

SCHOOL BOARD MEETING

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

www.minnetonkaschools.org

March 7, 2024

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

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

(All times are approximate)

- | | | |
|------|-------|---|
| 6:45 | | Recognitions: Girls Alpine Ski State Champions, Boys Alpine Ski State Runners-Up, Girls Nordic Ski State Qualifiers, Boys Nordic Ski State Qualifier, Varsity Cheerleading State Champions and National Runners-Up, JV Cheerleading State Qualifiers, High School Science Bowl State Runners-Up, Middle School Science Bowl State Champions and National Qualifiers, First Lego League State Qualifiers |
| 7:00 | I. | Call of Meeting to Order |
| | II. | Pledge to the Flag |
| | III. | Adoption of the Agenda |
| | IV. | Introduction of Chilean Student Teachers |
| 7:15 | V. | School Report: Clear Springs |
| 7:30 | VI. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse. |
| 7:35 | VII. | Adoption of FY25 Health and Dental Insurance Premiums |
| 7:40 | VIII. | Approval of Policy #417: Chemical Use Violations |
| 7:45 | IX. | Approval of Policy #626: Secondary Grading and Reporting Pupil Achievement |

- 8:05 X. Approval of Sale of 2024B COP Bonds for Deephaven Auto Queue
- 8:10 XI. CONSENT AGENDA
 - a. Minutes of February 1 regular meeting, Closed Session of February 8, and Closed Session of February 22
 - b. Study Session Summary of February 22, 2024
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Policy #534: Equal Educational Opportunity
- 8:10 XII. Board Reports
- 8:15 XIII. Superintendent's Report
- 8:20 XIV. Announcements
- 8:20 XV. Adjournment to Closed Session
 (to discuss negotiations with the Minnetonka Teachers Association, pursuant to Minnesota Statute 13D.03)

GUIDELINES FOR COMMUNITY COMMENTS

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

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

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

REPORT

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, MN 55345**

Board Agenda Item IV.

TITLE: Introduction of Chilean Student Teachers

Date: March 7, 2024

EXECUTIVE SUMMARY:

In October of 2009, the District entered into an agreement to support the placement of student teachers in Minnetonka with Universidad de Concepción. The opportunity resulted in the placement of six (6) student teachers in our Spanish immersion program for ten (10) weeks during the spring of 2010. St. Cloud State was the third partner until 2018, when we entered into a partnership with the University of St. Thomas.

This experience has been highly successful for our students and host families. The program has become incredibly attractive to education students at the University and has become a model program within the country of Chile. This program has opened many doors that have allowed us to develop partnerships at the K-12 level in Concepción.

The last group of student teachers were here in the spring of 2020. After pausing due to COVID, we have relaunched the program. This year we are hosting six student teachers from Universidad de Concepción for a twenty-week experience. All six student teachers will work in our Spanish immersion programs. The program will provide cultural and linguistic benefits to our students.

The following student teachers will be introduced to the Board:

<u>School</u>	<u>Student Teacher</u>	<u>Cooperating Teacher</u>
Clear Springs	Nathaly Campos Silva	Silvia Townsend
Deephaven	Catalina Sayer Aravena	Kendra Tam
Groveland	Camila Rosales Munoz	Lila Moreno
Minnewashta	Amanda Rivas Meliman	Judith Ortega
MMW/MME	Francisca Gonzalez Lucic	Emma De Santiago & Julia Duffy
MHS	Alberto Gallegos Jimenez	Tim Felty

We are pleased to bring this program back and look forward to its continued success in the future.

RECOMMENDATION/FUTURE ACTION:

It is recommended that the School Board hear a report on the partnership between Minnetonka Public Schools and the Universidad de Concepción.

Submitted by:

AM Flowers

Anjie Flowers, Executive Director of Human Resources

Concurrence:

David Law

David Law, Superintendent

REPORT

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

Board Agenda Item V.

Title: School Report: Clear Springs

Date: March 7, 2024

EXECUTIVE SUMMARY:

Clear Springs Principal Curt Carpenter and Assistant Principal David Wicklund will be updating the School Board on belonging efforts at Clear Springs. Two fifth-grade student leaders will highlight their role as Student Mentors and what it has meant to their sense of belonging.

Submitted by: _____



David Law, Superintendent

ACTION

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

Board Agenda Item VII.

