696)	68	-
Ending Balance	\$ 164,502	\$ 36,697	\$ 0	\$ 68	\$ 68

Debt Outstanding Balance 2016K

	2018-19	2019-20	2020-21	2021-22	2022-23
Beginning Debt Outstanding Balance	1,500,000	1,390,000	1,280,000	1,165,000	1,045,000
Less Principal Payment	(110,000)	(110,000)	(115,000)	(120,000)	(120,000)
Ending Debt Outstanding Balance	\$ 1,390,000	\$ 1,280,000	\$ 1,165,000	\$ 1,045,000	\$ 925,000

MINNETONKA SCHOOL DISTRICT

Page Center Operations Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 568,445	\$ 433,806	\$ 522,249	\$ 484,878	\$ 532,048
Rental Revenue	100,000	100,000	100,000	100,000	100,000
Miscellaneous Revenue	-	-	-	-	-
Total Revenues and Other Sources	<u>668,445</u>	<u>533,806</u>	<u>622,249</u>	<u>584,878</u>	<u>632,048</u>
Expenditures and Other Uses:					
Salaries	132,483	167,823	201,005	188,379	206,069
Employee Benefits	44,404	53,534	63,574	60,300	62,962
Purchased Services	421,618	339,067	304,298	313,227	316,082
Supplies and Materials	28,078	24,454	58,395	52,537	52,537
Equipment	-	-	17,865	4,000	4,000
Miscellaneous	-	-	-	-	-
Total Expenditures and Other Uses	<u>626,582</u>	<u>584,878</u>	<u>645,137</u>	<u>618,443</u>	<u>641,650</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	41,863	(51,073)	(22,888)	(33,565)	(9,602)
Fund Balance at the Beginning of Year	<u>(1,008,431)</u>	<u>(966,568)</u>	<u>(1,017,641)</u>	<u>(1,040,529)</u>	<u>(1,074,094)</u>
Fund Balance at End of Year	<u>\$ (966,568)</u>	<u>\$ (1,017,641)</u>	<u>\$ (1,040,529)</u>	<u>\$ (1,074,094)</u>	<u>\$ (1,083,696)</u>

Debt Outstanding Balance 2016L

	2018-19	2019-20	2020-21	2021-22	2022-23
Beginning Debt Outstanding Balance	1,965,000	1,885,000	1,805,000	1,725,000	1,640,000
Less Principal Payment	(80,000)	(80,000)	(80,000)	(85,000)	(85,000)
Ending Debt Outstanding Balance	<u>\$ 1,885,000</u>	<u>\$ 1,805,000</u>	<u>\$ 1,725,000</u>	<u>\$ 1,640,000</u>	<u>\$ 1,555,000</u>

MINNETONKA SCHOOL DISTRICT

Long-Term Facilities Maintenance (LTFM) Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Project

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	1,993,754	4,922,961	7,202,963	6,472,727	8,985,000
Total Revenues and Other Sources	<u>1,993,754</u>	<u>4,922,961</u>	<u>7,202,963</u>	<u>6,472,727</u>	<u>8,985,000</u>
Expenditures and Other Uses:					
Alternative Facilities	1,320,688	6,255,901	3,546,790	5,327,727	6,245,000
Total Expenditures and Other Uses	<u>1,320,688</u>	<u>6,255,901</u>	<u>3,546,790</u>	<u>5,327,727</u>	<u>6,245,000</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	673,066	(1,332,940)	3,656,174	1,145,000	2,740,000
Other Changes in Reserved and Designated Fund Balances-Reclass Construction					
Fund Balance at the Beginning of Year	<u>1,596,098</u>	<u>2,269,164</u>	<u>936,224</u>	<u>4,592,398</u>	<u>5,737,398</u>
Fund Balance at End of Year	<u>\$ 2,269,164</u>	<u>\$ 936,224</u>	<u>\$ 4,592,398</u>	<u>\$ 5,737,398</u>	<u>\$ 8,477,398</u>

Note: New for FY23 and beyond, Fund 46 LTFM has been moved from UFARS Fund 06 Building Construction Fund to UFARS Fund 01 General Fund

MINNETONKA SCHOOL DISTRICT

Fiduciary Funds Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Donations	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous Revenue	1,632,115	1,439,774	552,807	1,541,364	1,585,303
Total Revenues and Other Sources	<u>1,632,115</u>	<u>1,439,774</u>	<u>552,807</u>	<u>1,541,364</u>	<u>1,585,303</u>
Expenditures and Other Uses:					
Salaries	-	-	-	-	-
Employee Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Supplies and Materials	-	-	-	-	-
Equipment	-	-	-	-	-
Miscellaneous	1,541,995	1,389,420	636,490	1,541,364	1,515,688
Total Expenditures and Other Uses	<u>1,541,995</u>	<u>1,389,420</u>	<u>636,490</u>	<u>1,541,364</u>	<u>1,515,688</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	90,121	50,354	(83,683)	-	69,615
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>1,476,281</u>	<u>1,566,401</u>	<u>1,616,755</u>	<u>1,533,072</u>	<u>1,533,072</u>
Fund Balance at End of Year	<u>\$ 1,566,401</u>	<u>\$ 1,616,755</u>	<u>\$ 1,533,072</u>	<u>\$ 1,533,072</u>	<u>\$ 1,602,687</u>

MINNETONKA SCHOOL DISTRICT
Capital Projects (Technology) Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Project

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 5,878,035	\$ 6,217,092	\$ 6,586,282	\$ 6,916,127	\$ 7,275,915
Other Local and County Revenues	223,140	171,686	224,186	158,000	158,000
Interest on Investments	-	-	-	-	-
State of Minnesota	205,492	53,539	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	93,455	547,000	215,901	968,407	-
Rebates	-	-	-	-	-
Total Revenues and Other Sources	6,400,123	6,989,316	7,026,369	8,042,534	7,433,915
Expenditures and Other Uses:					
Continuing Commitments	2,458,796	2,432,782	2,690,083	2,667,693	2,774,499
Hardware Rotation	12,684	61,815	24,947	50,000	50,000
Hardware-Immersion	264,387	196,829	333,214	380,000	300,000
Hardware-iPad Project	1,125,891	1,372,879	1,002,118	1,051,923	1,051,923
Classroom Equipment	488,313	205,839	194,803	655,930	556,065
Textbooks	200,000	463,912	770,664	600,000	735,000
Instructional Staff Development	711,286	734,447	774,480	845,522	879,343
Instructional Staff Development iPad K-3	-	-	-	147,236	151,645
Software iPad K-3	-	-	-	392,015	392,015
Hardware-Network	149,338	-	-	120,000	200,000
Infrastructure-Network	233,111	118,291	699,891	205,000	205,000
Infrastructure-Telecom	(58)	-	410	29,185	30,061
Rebates	-	-	-	-	-
Software	276,665	450,933	470,765	550,000	500,000
Infrastructure-Security Barriers	657,089	274,439	143,543	150,000	100,000
SAN Loan Payment	-	-	116,153	123,376	119,383
Total Expenditures and Other Uses	6,577,500	6,312,167	7,221,070	7,967,881	8,044,934
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(177,377)	677,150	(194,701)	74,653	(611,019)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	545,141	367,764	1,044,913	850,212	924,865
Fund Balance at End of Year	\$ 367,764	\$ 1,044,913	\$ 850,212	\$ 924,865	\$ 313,846

SPECIAL REVENUE FUND

The Special Revenue Fund is used to account for the revenues and expenditures of the school district that are generated by the following budget components:

Food Service – includes the financial activities of the district's food service program, which consists of the preparation and service of meals, snacks, and milk in connection with school and community service activities.

Community Education – includes the financial activities of the district's community education program, which consists of enrichment programs for any age level that are not part of the K-12 education program, as well as K-12 summer school enrichment activities that are not for credit and are not required for graduation; the major budget areas are community involvement, youth programs, family education, and administration.

MINNETONKA SCHOOL DISTRICT
Summary of Budgets - Special Revenue
Fiscal Year 2022-23 Budget

	Food Service	Community Education	Aquatics Program	Total Special Revenue Fund
Revenues:				
Local Property Tax Levies	\$ -	\$ 980,049	\$ -	\$ 980,049
Other Local and County Revenues	4,801,612	9,963,639	1,157,700	15,922,951
Interest on Investments	5,000	44,444	-	49,444
State of Minnesota	146,130	477,497	-	623,627
Federal Government	1,120,505	-	-	1,120,505
Sales and Other Conversion of Assets	-	52,841	-	52,841
Total Revenues	6,073,247	11,518,470	1,157,700	18,749,417
Expenditures:				
District and School Administration				-
District Support Services				-
Regular Instruction				-
Vocational Instruction				-
Special Education Instruction				-
Community Education		11,753,582	1,157,700	12,911,282
Instructional Support Services				-
Pupil Support Services	6,323,354			6,323,354
Site, Building, and Equipment	270,000			270,000
Fiscal and Other Fixed Cost Programs				-
Total Expenditures	6,593,354	11,753,582	1,157,700	19,504,636
Other Financing Sources (Uses):				
Operating Transfers In				-
Operating Transfers Out				-
Capital Lease Proceeds				-
Total Other Financing Sources (Uses):	-	-	-	-
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(520,107)	(235,112)	-	(755,219)
Fund Balance at the Beginning of Year	1,244,451	1,483,701	(341,819)	2,386,333
Fund Balance at End of Year	\$ 724,344	\$ 1,248,589	\$ (341,819)	\$ 1,631,114