Title: Adoption of FY25 Health & Dental Insurance Premiums

March 7, 2024

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 has been self-insured for employee health and dental insurance since July 1, 2002. Self-Insurance for health and dental benefits means the District has its own plan for health and dental benefits, and then contracts out third party administration for the adjudication of claims. Premiums are contributed by employees out of the bi-weekly paychecks and by matching amounts from their fringe benefits compensation.

The School Board are the Trustees of the Self-Insurance Fund. There is a self-insurance advisory committee made up of representatives of all the employee groups of the District. This body makes recommendations to the School Board on annual premium levels and plan benefit levels for the School Board to consider when they are setting the annual premium rates and any plan design changes.

The Self-Insurance Fund has been very beneficial to both the District and employees. Since its inception, annual premium increases have averaged 3.39% over the first 22 years of the Self-Insurance Fund.

In FY23, the Self-Insurance Fund finished the year with a cash balance of \$10,982,964 and a fund balance after liability accruals of \$8,804,564.

Over Fiscal Years 2020 through 2022, because of the COVID-19 Pandemic muting medical activity, the Self-Insurance Fund ended up with higher than normal year end surpluses. In normal years, premium levels are set at an amount that would generate a break-even to slightly above break-even level of surplus. During those three fiscal years, surpluses totaled a cumulative \$5,537,971.

As a result, premium levels for FY23 were left at the same level as the prior year for the second year in a row. In FY23, the Self-Insurance Fund is projected to utilize \$1,793,903 of those additional surplus funds to cover all expense of the Fund, in effect "giving back" a portion of the larger-than-normal surplus from Fiscal Years 2020 through 2022.

For FY24, premium levels were increased 8.0% - the third highest premium level increase in the history of the fund, in a move that was intended to help turn the Self-Insurance Fund toward a break-even level for FY24.

Unfortunately, in FY24, claim costs have not stabilized and in fact have continued to accelerate. Average monthly claims per member increased at a 20.2% rate in FY23, and are running at an increased rate of 13.5% in FY24. Those two years mark the highest increases in claims per member in the history of the Self-Insurance Fund.

The Self-Insurance Fund has been hit with a spike in cancer cases, with cancer treatment costs per member running at double the rate of the overall Health Partners total book of health insurance business. Those types of cases tend to span multiple fiscal years.

As a result, the Self-Insurance Health Plan is running at a projected deficit of approximately \$2.7 million for FY24.

That is also occurring within the backdrop of the overall inflation rates for the country which is impacting health care provider costs. Health care inflation trend rates for 2024 into FY25 are running at 7% and pharmacy inflation trend rates for 2024 into FY25 are running at 10% per the 2024 Segal Health Trend Plan Cost Survey.

In light of these significant cost pressures, the initial CBIZ Actuaries recommendation for health insurance premium increases for FY25 was for a 22.2% increase to break even.

Several plan options were looked at to see what impact changes would have on that projected increase. The most productive one is to increase deductibles in the Base Plan and VEBA Plan by \$300 (equivalent to \$25 per month), increase the Base Plan and VEBA Plan by Out of Pocket Maximum by \$300 (approximately 20% of members reach the out of pocket maximum), and increase office visit and urgent care copays by \$5.

These changes result in a premium increase of 19.8% for FY25 to bring the Self-Insurance Plan to a break-even level for FY25 per CBIZ actuaries.

For the Dental Plan, the proposed premium increase is 7%. Premiums are relatively modest for dental insurance so these account for increases of \$3 per month for single dental coverage and \$8 per month for family dental coverage.

Rates for FY25 are proposed as follows:

Base Plan Perform Network	FY24	FY25	Change
Employee	\$785	\$940	\$155
Employee + 1	\$1,334	\$1,598	\$264
Family	\$1,874	\$2,245	\$371
VEBA HRA Plan Open Access	FY24	FY25	Change
Employee	\$726	\$870	\$144
Employee + 1	\$1,236	\$1,481	\$245
Family	\$1,737	\$2,081	\$344
HD HSA Plan Open Access	FY24	FY25	Change
Employee	\$653	\$782	\$129
Employee + 1	\$1,110	\$1,330	\$220
Family	\$1,562	\$1,871	\$309
Smart Care HD HSA Care Lane	FY24	FY25	Change
Employee	\$591	\$708	\$117
Employee + 1	\$1,003	\$1,201	\$198
Family	\$1,410	\$1,689	\$279

Dental Plan	FY24	FY25	Change
Employee	\$45	\$48	\$3
Family	\$110	\$118	\$8

The Self-Insurance Advisory Committee met on February 26, 2024 to review these options and voted 12-1 to recommend to the School Board that for FY25 medical premiums be increased 19.8%, office visit and urgent care copays be increased by \$5 to \$35, deductible and out of pocket maximums be increased by \$300, and dental premiums be increased 7%.

ATTACHMENTS:

Health Insurance Rates 24-25

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the Fiscal Year 2025 Health and Dental Insurance Premiums as presented.


RECOMMENDED MOTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby set Health Insurance Premium rates for the Self-Insurance Trust Fund for Fiscal Year 2025 at an increase of 19.8% for Health Insurance Premiums over Fiscal Year 2024 rates, office and urgent care visit copays be increased by \$5 to \$35, deductibles and out of pocket maximums be increased by \$300 for the Base and VEBA plans, and does hereby set the Dental Insurance Premium rates at an increase of 7% for Dental Insurance Premiums over Fiscal Year 2024 rates.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


David Law, Superintendent

Health Insurance Rates 24-25 (Plan adjustments are noted in red.)

Deductibles and Out of Pocket run calendar year.

HealthPartners High Deductible HSA Select Plan. Must use HealthPartners designated Select Network.

HealthPartners Base Perform Network Plan (Mayo Clinic and Hazelden will be paid as out of network benefits) Deductible + \$35 co-pay	Current monthly rate	Rate effective July 1, 2024
<i>Single Coverage</i> (\$800 deductible) Maximum out of pocket (\$2,050)	\$785	\$940
<i>Employee + 1 Coverage</i> (\$1,600 deductible) Maximum out of pocket (\$2,750)	\$1,334	\$1,598
<i>Family Coverage</i> (\$2,400 deductible) Maximum out of pocket (\$4,100)	\$1,874	\$2,245

HealthPartners VEBA-HRA Open Access Plan Deductible + 30% of most claims up to maximum out of pocket.	Current monthly rate	Rate effective July 1, 2024	
		Rate	VEBA: Self-Insurance Fund annual allocation:
<i>Single Coverage</i> (\$2,050 deductible) Maximum out of pocket (\$3,800)	\$726	\$870	\$1,400
<i>Employee + 1 Coverage</i> (\$2,950 deductible) Maximum out of pocket (\$5,450)	\$1,236	\$1,481	\$2,000
<i>Family Coverage</i> (\$3,800 deductible) Maximum out of pocket (\$7,050)	\$1,737	\$2,081	\$2,600

HealthPartners High Deductible HSA Open Access Plan Deductible + 30% of most claims up to maximum out of pocket. Prescription drugs must be applied to the deductible, then 70% coverage.	Current monthly rate	Rate effective July 1, 2024
<i>Single Coverage</i> (\$3,500 deductible) Maximum out of pocket (\$6,750)	\$653	\$782
<i>Employee + 1 Coverage</i> (\$5,000 deductible) Maximum out of pocket (\$10,000)	\$1,110	\$1,330
<i>Family Coverage</i> (\$6,500 deductible) Maximum out of pocket (\$13,000)	\$1,562	\$1,871

HealthPartners High Deductible HSA Select Network Plan. Must use HealthPartners Select Network. Deductible + 30% of most claims up to maximum out of pocket. Prescription drugs must be applied to the deductible, then 70% coverage.	Current monthly rate	Rate effective July 1, 2024
<i>Single Coverage (\$3,500 deductible)</i> Maximum out of pocket (\$6,750)	\$591	\$708
<i>Employee + 1 Coverage (\$5,000 deductible)</i> Maximum out of pocket (\$10,000)	\$1,003	\$1,201
<i>Family Coverage (\$6,500 deductible)</i> Maximum out of pocket (\$13,000)	\$1,410	\$1,689

Dental Insurance Rates

COVERAGE	Current monthly rate	Rate effective July 1, 2024
Single rate	\$45 per month	\$48
Family rate	\$110 per month	\$118

APPROVAL

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

Board Agenda Item VIII.

Title: Approval of Policy #417: Chemical Use Violations

DATE: March 7, 2024

OVERVIEW:

Administration is recommending changes to Policy 417: Chemical Use due to recent legislative changes and subsequent changes to Policy 418: Drug Free Workplace.