MINNETONKA SCHOOL DISTRICT

Food Service Budget

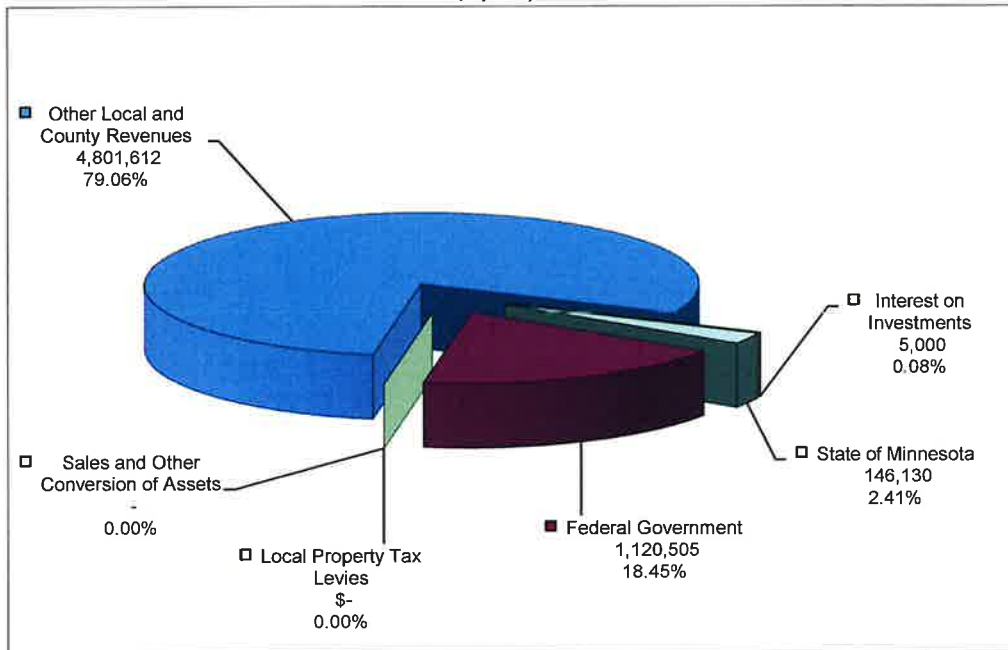
For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

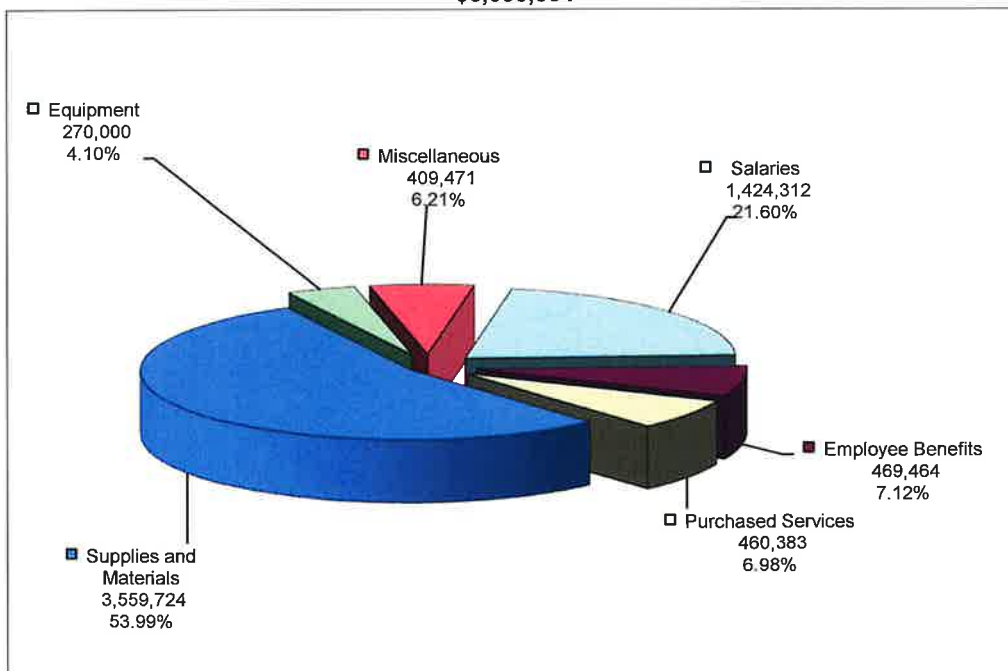
	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	5,136,774	3,707,819	440,048	964,251	4,801,612
Interest on Investments	32,923	33,993	14,630	8,500	5,000
State of Minnesota	133,077	104,728	-	65,000	146,130
Federal Government	910,236	918,101	2,929,869	4,159,145	1,120,505
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>6,213,009</u>	<u>4,764,641</u>	<u>3,384,546</u>	<u>5,196,896</u>	<u>6,073,247</u>
Expenditures and Other Uses:					
Salaries	1,419,298	1,458,730	961,635	1,285,019	1,424,312
Employee Benefits	430,628	456,875	366,654	408,872	469,464
Purchased Services	462,595	409,705	329,058	445,820	460,383
Supplies and Materials	2,776,438	2,173,625	1,465,726	2,844,945	3,559,724
Equipment	81,903	226,655	126,705	117,000	270,000
Miscellaneous	402,084	379,240	256,900	284,573	409,471
Total Expenditures and Other Uses	<u>5,572,946</u>	<u>5,104,829</u>	<u>3,506,678</u>	<u>5,386,229</u>	<u>6,593,354</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	640,062	(340,188)	(122,132)	(189,333)	(520,107)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>1,256,042</u>	<u>1,896,103</u>	<u>1,555,915</u>	<u>1,433,784</u>	<u>1,244,451</u>
Fund Balance at End of Year	<u>\$ 1,896,103</u>	<u>\$ 1,555,915</u>	<u>\$ 1,433,784</u>	<u>\$ 1,244,451</u>	<u>\$ 724,344</u>

MINNETONKA SCHOOL DISTRICT
Food Service Fund Budget
Fund Expenditures by Object

2022-23 Revenues
\$6,073,247



2022-23 Expenditures
\$6,593,354



MINNETONKA SCHOOL DISTRICT

Community Education Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

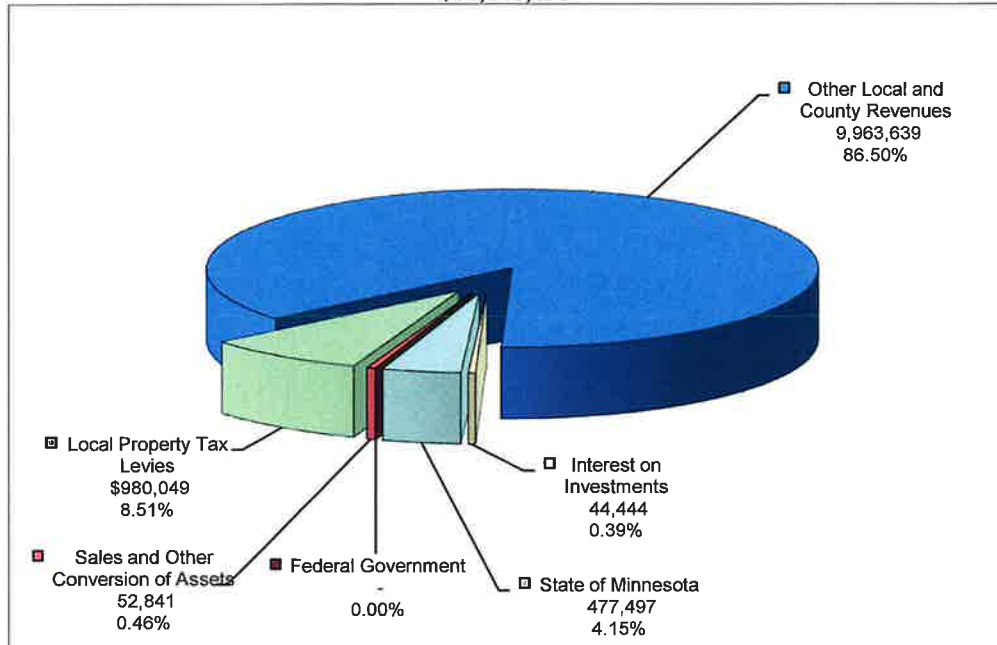
Fund Expenditures by Program

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 925,002	\$ 942,001	\$ 923,222	\$ 964,493	\$ 980,049
Other Local and County Revenues	10,509,848	8,825,107	6,434,585	10,030,649	9,963,639
Interest on Investments	120,071	55,655	16,060	40,000	44,444
State of Minnesota	480,384	519,006	547,428	551,827	477,497
Federal Government	-	-	224,505	137,550	-
Sales and Other Conversion of Assets	-	-	8,849	46,254	52,841
Total Revenues and Other Sources	<u>12,035,306</u>	<u>10,341,768</u>	<u>8,154,649</u>	<u>11,770,773</u>	<u>11,518,470</u>
Expenditures and Other Uses:					
Administration	1,015,115	1,124,668	829,976	1,172,623	1,366,061
Community Involvement	325,112	290,872	248,852	262,478	250,167
Youth Programs	7,836,510	7,862,306	5,584,561	8,273,099	8,235,152
Family Education	1,688,386	1,718,394	1,618,146	1,831,815	1,902,202
Total Expenditures and Other Uses	<u>10,865,122</u>	<u>10,996,239</u>	<u>8,281,535</u>	<u>11,540,015</u>	<u>11,753,582</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	1,170,183	(654,470)	(126,886)	230,758	(235,112)
Other Changes in Reserved and Designated Fund Balances					
One-Time Transfer to Operating Cap - MCEC Add	(3,300,000)	-	-		
Fund Balance at the Beginning of Year	<u>4,164,115</u>	<u>2,034,299</u>	<u>1,379,829</u>	<u>1,252,943</u>	<u>1,483,701</u>
Fund Balance at End of Year	<u>\$ 2,034,299</u>	<u>\$ 1,379,829</u>	<u>\$ 1,252,943</u>	<u>\$ 1,483,701</u>	<u>\$ 1,248,589</u>