ATTACHMENTS:

- Policy 417: Chemical Use Violations (edited copy and clean copy)

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the recommended policy changes at the Regular Board meeting on March 7, 2024.

Submitted by:

AM Flowers

Anjie Flowers, General Counsel & Exec. Dir. of Human Resources

Concurrence:

David Law

David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS

Policy #417: CHEMICAL USE ~~POLICY~~VIOLATIONS

- This policy replaces: ~~Policy C 20—Chemical Free School Environment~~
~~Policy C 14—Drug Free School Policy for Students~~
~~Policy C 17—Chemical Use Reporting Requirements~~
~~Policy T 13—Tobacco Free Environment~~

1. ~~The Minnetonka School Board is dedicated to providing a healthy, comfortable, and productive environment for students, staff, and visitors. The School Board recognizes the significant problems created by chemical use and abuse in society. Tobacco or other chemical use by students is wrong and harmful. The School Board believes that public schools have an important role in education, intervention and prevention of chemical use and abuse. The purpose of this policy is to assist the School District in maintaining a safe and healthy environment for students, staff, and visitors by prohibiting the use, abuse, possession, sale, or transfer of any chemicals. The School Board is concerned about the health of its employees and also recognizes the importance of adult role modeling for students during formative years. Therefore, the Board supports the enforcement of a chemically free environment.~~
 - 1.1. ~~The Board is committed to providing a safe and supportive chemically free school environment for all students, employees, and patrons. Our buildings, campuses and school-related activities are chemical and tobacco free. We recognize that underage use of tobacco, alcohol and illicit drugs is illegal, a threat to health and safety to students and others, wrong and harmful to learning.~~
 - 1.2. ~~The Board recognizes that chemical dependency is a treatable health problem, which does not respect any group or age. Health problems of youth are primarily the responsibility of the home and community, but schools share in that responsibility because chemical dependency use problems often interfere with school behavior, student learning, and the fullest possible development of each student. The responsibility for a chemical awareness program for students in the school setting is a shared one. The entire policy is available on the District's Web site and in the Principals' Office.~~
2. ~~The District's Chemical Use Policy shall use the following definitions:~~
 - 2.1. ~~Chemicals shall be defined as all tobacco products, alcoholic beverages, malt beverages or fortified wine and other intoxicating liquor, any narcotic, hallucinogenic, amphetamine, barbiturate, marijuana, inhalants, or other controlled substance, as defined by state and federal law. Abuse of a prescription drug without a physician's prescription, over the counter (OTC) drugs, and facsimile drugs, as well as, possession of drug paraphernalia constitute violations of this policy.~~
 - 2.2. ~~A School District is defined as any school owned or leased building, school grounds~~

~~(including school bus stops), school authorized vehicles used to transport students to or from school or school activities or off school property during any school sponsored or school approved activity, event, or function, such as a field trip, or co-curricular activity.~~

- ~~3. All students, staff, and visitors, including those 18 years of age or over are prohibited from possessing, using, abusing, or distributing chemicals on schools grounds (including school bus stops), in school and personal transportation vehicles, or at school sponsored events.~~
- ~~4. This policy prohibits advertising chemicals on school property and at school sponsored events or in publications. Clothing, apparel, student artwork, or accessories that promote products or activities that are illegal for use by minors are also prohibited.~~
- ~~5. The School Board believes that education is important in order to establish patterns of behavior related to good health. Curriculum related to preventing chemical use is introduced at the elementary level and reinforced in greater depth at the secondary level.~~
- ~~6. Due to developmental differences between elementary, middle, and secondary students, our enforcement procedures differ.~~

~~6.1. The enforcement procedures for elementary school students shall be as follows:~~

~~6.1.1. The first violation~ if the principal" or designee. determines that a student has used, possessed, provided or consumed tobacco or a chemical at school, on school grounds or at a school activity or has arrived at school under the influence shall be as follows:~~

~~6.1.1.1 The principal, or designee, will notify the parent and arrange for a conference.~~

~~6.1.1.2 The principal, or designee, will make a police referral and refer to the building Student Support Team.~~

~~6.1.1.3 The principal, or designee, will hold the conference and develop a cooperative plan with the family to avoid further offenses. (Planning will consider the physical/mental health concerns of the student).~~

~~6.1.2. The second violation: if the principal, or designee, determines that a student has used, possessed, provided or consumed tobacco or a chemical at school, on school grounds or at a school activity or has arrived at school under the influence shall be as follows:~~

~~6.1.2.1 The principal, or designee, will notify the parent and arrange for a conference. The principal, or designee, will make a police referral and refer to the building Student Support Team.~~

~~6.1.2.2 The principal, or designee, will hold the conference and develop a cooperative plan with the family to avoid further offenses (planning will consider the physical/mental health concerns of the student).~~

- ~~6.1.2.3 The principal, or designee, will determine suspension of one to three days (in accordance with the Pupil Fair Dismissal Act).~~
- ~~6.1.2.4 A Children In Need of Protective Services (CHIPS) petition may be filed if deemed appropriate by the school staff.~~
- ~~6.1.3. The third violation and subsequent offenses: if the principal, or designee, determines that a student has used, possessed, provided or consumed tobacco or a chemical at school, on school grounds or at a school activity or has arrived at school under the influence shall be as follows:~~
 - ~~6.1.3.1 The principal, or designee, will notify the parent and arrange for a conference.~~
 - ~~6.1.3.2 The principal, or designee, will make a police referral and refer to the building Student Support Team.~~
 - ~~6.1.3.3 The principal, or designee, will hold the conference and develop a cooperative plan with the family. Due to the seriousness of this infraction the principal will recommend the family see a physician or therapist.~~
 - ~~6.1.3.4 The principal, or designee, will determine suspension of three to five days in accordance with the Pupil Fair dismissal Act.~~
 - ~~6.1.3.5 A Children In Need of Protective services (CHIPS) petition will be filed.~~
- ~~6.2. The enforcement procedures for middle school students shall be as follows:~~
 - ~~6.2.1. In all tobacco and chemical policy violations, referral will be made to local law enforcement. Local law enforcement will determine whether or not a citation will be issued.~~
 - ~~6.2.2. The enforcement procedures for middle school students shall be separated into tobacco violations and chemical violations.~~
 - ~~6.2.3. The following are steps taken for tobacco violations:~~
 - ~~6.2.3.1 The first offense of a tobacco violation shall result in one (1) day of in-school suspension, parent conference, police referral.~~
 - ~~6.2.3.2 The second offense of a tobacco violation is shall result in one (1) day of out-of-school suspension, parent conference, police referral.~~
 - ~~6.2.3.3 The third offense of a tobacco violation is shall result in three (3) days of out-of-school suspension, parent conference, police referral, referral to appropriate resources.~~
 - ~~6.2.4. The following are steps taken for chemical violations:~~
 - ~~6.2.4.1 The first offense of a chemical violation shall result in a three (3) days of out-of-school suspension, parent conference, police referral, referral to the building Student Support Team (which includes a pre-assessment).~~
 - ~~6.2.4.2 The second offense of a chemical violation is shall result in five (5) days of out-of-school suspension, a parent conference, a police referral, and referral to the building Student Support Team. Evaluation is recommended.~~

- ~~6.2.4.3 The third offense of a chemical violation shall result in five (5) days of out-of-school suspension, a parent conference, a police referral, and referral to the building Student Support Team. Evaluation is required. Reentry (if appropriate) depends upon completion of a chemical use evaluation.~~
- ~~6.2.4.4 The fourth offense of a chemical violation shall result in five to fifteen (5-15) days of out-of-school suspension and a parent/staff conference to evaluate appropriate school placement.~~

~~6.3. The enforcement procedures for high school students shall be as follows:~~

~~6.3.1. The enforcement procedures for high school students shall be separated into tobacco violations and chemical violations.~~

~~6.3.2. The following are steps taken for tobacco violations:~~

~~6.3.2.1 The first offense of a tobacco violation will result in the student being suspended from classes for one (1) to three (3) school days and having a law enforcement referral. Prior to reinstatement to classes, the student must participate in a conference at school with a parent and a principal. Supportive Requirements: The student must confer with the Chemical Health Specialist who will recommend participation in tobacco discussions or diversion classes.~~

~~6.3.2.2 The second offense of a tobacco violation will result in the student being suspended from classes for three (3) to six (6 days) school days and having a law enforcement referral. Prior to reinstatement to classes, the student must participate in a conference at school with a parent and principal. Supportive requirement: The student must participate in a series of smoking diversion class sessions or a series of sanctioned counseling sessions addressing tobacco use issues. A written certificate of completion must be presented to the Chemical Awareness Program staff.~~