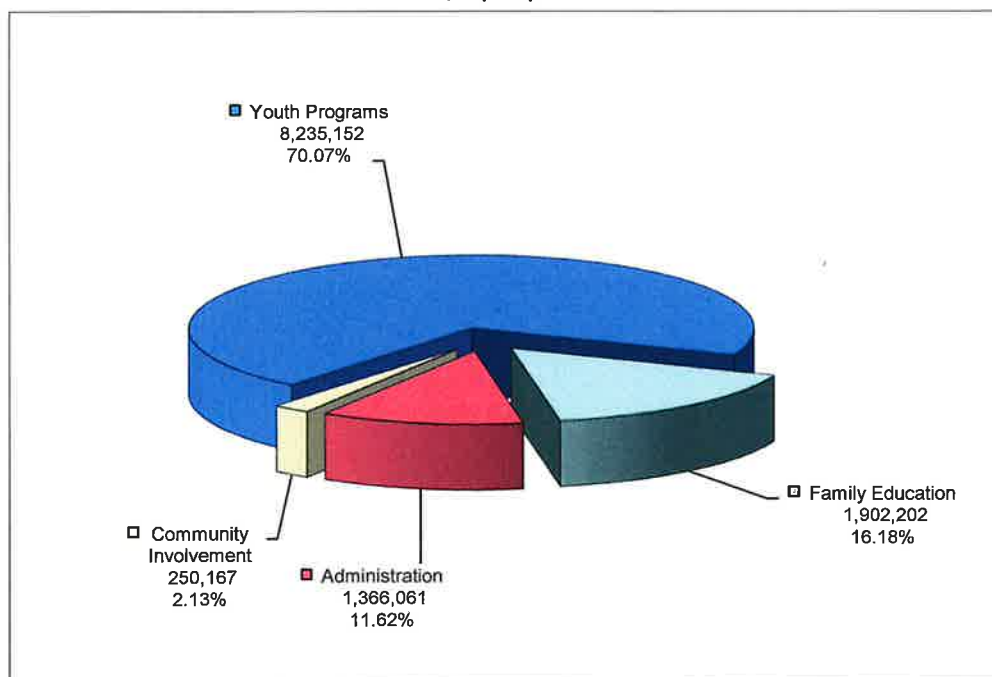
Note: \$150,000 one-time expenditure for playground equipment included in 2022-23 Budget under PRG 561 MCEC Building

MINNETONKA SCHOOL DISTRICT
Community Education Budget
Fund Expenditures by Program

2022-23 Revenues
\$11,518,470



2022-23 Expenditures
\$11,753,582



MINNETONKA SCHOOL DISTRICT
Aquatics Program Budget
For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22
Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Fees From Patrons	\$ 839,980	\$ 622,637	\$ 648,393	\$ 850,520	\$ 828,500
Rental Revenue	6,995	6,600	4,097	5,000	5,000
Gifts & Donations				-	-
Miscellaneous Income	383,162	247,101	173,948	274,200	324,200
Total Revenues and Other Sources	<u>1,230,137</u>	<u>876,338</u>	<u>826,437</u>	<u>1,129,720</u>	<u>1,157,700</u>
Operating Expenditures and Other Uses:					
Salaries	604,833	607,570	601,698	584,183	602,382
Employee Benefits	128,043	131,771	132,275	144,213	155,614
Purchased Services	232,544	133,995	88,089	276,185	278,935
Supplies and Materials	39,060	32,501	31,441	36,750	35,750
Equipment	8,741	2,736	5,129	3,000	3,000
Miscellaneous	97,372	74,091	68,416	85,389	82,019
Total Operating Expenditures and Other Uses	<u>1,110,592</u>	<u>982,663</u>	<u>927,046</u>	<u>1,129,720</u>	<u>1,157,700</u>
Excess of Revenues and Other Sources					
Over (Under) Operating Expenditures and Other Uses	119,545	(106,325)	(100,609)	-	-
Chargeback (To) From General Fund					
For Partial Contribution to Bond Payment	(119,545)	(134,885)	-	-	-
Fund Balance at the Beginning of Year	<u>-</u>	<u>0</u>	<u>(241,210)</u>	<u>(341,819)</u>	<u>(341,819)</u>
Fund Balance at End of Year	<u>\$ 0</u>	<u>\$ (241,210)</u>	<u>\$ (341,819)</u>	<u>\$ (341,819)</u>	<u>\$ (341,819)</u>

Note: Fund Balance at End of Year Will Be Transferred to Trust Account

Aquatics Trust Account	2018-19	2019-20	2020-21	2021-22	2022-23
Beginning Balance	2,437	2,437	-	-	-
Transfer (from)/to Operating Budget	-	(2,437)	-	-	-
Ending Balance	<u>\$ 2,437</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Debt Outstanding Balance 2016C	2018-19	2019-20	2020-21	2021-22	2022-23
Beginning Debt Outstanding Balance	1,940,000	1,870,000	1,795,000	1,720,000	1,645,000
Less Principal Payment	(70,000)	(75,000)	(75,000)	(75,000)	(80,000)
Ending Debt Outstanding Balance	<u>\$ 1,870,000</u>	<u>\$ 1,795,000</u>	<u>\$ 1,720,000</u>	<u>\$ 1,645,000</u>	<u>\$ 1,565,000</u>

CAPITAL PROJECTS FUND

The Capital Projects Fund is used to account for the revenues and expenditures of the school district that are generated by the following budget components:

Construction Fund - is used to record all operations of a district's building construction program that are funded by the sale of bonds or capital loans, or the Alternative Bonding Program (including levies). There can be no borrowing from the Construction Fund; any cash balance or investment in this fund is held in trust for authorized building projects for which the bonds were sold and must not be used to support cash deficits in other funds.

MINNETONKA SCHOOL DISTRICT
Capital Projects (Construction) Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Project

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	532,400	37,500	20,000	-	-
Interest on Investments	64,028	9,940	70	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	5,558,705	1,312,542	3,672,193	9,840,761	-
Total Revenues and Other Sources	6,155,133	1,359,982	3,692,263	9,840,761	-
Expenditures and Other Uses:					
Elementary Classroom Additions	256,941	-	-	-	-
MHS North Parking Lot	-	-	-	-	-
MHS Science Lab	-	-	-	-	-
TSP Building Purchase	-	-	-	-	-
Groveland Gym Addition	1,865	-	-	-	-
Groveland Classroom	31,215	-	-	-	-
Groveland KDG Classroom Addition	-	-	-	-	-
Groveland Parking Lot	-	-	-	-	-
Groveland Purchase	-	-	-	-	-
CS Gym Addition	2,749,005	58,332	-	-	-
SH Gym Addition	2,808,071	476,924	-	-	-
MHS Loft	613,346	(442,485)	-	-	-
Elementary Classroom Additions	-	-	-	-	-
Upper South Synthetic Turf	9,000	643,158	-	-	-
Vantage/Momentum Land & Construction	-	990,242	70,879	1,017,143	10,000,000
Momentum	-	-	847,178	3,284,317	-
Shorewood Education Center	-	-	2,089,708	365,000	-
Total Expenditures and Other Uses	6,469,442	1,726,171	3,007,766	4,666,460	10,000,000
Excess of Revenues and Other Sources					
Over (Under) Expenditures and Other Uses	(314,309)	(366,189)	684,497	5,174,301	(10,000,000)
Other Changes in Reserved and Designated					
One-time transfer In from General Fund	-	-	-	7,000,000	-
Fund Balance at the Beginning of Year	1,054,192	739,882	373,694	1,058,190	13,232,491
Fund Balance at End of Year	\$ 739,882	\$ 373,694	\$ 1,058,190	\$ 13,232,491	\$ 3,232,491

DEBT SERVICE FUND

The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

There can be no borrowing from the Debt Service Fund; any cash balance or investment in this fund is held in trust for the bondholders, and must not be used to support cash deficits in other funds.