~~6.3.2.3 The third offense of a tobacco violation will result in the student being suspended from classes for seven (7) to ten (10) days. The High School Administration will make a recommendation to the Superintendent that the student be expelled from school for the remainder of the school year. During the time required for the expulsion process the student will be provided with homebound or some alternative form of instruction.~~

~~6.3.2.4 The recommendation to expel may be forwarded by the Superintendent to the School Board based upon his conclusions, unless an alternative plan is worked out. That is, the Superintendent, or designee, may offer to meet with the student and parent in a conference to determine whether to proceed with expulsion or by mutual agreement to implement an alternative instruction program off the high school campus for a period of two months. If agreement on the alternative program is reached, the recommendation to expel will be held for further conclusions. At the end of the alternative instructional period and prior to return to normal campus~~

activities, the student and parent must participate in a conference with the High School Principal or an assistant principal. If a fourth violation occurs, the recommendation to expel for the rest of the school year will be forwarded to the School Board for immediate action.

6.3.3. The following are steps taken for chemical violations.

6.3.3.1 The first offense of a chemical violation will result in the student being suspended from classes for four to fifteen (4-15) school days, a law enforcement referral and a possible recommendation for expulsion. Prior to reinstatement to classes, the student and a parent must participate in a principal's conference. Support Requirements: Student must meet with chemical health staff for screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.

6.3.3.2 The second offense of a chemical violation will result in the student being suspended from classes for six to fifteen (6-15) school days, a law enforcement referral and if possible recommendation for expulsion. Prior to reinstatement to classes, the student and a parent must participate in a principal's conference. Support Requirements: Student must meet with chemical health staff for screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed or scheduled prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.

6.3.3.3 The third offense for a chemical violation will result in the student being suspended from classes for fifteen (15) days. The High School Administration will make a recommendation to the Superintendent that the student be expelled from school for the remainder of the school year. During the time required for the expulsion process, the student will be provided with homebound or some alternative form of instruction.

6.3.3.4 The recommendation to expel may be forwarded by the Superintendent to the School Board based upon his conclusions, unless an alternative plan is worked out. That is, the Superintendent, or designee, may offer to meet with the student and parent in a conference to determine whether to proceed with expulsion or by mutual agreement to implement an alternative instructional program off the high school campus for a period not to exceed 12 months. If agreement on the alternative program is reached, the recommendation to expel will be held for further conclusions. At the end of the alternative instructional period and prior to return to normal campus activities, the student and parent must participate in a conference with the High School Principal or an assistant principal. If

~~another violation occurs, the recommendation to expel for the rest of the school year will be forwarded to the School Board for immediate action.~~

~~6.3.3.5 When a student is suspended, the parent will receive a document that outlines all requirements to be completed and support steps as part of the suspension process.~~

~~6.4. The Superintendent, or designee, may use discretion in determining whether, under the circumstances, a course of action other than the minimum or consequence specified above is warranted.~~

~~6.5. All offenses are cumulative over a student's enrollment at a school. However, the Superintendent, or designee, has discretion to initiate a new accumulation cycle in assigning the consequences if extenuating circumstances exist.~~

~~7. Smoking, chewing, use of tobacco or possession of tobacco in any form shall be considered grounds for suspension, exclusion or expulsion if engaged in by a pupil in or on school property, 24 hours a day, or away from school property while participating in a school-sponsored activity and/or on school buses.~~

~~8. Those students found in possession of selling, distributing, and/or under the influence of mind-altering chemicals (including alcohol), or in the possession of drug paraphernalia will be suspended from school. The District defines "under the influence" as detectable consumption. This includes violations in or on school property, 24 hours per day, or away from school property while participating in school-sponsored activity and/or on school buses. The police will be called at the time of the suspension and all paraphernalia and substances will be turned over to them and the incident will be recorded. Parents will be called and asked to come to school immediately to remove the student. If the student is incapable of transporting himself/herself and/or if the parents cannot come to school or refuse to come to school, transportation to detox will be arranged.~~

~~Approved June 6, 2002~~

~~Approved August 7, 2008~~

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees, students, and visitors and list actions that will be taken for student violations of the Drug-Free Workplace and Drug-Free School policy.

II. GENERAL STATEMENT OF POLICY

A violation of this policy occurs when any student uses or possesses alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.