MINNETONKA SCHOOL DISTRICT

Debt Service Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 7,116,710	\$ 6,738,497	\$ 6,779,748	\$ 7,299,459	\$ 7,882,500
Other Local and County Revenues	201,023	4,500	263,231	-	-
Interest on Investments	83,460	39,446	13,837	25,000	27,775
State of Minnesota	387,167	578,661	654,549	650,482	758,225
Federal Government	74,577	-	-	-	-
Sales and Other Conversion of Assets	21,666,835	14,970,809	6,708,629	43,272,797	-
Total Revenues and Other Sources	<u>29,529,772</u>	<u>22,331,913</u>	<u>14,419,995</u>	<u>51,247,738</u>	<u>8,668,500</u>
Expenditures and Other Uses:					
Capital Lease Interest	-	-	-	-	-
Redemption of Bond Principal	24,884,462	19,360,026	11,638,838	48,425,729	6,010,000
Interest on Bonds	3,056,015	2,881,701	2,970,971	2,853,237	3,013,967
Redemption of Loans	-	-	-	-	-
Interest on Loans	-	-	-	-	-
Other Debt Service	499,023	397,727	243,084	630,890	-
Permanent Transfers	9,339	373,663	3,198	9,276	-
Miscellaneous Fees	-	-	-	-	-
Total Expenditures and Other Uses	<u>28,448,838</u>	<u>23,013,117</u>	<u>14,856,091</u>	<u>51,919,132</u>	<u>9,023,967</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	1,080,933	(681,204)	(436,096)	(671,394)	(355,467)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>1,782,095</u>	<u>2,863,028</u>	<u>2,181,824</u>	<u>1,745,730</u>	<u>1,074,336</u>
Fund Balance at End of Year	<u>\$ 2,863,028</u>	<u>\$ 2,181,824</u>	<u>\$ 1,745,730</u>	<u>\$ 1,074,336</u>	<u>\$ 718,869</u>

Allocation of Fund Balance:

	2018-19	2019-20	2020-21	2021-22	2022-23
Escrow Account 2008A	-	-	-	-	-
Escrow Account 2008D	-	-	-	-	-
Escrow Account 2012D	-	-	-	-	-
Escrow Account 2017C	-	-	-	-	-
Restricted	2,863,028	2,181,824	1,745,730	1,074,336	718,869
Total Reserved Fund Balance	<u>\$ 2,863,028</u>	<u>\$ 2,181,824</u>	<u>\$ 1,745,730</u>	<u>\$ 1,074,336</u>	<u>\$ 718,869</u>

INTERNAL SERVICE FUND

An Internal Service Fund is used to account for the financing of goods or services provided by one department to another within the school district or to other governmental units on a cost-reimbursement basis.

Self Insurance Internal Service Fund - is used to account for the financing of the district's insurance program, which is self funded by district employees and retirees. Any excess of premiums over actual losses must represent a reasonable provision for anticipated catastrophic losses or be the result of a systematic funding method designed to match revenues and expenses over a reasonable period of time.

Post-Employment Benefits Revocable Trust Fund - is used for reporting resources set aside and held in a revocable trust arrangement for post-employment benefits. District contributions to this fund must be expensed to an operating fund.

MINNETONKA SCHOOL DISTRICT
Internal Service (Self Insurance) Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	14,892,032	16,045,825	16,824,429	16,760,415	16,861,309
Interest on Investments	169,185	138,436	122,599	91,957	190,663
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	15,061,217	16,184,261	16,947,029	16,852,372	17,051,972
Expenditures and Other Uses:					
Salaries	66,152	71,352	78,508	84,495	90,537
Employee Benefits	25,077	33,007	35,355	34,653	38,239
Claims Paid	13,540,273	11,054,172	12,766,907	13,949,183	14,494,323
Claims Contingency	89,200	(29,600)	71,400	-	-
Administrative Fee	1,059,529	814,453	894,489	949,568	945,571
Reinsurance	-	-	-	-	-
Consulting Fee	44,298	45,720	47,626	47,600	47,600
IBNR	89,200	(29,600)	339,866	-	-
VEBA Contribution	895,420	1,074,754	1,225,802	1,253,586	1,261,677
Wellness	39,030	40,830	42,060	42,060	43,322
VEBA Fee	-	-	-	-	-
Transitional Reinsurance Fees	-	-	-	-	-
PCOR Fees	4,561	5,387	13,115	7,053	7,089
Miscellaneous	3,339	3,929	3,577	1,999	2,059
Total Expenditures and Other Uses	15,856,076	13,084,406	15,518,704	16,370,197	16,930,417
Excess of Revenues and Other Sources					
Over (Under) Expenditures and Other Uses	(794,859)	3,099,856	1,428,325	482,175	121,555
Other Changes in Reserved and Designated					
Fund Balances					
Fund Balance at the Beginning of Year	6,000,554	5,205,695	8,305,551	9,733,876	10,216,051
Fund Balance at End of Year	\$ 5,205,695	\$ 8,305,551	\$ 9,733,876	\$ 10,216,051	\$ 10,337,606

MINNETONKA SCHOOL DISTRICT
Internal Service (OPEB) Budget
For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22
Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	1,279,068	1,066,763	4,750,962	1,500,000	450,000
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>1,279,068</u>	<u>1,066,763</u>	<u>4,750,962</u>	<u>1,500,000</u>	<u>450,000</u>
Expenditures and Other Uses:					
Employee Benefits	707,637	794,338	750,607	760,927	760,720
Purchased Services	-	-	-	8,000	8,000
Transfer to OPEB Debt Service	-	-	-	7,000,000	-
Total Expenditures and Other Uses	<u>707,637</u>	<u>794,338</u>	<u>750,607</u>	<u>7,768,927</u>	<u>768,720</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	571,431	272,425	4,000,355	(6,268,927)	(318,720)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>22,456,562</u>	<u>23,027,993</u>	<u>23,300,418</u>	<u>27,300,773</u>	<u>21,031,846</u>
Fund Balance at End of Year	<u>\$ 23,027,993</u>	<u>\$ 23,300,418</u>	<u>\$ 27,300,773</u>	<u>\$ 21,031,846</u>	<u>\$ 20,713,126</u>

POST-EMPLOYMENT BENEFITS DEBT SERVICE FUND

Activity to record levy proceeds and the repayment of the OPEB bonds will be accounted for in this fund.

MINNETONKA SCHOOL DISTRICT
Debt Service - OPEB Bonds Budget

For Fiscal Year 2022-23, with Comparative Information for Years 2018-19 Through 2021-22

Fund Expenditures by Object

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 1,630,262	\$ 1,583,702	\$ 1,632,825	\$ 1,688,315	\$ 1,551,342
Other Local and County Revenues	46,616	1,022	60,883	-	-
Interest on Investments	-	-	-	-	-
State of Minnesota	3	2	10	-	-
Federal Government	-	-	-	-	-
Transfer from OPEB Internal Service Fund	-	-	20,233,609	-	-
Total Revenues and Other Sources	<u>1,676,880</u>	<u>1,584,726</u>	<u>21,927,327</u>	<u>1,688,315</u>	<u>1,551,342</u>
Expenditures and Other Uses:					
Redemption of Bond Principal	950,000	965,000	985,000	1,255,000	1,120,000
Interest on Bonds	657,610	643,660	610,524	351,660	355,746
Miscellaneous Fees	495	495	271,180	-	-
Bond Refunding Payment	-	-	19,960,540	-	-
Total Expenditures and Other Uses	<u>1,608,105</u>	<u>1,609,155</u>	<u>21,827,244</u>	<u>1,606,660</u>	<u>1,475,746</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	68,775	(24,429)	100,084	81,655	75,596
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>269,818</u>	<u>338,593</u>	<u>314,164</u>	<u>414,247</u>	<u>495,902</u>
Fund Balance at End of Year	<u>\$ 338,593</u>	<u>\$ 314,164</u>	<u>\$ 414,247</u>	<u>\$ 495,902</u>	<u>\$ 571,498</u>

Allocation of Fund Balance:

	2018-19	2019-20	2020-21	2021-22	2022-23
Escrow Account 2013E	-	-	-	-	-
Escrow Account 2016J	-	-	-	-	-
Unreserved	338,593	314,164	414,247	495,902	571,498
Total Reserved Fund Balance	<u>\$ 338,593</u>	<u>\$ 314,164</u>	<u>\$ 414,247</u>	<u>\$ 495,902</u>	<u>\$ 571,498</u>

Debt Outstanding Balance 2013E, 2016J, 2021A (refunded 2013E in 20-21)

	2018-19	2019-20	2020-21	2021-22	2022-23
Beginning Debt Outstanding Balance	23,405,000	22,455,000	21,490,000	20,975,000	19,720,000
2021A Refunded 2013E	-	-	470,000	-	-
Less Principal Payment	(950,000)	(965,000)	(985,000)	(1,255,000)	(1,120,000)
Ending Debt Outstanding Balance	<u>\$ 22,455,000</u>	<u>\$ 21,490,000</u>	<u>\$ 20,975,000</u>	<u>\$ 19,720,000</u>	<u>\$ 18,600,000</u>

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

Board Agenda XIII.

TITLE: Approval of Non-Renewal

DATE: June 2, 2022

BACKGROUND

Minnesota Law provides that "During the probationary period any annual contract with any teacher may or may not be renewed as the School Board sees fit; provided, however, that the School Board shall give any such teacher whose contract it declines to renew for the following school year written notice to that effect before July 1." This law applies to all teachers and administrators who are required to have a license as a requirement of their position.

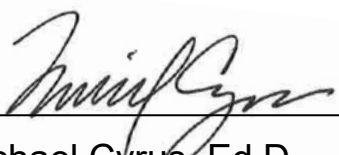
The School District's obligations include furnishing the teacher with appropriate supervision, which is spelled out clearly in state law. The reasons for termination of probationary staff are varied; the teacher has the right to ask for and receive within 10 days reasons for the termination in writing.

RECOMMENDATION/FUTURE ACTION: That the School Board acts upon the attached resolutions in the following manner:

1. That the resolution relating to the termination and non-renewal of the teacher be read out loud (see italics section on attached page);
2. That the name of the licensed staff to be terminated be moved and seconded (see motion); and
3. That there is a roll call vote on the action.

Submitted by:

Concurrence:



Michael Cyrus, Ed.D.
Executive Director of Human Resources



Dr. Dennis L. Peterson
Superintendent

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

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

Kelly Elias-Special Education Teacher, Clear Springs Elementary School

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

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding the termination and non-renewal of said contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION AND NON-RENEWAL OF A TEACHING CONTRACT

Name of teacher
Building of teacher

DATE: June 2, 2022

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 276 held on June 2, 2022, a resolution was adopted by a majority roll call vote to terminate and not to renew your contract for the 2022-23 school year. Said action of the Board is taken pursuant to Minnesota Statutes, Section 122A.40.

You may request that the School Board give its reasons for the non-renewal of your teaching contract.

Yours very truly,

SCHOOL BOARD OF INDEPENDENT
SCHOOL DISTRICT NO. 276

Chair of the School Board

ACTION

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

Board Agenda Item XIV.

**Title: Approval of Transfer from OPEB Trust Fund to General Fund
For Construction of VANTAGE/MOMENTUM Facility**

June 2, 2022

EXECUTIVE SUMMARY:

In December 2008, the School Board of Minnetonka ISD 276 established a Trust Fund for Other Post Employment Benefits (OPEB) as authorized by Minnesota Statute 471.6175. The purpose of the fund was to accumulate assets to pay for OPEB Benefits that had been contractually obligated to various employee groups prior to July 1, 2002.

The Statute authorized the sale of bonds to fund the corpus of the OPEB Trust, and the investment of those bond proceeds in the same array of investments as the State Board of Investment can invest in for State pension funds.

The Statute also gave entities the opportunity to choose between an irrevocable trust option or a revocable trust option. Minnetonka ISD 276 chose to establish a revocable trust because that option allows for the use of excess assets over and above the actuarially determined liability of the trust fund. This option was chosen because it would give flexibility to future School Boards of the District to utilize excess trust fund assets.

Minnesota Statutes 471.6175 Subd. 7(a) states:

- (a) For a revocable account, a political subdivision or public entity may withdraw some or all of its money or terminate the trust account. Money and accrued investment earnings withdrawn from a revocable account must be deposited in a fund separate and distinct from any other funds of the political subdivision or public entity. This money, with accrued investment earnings, must be used to pay legally enforceable postemployment benefits to former officers and employees, unless: (i) there has been a change in state or federal law affecting that political subdivision's or public entity's liabilities for postemployment benefits, or (ii) there has been a change in the demographic composition of that political subdivision's or public entity's employees eligible for postemployment benefits, or (iii) there has been a change in the provisions or terms of the postemployment benefits in that political subdivision or public entity including, but not limited to, the portion of the costs of eligible employees must pay to receive the benefits, or (iv) other factors exist that have a material effect on that political subdivision's or public entity's actuarially determined liabilities for postemployment benefits, in which event any amount in excess of 100 percent of that political subdivision's or public entity's actuarially determined liabilities for postemployment benefits, as determined under standards*

of the Government Accounting Standards Board, may be withdrawn and used for any purpose.

Bids for the VANTAGE/MOMENTUM building were opened on May 2, 2022. The low bid of Morcon Construction in the amount of \$15,555,083 for construction costs resulted in an all-in cost of the project of \$16,850,000, which was \$2,850,000.

The School Board studied the market conditions, the impact of inflation on construction materials and construction labor, the impact of the recurring supply chain issues on costs, and what it would take to reduce the building size to the original estimate.

The School Board determined that given market and inflation conditions, and given the fact that even if the rate of inflation was reduced from 2022 levels, the cost of construction would rise at a slower rate but from the higher level of the 2022 construction costs, and given the fact that the building would still have a net positive impact on both the program and finances of the District, the appropriate course of action was to accept the low bid of Morcon and utilize an additional \$2,850,000 in excess assets from the OPEB Trust Fund to allow the VANTAGE/MOMENTUM project to be completed.

The annual update of the liability by the actuary division of CBIZ, Inc., projects that the liability will steadily drop down to \$5,102,723 on June 30, 2039, which is the 30-year end date of the amortization of the explicit OPEB liabilities. As retirees pass away, the pool of persons receiving payments from the OPEB Trust likewise declines.

With the withdrawal of an additional \$2,850,000 for the VANTAGE/MOMENTUM Project, the Total Assets of the OPEB Trust are projected at \$16,055,817 to cover the \$10,985,427 liability at 146%, with excess assets of \$4,714,287.

A conservative projection of investment earnings averaging 3.00% indicates that even with an additional \$2,850,000 in excess assets withdrawn in FY22, the OPEB Trust Assets will remain at approximately 150% or more of the projected liability through June 30, 2039, and because of the mortality of the closed group of beneficiaries, the excess assets of the OPEB Trust will gradually grow back to a projected \$8,984,704 by June 20, 2039. The liability at June 30, 2039 is projected to be funded at 270%.

Administration is requesting the transfer of OPEB Trust Fund excess assets to the General Fund in the amount of \$2,850,000 to fund the additional cost of the VANTAGE/MOMENTUM building to be constructed at 5735 Highway 101 in Minnetonka, MN.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the transfer of \$2,850,000 in excess assets from the OPEB Trust Fund to the General Fund as authorized by Minnesota Statutes 471.6175 Subd. 7(a)(iv) to fund the additional cost of the proposed VANTAGE/MOMENTUM building.

RECOMMENDED MOTION

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

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:

Dennis Peterson, Superintendent

CONSENT

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

Board Agenda Item XV.

Title: Resolution Pertaining to Consent Agenda

Date: June 2, 2022

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 June 2, 2022:

- a. Minutes of May 5 Regular Meeting; May 19 Special Meeting; and May 19 Closed Session
- b. Study Session Summary of May 19
- c. Payment of Bills
- d. Recommended Personnel Items
- e. Gifts and Donations
- f. Electronic Fund Transfers
- g. Individual Contracts
- h. FY22 Transportation Reimbursement to Qualified Non-Public Schools
- i. Advertising License Agreement with Touchdown Club

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Dennis L. Peterson, Superintendent

CONSENT

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

Board Agenda Item XV. c

Title: Payment of Bills

Date: June 2, 2022

OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of April 2022.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the Board approve the disbursements as presented for the month of April 2022.

Submitted by:



**Jessica Hulitt
Coordinator of Accounting**

Approved by:



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

Concurrence:



**Dennis L. Peterson
Superintendent of Schools**

MINNETONKA DISTRICT #276

TO: Dr. Dennis Peterson

FROM: Jessica Hulitt

RE: Payment of Bills – April 2022
Board Meeting Date: June 2, 2022

The following disbursements are submitted for the month of March:

Recommend the payment of bills in the sum of \$7,183,327.46 by check #452728 - #472160 and ACH #212202256 - #212202500, and wire transactions #202170809 - #202170969.

Apr			
	FUND		
01	GENERAL FUND		5,033,630.30
02	CHILD NUTRITION		40,830.14
03	PUPIL TRANSPORTATION		674,295.61
04	COMMUNITY SERVICE		320,374.11
05	CAPITAL EXPENDITURE		112,781.89
07	DEBIT SERVICE FUND		
09	TRUST - FIDUCIARY		74,230.50
11	EXTRA/CO-CURRICULAR		122,568.22
12	ATHLETIC FEE		16,084.03
18	CUSTODIAL FUND		3,018.66
20	SELF INSURANCE		114,822.77
40	CULTURAL ARTS CENTER		44,021.42
41	DOMES OPERATIONS		22,125.08
42	AQUATICS PROGRAM		65,802.66
43	PAGEL CENTER		48,227.14
46	LTFM		91,194.07
56	CONSTRUCTION PROJECTS		156,744.20
66	CAPITAL PROJECTS LEVY		242,576.66
			\$ 7,183,327.46
	SALARIES		\$ 5,123,529.20
	TOTAL		\$ 12,306,856.66



Jessica Hulitt

April 30, 2022
Date

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

Board Agenda Item XV. d.

TITLE: Recommended Personnel Items

DATE: June 2, 2022

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.

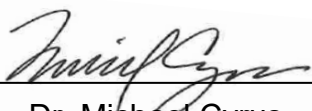
State law requires that the School Board formally approve all personnel actions. At the time of hiring, employees are told that the administration formally recommends employment, and that the employment action is finalized only after Board action. On these routine matters, however, the administration 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:

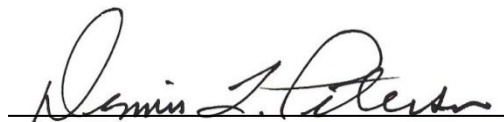
The administration recommends approval of all attached personnel changes.