III. PROCEDURES

- A. Due to developmental differences between elementary, middle, and secondary students, the District's enforcement procedures differ.
- B. The enforcement procedures for elementary school students may be separated or combined into tobacco violations including tobacco, nicotine, and other non-THC vapes and drug violations, including but not limited to marijuana, THC, and cannabinoid products.
- C. The enforcement procedures for elementary school students shall be as follows for tobacco violations:
 - 1. The first tobacco violation shall result in a parent conference. Supportive Requirements: The school will develop a cooperative plan with the family, including education and consequences of tobacco use, in an effort to avoid further violations.
 - 2. The second tobacco violation shall result in one (1) day of out-of-school suspension and a parent conference. The student may be referred to the counselor, social worker or psychologist, who may recommend additional support or education.
 - 3. The third tobacco violation shall result in up to three (3) days of out-of-school suspension, a parent conference, and referral to appropriate resources.
- D. The enforcement procedures for elementary school students shall be as follows for drug violations:
 - 1. The first drug violation shall result in a parent conference, referral to the building Student Support Team, and potential suspension of one day. Supportive Requirements: The school will develop a cooperative plan with the family, including education and consequences of drug use, in an effort to avoid further violations.
 - 2. The second drug violation shall result in up to five (5) days of out-of-school suspension, a parent conference, referral to the building Student Support Team, and a possible police referral. Support Requirements: Student must meet with the counselor, social worker, or psychologist and will be referred to appropriate resources.
 - 3. The third drug violation shall result in up to ten (10) days of out-of-school suspension with potential referral for expulsion, a parent conference, a police referral, and referral to the building Student Support Team. Support Requirements: Student must confer with a chemical health specialist for a

screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.

E. The enforcement procedures for middle school students may be separated or combined into tobacco violations including tobacco, nicotine, and other non-THC vapes and drug violations, including but not limited to marijuana, THC, and cannabinoid products.

F. The enforcement procedures for middle school students shall be as follows for tobacco violations:

1. The first tobacco violation shall result in a parent conference. Supportive Requirements: The student must confer with a chemical health specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.

2. The second tobacco violation shall result in one (1) day of out-of-school suspension and parent conference. The student must confer with a chemical health specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.

3. The third tobacco violation shall result in up to three (3) days of out-of-school suspension, parent conference, referral to appropriate resources, and possible police referral. The student must confer with a chemical health specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.

G. The enforcement procedures for middle school students shall be as follows for drug violations:

1. The first drug violation shall result in a parent conference, police referral, and referral to the building Student Support Team (which includes a pre-assessment) and potential suspension of one day. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.

2. The second drug violation shall result in up to five (5) days of out-of-school suspension, a parent conference, a police referral, and referral to the building Student Support Team. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
 3. The third drug violation shall result in up to ten (10) days of out-of-school suspension with potential referral for expulsion, a parent conference, a police referral, and referral to the building Student Support Team. A chemical dependency evaluation is required. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
- H. The enforcement procedures for high school students may be separated or combined into tobacco violations including tobacco, nicotine, and other non-THC vapes and drug violations, including but not limited to marijuana, THC, and cannabinoid products.
- I. The enforcement procedures for high school students shall be as follows for tobacco violations:
1. The first tobacco violation shall result in a police referral. Supportive Requirements: The student must participate in a conference at school with a parent and a principal. The student must confer with a chemical health specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.
 2. The second tobacco violation shall result in three (3) to six (6) days of out-of-school suspension and a police referral. Prior to reinstatement to classes, the student must participate in a conference at school with a parent and principal. Supportive Requirement: The student must work with a chemical health specialist, counselor, social worker, or psychologist to develop an individual plan that addresses the student's needs.
 3. The third tobacco violation shall result in seven (7) to nine (9) days of out-of-school suspension. The student must continue working with the chemical

health specialist, counselor, social worker, or psychologist on their individual plan and follow any proposed revisions.

J. The enforcement procedures for high school students shall be as follows for drug violations:

1. The first drug violation shall result in a law enforcement referral with the potential of suspension of up to three (3) days. The student and a parent must participate in a principal's conference. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
2. The second drug violation shall result in up to nine (9) days of out-of-school suspension, a law enforcement referral and a potential referral for expulsion. Prior to reinstatement to classes, the student and a parent must participate in a principal's conference. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed or scheduled prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
3. The third drug violation shall result in up to ten (10) days of out-of-school suspension and a potential referral for expulsion. All violations are cumulative over a student's enrollment within a school.