Submitted by:



Dr. Michael Cyrus
Executive Director of Human Resources

Concurrence by:



Dr. Dennis L. Peterson
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BOYD, JACLYN	MUSIC, 1.0 FTE, SH	2022-23	\$79,887
BUSHNELL, DEBORAH	KINDERGARTEN SPANISH IMMERSION, 1.0 FTE, MWTA	2022-23	\$89,656
CASPER SANCHEZ, MARISELA	GRADE 5 SPANISH IMMERSION, 1.0 FTE, MWTA	8/30/22-6/9/23	\$72,073
CHU, JENNIFER	GRADE 2, 1.0 FTE, MWTA	8/30/22-6/9/23	\$72,796
DAHL, EMMA	SPECIAL ED DCD, 1.0 FTE, CS	2022-23	\$47,215
FARNUM, ELIZABETH	SPEECH LANGUAGE PATHOLOGIST, 0.2 FTE, GR	8/30/22-6/9/23	\$13,421.20
HINSETH, ALEX	ASSISTANT PRINCIPAL, 1.0 FTE, MHS	7/1/22	\$126,880
LELAND, DANIEL	SOCIAL STUDIES, 1.0 FTE, MME	2022-23	\$69,004
LIMA, KRISTA	SPECIAL ED, 1.0 FTE, GR	2022-23	\$97,456
MEAGHER, ANGELA	GRADE 3, 1.0 FTE, MWTA	2022-23	\$86,074
NELSON, MELIN	GRADE 3 CHINESE IMMERSION, 1.0 FTE, SH	2022-23	\$72,796
PLUMADORE, CHARLES	SCIENCE, 1.0 FTE, MME	2022-23	\$85,751
ROSENGREN, EMILY	ASSISTANT PRINCIPAL, 1.0 FTE, MHS	7/1/22	\$126,880
SCHROEDER, VALERIE	GRADE 5, 1.0 FTE, SH	8/30/22-6/9/23	\$61,417
SKLUZACEK, SIMON	SCIENCE, 1.0 FTE, MHS	2022-23	\$65,211
SMALL, JULIA	LANG ARTS, 1.0 FTE, MME	8/30/22-6/9/23	\$49,920
SMITH-LOSSIAH, MARK	MEDIA SPECIALIST, 1.0 FTE, SH	8/30/22-6/9/23	\$61,417
STERLING, JULIET	SPECIAL ED, 1.0 FTE, GR	2022-23	\$99,504
WISSINK, LYDIA	MATH, 1.0 FTE, MHS	2022-23	\$60,730
WOOLSEY, RUTHANNE	SPECIAL ED, 1.0 FTE, SH	2022-23	\$89,870
WRIGHT, MEGAN	GRADE 2 SPANISH IMMERSION, 1.0 FTE, MWTA	2022-23	\$69,004

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
LUND, LISA	GRADE 5, 1.0 FTE, MWTA	6/13/22	RETIREMENT
MONTGOMERY, QUINN	SOCIAL STUDIES, 1.0 FTE, MHS	6/13/22	RESIGNATION
MOSS, DEBBIE	GRADE 3, 1.0 FTE, DH	6/13/22	RETIREMENT
PERUCCO, COLIN	LANGUAGE ARTS, 1.0 FTE, MME	6/13/22	RESIGNATION
PIKAL, CHERYL	MUSIC, 1.0 FTE, DH/MWTA	6/13/22	RETIREMENT

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
DOW, MARGARET	HEALTH, 1.0 FTE, MHS	2022-23	MEDICAL
ELIAS, KELLY	SPECIAL ED, 1.0 FTE, CS	5/12/22-6/13/22	PERSONAL
JOHNSON, REBECCA A.	MATH, 0.8 FTE, MHS – REQUESTING 0.2 FTE LOA	2022-23	PERSONAL
JOHNSON, REBECCA J.	GRADES 4-5 ELEM SUPPORT, 1.0 FTE, DH	2/4/22-6/20/22	MEDICAL
KNES, DALTON	TEACHER ON SPECIAL ASST-STUDENT AFFAIRS, 1.0 FTE, MMW	9/4/22-9/16/22	CHILD REARING
MULLEN, MEGHAN	MATH, 1.0 FTE, MMW	8/30/22-12/21/22	CHILD REARING
RAISANEN, TARA	LANG ARTS/COUNSELOR, 1.0 FTE, ELEARNING	5/9/22-6/13/22	MEDICAL
SPAULDING, JENNA	MATH, 1.0 FTE, MME	11/11/22-4/7/23	CHILD REARING
WASHBURN, ERIN	MATH, 0.6 FTE, MMW – REQUESTING 0.4 FTE LOA	2022-23	CHILD REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BARGER, MICHAEL	SOCIAL STUDIES, 1.0 FTE, MME	2022-23	SOCIAL STUDIES, 1.0 FTE, MMW
BERNARD, BRETT	GRADE 5, 1.0 FTE, SH	2022-23	GRADE 5, 1.0 FTE, GR
CHARTRAND, SOFIA	SPANISH, 0.9 FTE, MME	2022-23	SPANISH, 1.0 FTE, MHS
HALVORSON, BRAD	TOSA-STUDENT AFFAIRS, 1.0 FTE, MME	11/8/21-6/30/22	ASSISTANT PRINCIPAL, 1.0 FTE, MME
HOFF, KRISANA	SPEECH LANGUAGE PATHOLOGIST, 0.8 FTE, MCEC	2022-23	SPEECH LANGUAGE PATHOLOGIST, 0.8 FTE, DH/MCEC
HOFFMAN, KATHRYN	SCIENCE TEMP TEACHER, 0.4 FTE, MHS, 1/24/22-6/13/22	5/2/22-6/13/22	ADD: SCIENCE LTS, 0.6 FTE, MHS
JOHNSON, REBECCA A.	MATH, 1.0 FTE, MHS	2022-23	MATH, 0.8 FTE, MHS
LELAND, LISA	CLASS C NAVIGATOR PARA, 20 HRS/WK, SH	2022-23	NAVIGATOR TEACHER, 1.0 FTE, SH
MOREEN, KRISTEN	HP TEMP TEACHER, 0.2 FTE, ELEARNING		
MORTENSEN, MILES	SPECIAL ED, 1.0 FTE, MHS	2022-23	SPECIAL ED, 1.0 FTE, SAIL
MOTZKO, LAUREN	MUSIC, 1.0 FTE, MHS	2022-23	MUSIC, 1.0 FTE, DH/MWTA
	KINDERGARTEN LTS, 1.0 FTE, GR	8/30/22-6/9/23	GRADE 5 LTS, 1.0 FTE, SH

NELSON, STEPHANIE PHILLIPS, HEATHER	SCIENCE, 0.8 FTE, MHS FACS, 0.65 FTE, MMW FACS TEMP, 0.2 FTE, MS ELEARN, 9/8/21-3/25/22	2022-23 4/4/22-6/13/22	SCIENCE, 1.0 FTE, MHS ADD: FACS TEMP, 0.2 FTE, MS ELEARN
WASHBURN, ERIN WATERHOUSE, KYLEEN WICKLUND, JULIA	MATH, 1.0 FTE, MMW NURSE, 20 HRS/WK, MCEC/SAIL LANG ARTS TEACHER, 1.0 FTE, MHS	2022-23 2022-23 2022-23	MATH, 0.6 FTE, MMW NURSE, 30 HRS/WK, MCEC/SAIL INSTRUCTIONAL TECHNOLOGY COACH, 0.6 FTE, MHS LANG ARTS TEACHER, 0.4 FTE, MHS

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BORCHERT, BOBBY	EXPLORERS CLUB PRGM ASST, HOURS VARY, MCEC	5/20/22	\$15.00/HR
FAY, AMANDA	DIRECTOR OF INSTRUCTIONAL TECHNOLOGY, 1.0 FTE	7/1/22	\$107,350/ANNUALLY
HAEG, HEATHER	ADULT PROGRAMS PRGM MANAGER, 30 HRS/WK, MCEC	5/5/22	\$40,000/ANNUALLY
MCKINLEY, KAITLIN	YOUTH ENRICHMENT INTERN, 30-40 HRS/WK, MCEC	5/19/22	\$12.54/HR
SMITH, AUDRA	EXPLORERS CLUB PRGM ASST, HOURS VARY, MCEC	5/17/22	\$15.00/HR
TOUATI, TASSADIT	EXPLORERS CLUB PRGM ASST, 15 HRS/WK, SH	4/5/22	\$15.00/HR
VANSURKSUM, AMY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, CS	5/4/22	\$21.18/HR
WADHWA, MIRA	SWIM INSTRUCTOR, 20 HRS/WK, AQUATICS	5/8/22	\$14.00/HR
WHEELER, ILA	LEVEL III AQUATICS OFFICE ASST, 12 HRS/WK, AQUATICS	5/9/22	\$21.49/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
BAZYK, MATT	RECREATION PROGRAM MANAGER, 1.0 FTE, MCEC	5/27/22	RESIGNATION
BYE, NANCY	CLASS D SPEC ED/BUS/TRAFFIC PARA, 6 HRS 50 MIN/DAY, GR	6/10/22	RETIREMENT
DESCHAMPS, MARY	CLASS C NAVIGATOR PARA, 6 HRS/DAY, EXC	5/20/22	RESIGNATION
EVANS, JACQUELINE	MCE CHEER COACH, MCEC	5/1/22	RESIGNATION
HUSETH, HEIDI	STUDENT MANAGEMENT COORDINATOR, 0.6 FTE, MHS	6/13/22	RESIGNATION
ILLICH, MACY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, SH	5/13/22	RESIGNATION
LARSON, BENJAMIN	EXPLORERS CLUB PRGM LEADER, 2.5 HRS/WK, MCEC	6/3/22	RESIGNATION
SCHULTZ, JAMI	PIANO INSTRUCTOR, 15 HRS/WK, MTKA MUSIC ACADEMY	5/1/22	RESIGNATION
SCOTT, JOLENE	MCE CHEER COACH, MCEC	5/18/22	RESIGNATION
TROUT, IAN	LEVEL III SCHOOL OFFICE ASST, 2 HRS/DAY, MWTA	5/23/22	RESIGNATION
	EXPLORERS CLUB PRGM LEAD, 3.5 HRS/DAY, SH		

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
NONE			

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
NONE			

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
BARTHELEMY, TYLER	ESPORTS CO-HEAD AND CO-ASST ADVISOR	MHS	2/22-5/22	\$1847.50
BENSON, KARI	DECA ASST ADVISOR	MHS	2021-22	\$1,839.75
BERGS, KELLEN	BOYS VOLLEYBALL ASST COACH, MCE	MCEC	5/12/22	\$1,000
CARLSON, JOE	BOYS GOLF HEAD COACH	MHS	3/21/22-6/15/22	\$5,527
COWAN, MEGAN	GIRLS LACROSSE ASST COACH	MHS	4/11/22-6/18/22	\$2,500
ELFNER, LUKE	BOYS GOLF ASST COACH	MHS	3/21/22-6/15/22	\$3,034.50
GOLDSWORTHY, W. SEAN	MCE HOCKEY COACH	MCEC/MHS	4/5/22-5/19/22	\$12,000
HARBER, KIM	GIRLS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$2,500
HAYDEN, CHARISSA	DEBATE TEAM ADVISOR	MHS	4/22-6/17/22	\$3,079
JANSSEN, MEGHAN	GIRLS TRACK AND FIELD ASST COACH	MHS	5/2/22-6/11/22	\$3,500
METZGER, KELLI	GIRLS TRACK AND FIELD HEAD COACH	MME	4/4/22-5/27/22	\$3,984
PEKAREK, JAMES	GIRLS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$3,810
STROM, TYLER	ESPORTS CO-HEAD AND CO-ASST ADVISOR	MHS	2/22-5/22	\$1,847.50
SVEEGGEN, ALYSON	ARCHERY INSTRUCTOR	MCEC/MMW	6/13/22	\$19.99/HR
TESDAHL, BRYCE	SUMMER STRENGTH/WEIGHT ROOM SUPVR	MHS	6/13/22-8/14/22	\$5,200
WITTROCK, ELIZABETH	GYMNASTICS COACH II	MCEC	5/14/22	\$19.99/HR

CONSENT

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

Board Agenda XIV. e

Title: Gifts and Donations

Date: June 2, 2022

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 donations to be placed in the Deephaven Elementary School Principal Discretionary Account:

The Blackbaud Giving Account	\$300.00
Target c/o Cyber Grants, LLC	\$50.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Groveland Elementary School Grade 3 Account:

Groveland Elementary School PTO	\$188.93
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RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnewashta Elementary School Principal Discretionary Account:

The Benevity Community Account	\$48.52
The Blackbaud Giving Account	\$5.60

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Excelsior Elementary School Principal Discretionary Account:

The Blackbaud Giving Account	\$5.60
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Jani Pankoff Scholarship Account:

Wendy Lulavy`	\$2000.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Mary Beth Wiig Scholarship Account:

Brad Burnham`	\$500.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Enrichment Grants Account:

Minnetonka Middle School West PTO \$2218.82

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Seniors Serve 2022 Program Account:

Seacole-CRC, LLC \$250.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Theatre Account:

Virginia and John Fogg \$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School East Student Leadership Account:

Box Tops for Education \$27.40

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Principal Discretionary Account:

The Blackbaud Giving Account \$22.40

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Scenic Heights Elementary School Principal Discretionary Account:

Brent Rickenbach \$121.55

The Benevity Community Account \$26.60

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Softball Program Account:

Minnetonka Skippers Booster Club \$100.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Human Rights & Relations Club Account:

Minnetonka Skippers Booster Club \$100.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Community Education Dennis Alexander Memorial Fund:

Arden and Donna Hetland \$100.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Theatre Mama Mia Account:

Minnetonka Curtain Call Club \$600.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Theatre Something Rotten 2.0 Account:

Minnetonka Curtain Call Club	\$5250.00
Group Donation	\$6638.96

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

The Blackbaud Giving Account	\$24.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Curtain Call Club Account:

Carlson Family Foundation	\$1000.00
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TOTAL GIFTS AND DONATIONS FOR 2021-2022*	=	\$378,002.20
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*Total amount reflects gifts & donations submitted for board approval in 2021-2022.

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

CONSENT

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

Board Agenda Item XV. f

Title: Electronic Fund Transfers

Date: June 2, 2022

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 April 2022.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

APRIL 2022 FROM GENERAL FUND				
DATE	PAYEE			AMOUNT
4/1/2022	AP Payment			76,305.05
4/4/2022	Further - Flex			23,094.98
4/4/2022	Claims HealthPartners			120,384.33
4/4/2022	Delta Dental			22,198.26
4/5/2022	Payroll			2,655,226.83
4/7/2022	Educators Benefit Consultants			1,043.00
4/8/2022	AP Payment			148,609.94
4/11/2022	Further - Flex			25,943.17
4/11/2022	Claims HealthPartners			383,786.83
4/11/2022	Delta Dental			22,130.16
4/11/2022	Arizona Unemployment Taxes			140.00
4/14/2022	Solutran - Wellness Program			4,240.71
4/15/2022	HealthPartners Premium			70,964.34
4/15/2022	AP Payment			662,186.34
4/18/2022	Further - Flex			19,227.68
4/18/2022	Claims HealthPartners			346,188.81
4/19/2022	Payroll			2,468,302.37
4/19/2022	Delta Dental			25,563.49
4/21/2022	Delta Dental Premium			6,647.00
4/22/2022	Further - Flex Premium			4,690.50
4/22/2022	Arizona Unemployment Taxes			89.34
4/22/2022	AP Payment			117,570.41
4/25/2022	Delta Dental			21,973.99
4/25/2022	Further - Flex			14,566.48
4/25/2022	Claims HealthPartners			294,714.53
4/25/2022	AP Payment			45,355.21
APRIL	Art Center CC Processing Fees			4,363.06
APRIL	MCEC Credit Card Processing Fees			28,179.56
APRIL	Mtka Webstore CC Processing Fees			8,341.96
APRIL	Athletic CC Processing Fees			5,053.47
APRIL	Bank Monthly Service Charge			803.40
APRIL	Aquatics CC Processing Fees			1,156.68
				\$ 7,629,041.88
APRIL				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	0.22%	8,156,283.40
Money Market	MSDLAF+ Liquid Class	NA	0.23%	93,300.79
Money Market	MSDLAF+ MAX Class	NA	0.35%	0.01
Term	MSDLAF	NA	Var	26,900,000.00
CD	MSDLAF	NA	0.25%	-
Money Market	PMA IS	NA	0.17%	29,442,411.38
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	0.00%	624,631.29
Various	Wells Fargo OPEB	NA	Var	19,558,519.06
				\$ 84,775,145.93

CONSENT

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

Board Agenda Item XV. g

Title: Approval of Individual Contracts

Date: June 2, 2022

OVERVIEW

The attached document includes recommended improvements in compensation for employees for 2022-23, 2023-24, and 2024-25. These employees are not part of any bargaining group.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve new contracts, including improvements in compensation for 2022-23, 2023-24, and 2024-25, for the employees listed on the attached document.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

		Annual Salary				District Monthly Benefit Contribution			
NAME	ASSIGNMENT	2021-22	2022-23	2023-24	2024-25	2021-22	2022-23	2023-24	2024-25
<u>EXECUTIVE STAFF</u>									
BREEN, CHRISTINE M	EXECUTIVE DIRECTOR OF SPECIAL EDUCATION AND ENGLISH LEARNER EDUCATION	\$ 148,000	\$ 156,000	\$ 162,250	\$ 168,750	\$ 2,450	\$ 2,600	\$ 2,650	\$ 2,700
DRONEN, MICHAEL R	EXECUTIVE DIRECTOR OF TECHNOLOGY	\$ 146,800	\$ 153,000	\$ 160,650	\$ 167,000	\$ 2,600	\$ 2,650	\$ 2,700	\$ 2,750
GETTY, JACQUELINE M	EXECUTIVE DIRECTOR OF COMMUNICATIONS	\$ 143,850	\$ 152,500	\$ 160,200	\$ 166,600	\$ 2,600	\$ 2,700	\$ 2,800	\$ 2,900
LITFIN, TIMOTHY A	EXECUTIVE DIRECTOR OF COMMUNITY EDUCATION	\$ 164,000	\$ 172,200	\$ 179,000	\$ 186,200	\$ 2,800	\$ 2,900	\$ 3,000	\$ 3,100
<u>INDIVIDUAL CONTRACTS</u>									
REGA, MATTHEW K	DIRECTOR OF ASSESSMENT AND EVALUATION	\$ 133,000	\$ 139,650	\$ 145,250	\$ 151,000	\$ 2,450	\$ 2,500	\$ 2,550	\$ 2,600
URBANSKI, STEVEN M	DIRECTOR OF CURRICULUM	\$ 137,000	\$ 144,000	\$ 151,000	\$ 157,000	\$ 2,450	\$ 2,500	\$ 2,550	\$ 2,600

CONSENT

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

Board Agenda XV. h

Title: FY2022 Transportation Reimbursement
To Qualified Non-Public Schools

Date: June 2, 2022

EXECUTIVE SUMMARY:

Students who attend non-public schools who are not serviced by district transportation are, according to Minnesota state law, due reimbursement for transportation costs equivalent to those afforded public school students. Parents of qualified students may apply for reimbursement through their non-public school office. The non-public school may, in turn, apply for reimbursement from the public school district in which the student(s) reside. The rate of reimbursement is the equivalent of the per pupil amount that the District receives for transportation from the Minnesota Department of Education.

For FY2022, a total of 241 families with one or more students attending non-public school have applied for reimbursement totaling \$47,477.00 at a rate of \$197 per student.

ATTACHMENTS:

List of qualified non-public schools for FY2022 reimbursement

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the FY2022 non-public school transportation reimbursement.


RECOMMENDED MOTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve FY2022 non-public school transportation reimbursements totaling \$47,477.00.

Submitted by: _____


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____


Dennis Peterson, Superintendent

CONSENT

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

Board Agenda XV. i

**Title: Scoreboard Advertising Agreement
With Touchdown Club**

June 2, 2022

EXECUTIVE SUMMARY:

The Touchdown Club is a 501c3 charitable organization established to support the football program and operations of Minnetonka High School and Minnetonka Independent School District 276.

The Touchdown Club has donated 100% of the cost and wiring of a new videoboard and software system totaling \$285,500. The ScoreVision System has the capability to function not only as a scoreboard, but as a full-time 600-square-foot video display capable of generating sound and accepting real-time video for displaying game highlights as well as personnel interviews.

The Touchdown Club and the District have worked together with the assistance of the District's attorneys Kennedy-Graven to develop an Advertising Licensing Agreement that will allow the Touchdown Club to generate advertising revenue from advertisements on the Scorevision videoboard.

The Touchdown Club will work to sell advertising consistent with the District's Policy 905 Advertising. All advertising will be approved submitted for approval by the District Activities Director.

Funds generated from advertising on the ScoreVision videoboard will be held in a separate account by the Touchdown Club. The Touchdown Club will provide annual reports of the revenue deposited into the account and the expenditures out of the Account to the Activities Director. The Minnetonka High School Football Head Coach is a member of the Touchdown Club Board of Directors. These two aspects of the agreement ensures that the District has a partnership role in the expenditure of any funds generated.

The agreement has an initial term ending December 31, 2032, which covers 11 football seasons 2022-2032. After that date the agreement becomes year-by-year with the mutual consent of both parties.

This partnership agreement has the potential to positively impact the football program of Minnetonka High School in coming years by providing additional resources for the program.

ATTACHMENTS:

Advertising Licensing Agreement signed by the Touchdown Club.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the Einer Anderson Scoreboard Advertising Licensing Agreement with the Touchdown Club.


RECOMMENDED MOTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the Einer Anderson Scoreboard Advertising License Agreement with the Touchdown Club for an initial period through December 31, 2022, with annual one-year terms subsequent to that date upon the mutual agreement of both parties.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


Dennis Peterson, Superintendent

SCOREBOARD ADVERTISING AGREEMENT

THIS SCOREBOARD ADVERTISING AGREEMENT (the "Agreement") is entered into as of this 26th day of May 2022, by and between Minnetonka Touchdown Club, a Minnesota non-profit corporation (the "Touchdown Club") and Minnetonka School District No. 276, a Minnesota public school District (the "School District").

RECITALS

A. WHEREAS, the donation of a videoboard ("the videoboard") by Scorevision for Einar Anderson Stadium (the "Stadium") is deemed to be an important improvement benefiting the School District, the athletic activities utilizing the Stadium, its students, and the community as a whole, of which the Touchdown Club is a part, and Touchdown Club deems such activities to be of substantial importance to and benefit to the Touchdown Club; and

B. WHEREAS, the videoboard will be used by the School District and the Touchdown Club, and the community has a whole for educational, extracurricular and/or other related purposes; and

C. WHEREAS, the Touchdown Club desires to sell advertising to be displayed on the videoboard, and the School District desires to allow the Touchdown Club to sell advertising that is consistent with School District policy; and

D. WHEREAS, the undersigned Touchdown Club, Inc. committed to providing to Independent School District No. 276, Minnetonka, Minnesota the 100% donation of the videoboard. This was completed in April 2022; and

E. WHEREAS, the School District is undertaking the project management to install and have operational the videoboard no later than August 1st, 2022; and

F. WHEREAS, the School District is sole owner of the videoboard and has sole control over the operation and use of the videoboard. The School District is also responsible for any maintenance and repairs thereof:

NOW THEREFORE, in consideration of the recitals set forth above and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the Touchdown Club and School District agree as follows:

A. Touchdown Club Down donation and payment: The donation in the form of a payment of \$285,500 has been made to the School District for the purchase, installation, and infrastructure (electrical) to support the fully functional videoboard provided by Scorevision.

B. Advertising Sales: While this Agreement is in effect, the Touchdown Club has a non-exclusive right to sell advertisements for display on the videoboard, but the Touchdown Club is granted first-refusal rights on advertisements for all events for which the videoboard will be used. All advertising including electronic banners and signs displayed on the videoboard must be consistent with the School District's advertising guideline policy and shall be subject to approval by the School District. All proposed advertisements must be submitted to the Activities Director or the Activities Director's designee, for approval prior to display. The School District reserves the right to reject any proposed advertisements. When the Touchdown Club sells advertisements, it shall be solely responsible for managing the sale with businesses or individual, including establishing the terms and conditions of the sale, collecting the proceeds, and managing any disputes or requests from the purchasing vendors, including any liability or loss that arises out of those transactions.

C. Advertising Revenue: All revenue from advertising secured by the Touchdown Club shall be deposited in a Touchdown Club bank account and held by the Touchdown Club to be used for the purpose of partnering with the School District to enhance the School District football program. The account can be held by the Touchdown Club, provided that the Touchdown Club shall submit to the School District an annual accounting and report of the revenues deposited in the account and expenses from the account. The first such report must be submitted to the School District by December 31, 2022, with subsequent

annual reports due by December 31 of each year. These funds will be used to support Minnetonka Football operations, the Stadium, and other indirect community participants of the Stadium.

D. Control of Software and Equipment: The software provided is as a software as a service (SaaS) with an annual fee. The School District will be responsible for the annual fee. The Touchdown Club and School District will be the operator of the software and any associated equipment that operates with the videoboard. The School District will maintain access to the videoboard and assign users including assigning access and any necessary software user rights to the software and videoboard for Touchdown Club members necessary for the Touchdown Club to exercise its advertising license.

E. Insurance: The Touchdown Club shall obtain insurance, including public liability insurance and personal and advertising injury insurance. The Touchdown Club's policy shall have a limit of at least \$1,000,000 per occurrence and shall name the School District as an additional insured. The Touchdown Club shall provide the School District with Certificates of Insurance evidencing all coverages, limits, and endorsements required pursuant to this Agreement within ten (10) days of execution of this Contract and on an annual basis thereafter.

F. Indemnification: Each Party to this Agreement shall defend, indemnify, hold harmless, and release the other Party and its current and former officers, agents, employees, and board members from any and all claims, damages, causes of action, liability, cost, or expenses (including attorney's fees) arising from any act of omission of the responsible Party (or that Party's officers, agents, employees, or board members) in performance of this Agreement, whether intentional, willful, reckless, or negligent. This paragraph is not intended to waive any defenses or limits under the Municipal Tort Claims Act, Chapter 466, or any other statutory or common law defenses.

G. Term: This Agreement shall remain in force for from the date of execution through December 31, 2032. Thereafter, it may be renewed on an annual basis by mutual written consent of the parties. The School District reserves the right to replace the videoboard and software with any videoboard and software of

its choosing at any time during this term if it is deemed to be in the best interests of the School District.

Replacement of the videoboard and software by the School District will not terminate this agreement.

I. Termination: This Agreement may be terminated by mutual consent of the parties. It may also be terminated by 30-day written notice by either Party.

J. Modification; Entire Agreement: This Agreement cannot be modified orally or in any way other than by mutual agreement in writing signed by the parties hereto or their respective successors in interest. This Agreement sets forth the entire Agreement between the parties with respect to the subject matters hereof and supersedes and merges herein any prior agreements, promises, understandings, or representations.

K. Notices: Any notice, requests, consent, or approval, required or permitted to be given hereunder, shall be in writing and shall be deemed effective (a) on the date delivered, if hand delivered, (b) on the date mailed by registered or certified U.S. Mail, return receipt requested, with adequate postage affixed, if mailed by registered or certified mail, or (c) on the date when sent, charges pre-paid, if delivered by commercial overnight delivery service or U.S. Express Mail, as evidenced by service receipt or Express Mail postmark. Notices shall be addressed to the addresses stated below or to such other address or addressee as may from time to time be designated by either party by notice similarly given.

Address of the Operator: Minnetonka Touchdown Club

c/ o President

18301 Highway 7

Minnetonka, MN 55345

Address of the School District: Minnetonka School District No. 276

c/ o Superintendent of Schools

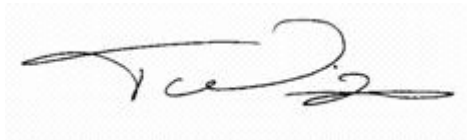
5621 County Road 101

Minnetonka, Minnesota 55345

WHEREFORE, this Agreement was entered into on the date set forth above and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties, and state that this Agreement has been read by them and that they understand and fully agree to each, all, and every provision hereof, and hereby acknowledge receipt of a copy hereof.

SIGNATURES

Minnetonka Touchdown Club



5/26/22

Tony Wix
Its President

Date



5/26/22

Pat Becker
Its Vice President

Date

Minnetonka ISD 276

Its Board Chair

Date

Its Deputy Clerk

Date