IV. In accordance with the drug free workplace policy, those students found in possession of, selling, distributing, and/or under the influence of mind-altering chemicals (including alcohol), or in the possession of drug paraphernalia will be suspended from school. This includes violations in or on school property, 24 hours per day, or away from school property while participating in school-sponsored activity and/or on school buses. The police will be called at the time of the suspension and all paraphernalia and substances will be turned over to them and the incident will be recorded. Parents will be called and asked to come to school immediately to remove the student. If the student is incapable of transporting himself/herself and/or if the parents cannot come to school or refuse to come to school, transportation to an appropriate facility will be arranged. The district reserves the right to impose different consequences based on unique circumstances.

Cross References:

Policy 418 (Drug-Free Workplace/Drug-Free school)

Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)

Reviewed: January 18, 2024

Approved: March 7, 2024

MINNETONKA PUBLIC SCHOOLS

Policy #417: CHEMICAL USE VIOLATIONS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees, students, and visitors and list actions that will be taken for student violations of the Drug-Free Workplace and Drug-Free School policy.

II. GENERAL STATEMENT OF POLICY

A violation of this policy occurs when any student uses or possesses alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.

III. PROCEDURES

- A. Due to developmental differences between elementary, middle, and secondary students, the District's enforcement procedures differ.
- B. The enforcement procedures for elementary school students may be separated or combined into tobacco violations including tobacco, nicotine, and other non-THC vapes and drug violations, including but not limited to marijuana, THC, and cannabinoid products.
- C. The enforcement procedures for elementary school students shall be as follows for tobacco violations:
 - 1. The first tobacco violation shall result in a parent conference. Supportive Requirements: The school will develop a cooperative plan with the family, including education and consequences of tobacco use, in an effort to avoid further violations.
 - 2. The second tobacco violation shall result in one (1) day of out-of-school suspension and a parent conference. The student may be referred to the counselor, social worker, or psychologist, who may recommend additional support or education.
 - 3. The third tobacco violation shall result in up to three (3) days of out-of-school suspension, a parent conference, and referral to appropriate resources.
- D. The enforcement procedures for elementary school students shall be as follows for drug violations:

1. The first drug violation shall result in a parent conference, referral to the building Student Support Team, and potential suspension of one day. Supportive Requirements: The school will develop a cooperative plan with the family, including education and consequences of drug use, in an effort to avoid further violations.
 2. The second drug violation shall result in up to five (5) days of out-of-school suspension, a parent conference, referral to the building Student Support Team, and a possible police referral. Support Requirements: Student must meet with the counselor, social worker, or psychologist and will be referred to appropriate resources.
 3. The third drug violation shall result in up to ten (10) days of out-of-school suspension with potential referral for expulsion, a parent conference, a police referral, and referral to the building Student Support Team. Support Requirements: Student must confer with a chemical health specialist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
- E. The enforcement procedures for middle school students may be separated or combined into tobacco violations including tobacco, nicotine, and other non-THC vapes and drug violations, including but not limited to marijuana, THC, and cannabinoid products.
- F. The enforcement procedures for middle school students shall be as follows for tobacco violations:
1. The first tobacco violation shall result in a parent conference. Supportive Requirements: The student must confer with a chemical health specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.
 2. The second tobacco violation shall result in one (1) day of out-of-school suspension and parent conference. The student must confer with a chemical health specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.
 3. The third tobacco violation shall result in up to three (3) days of out-of-school suspension, parent conference, referral to appropriate resources, and possible police referral. The student must confer with a chemical health

specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.

- G. The enforcement procedures for middle school students shall be as follows for drug violations:
1. The first drug violation shall result in a parent conference, police referral, and referral to the building Student Support Team (which includes a pre-assessment) and potential suspension of one day. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
 2. The second drug violation shall result in up to five (5) days of out-of-school suspension, a parent conference, a police referral, and referral to the building Student Support Team. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
 3. The third drug violation shall result in up to ten (10) days of out-of-school suspension with potential referral for expulsion, a parent conference, a police referral, and referral to the building Student Support Team. A chemical dependency evaluation is required. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
- H. The enforcement procedures for high school students may be separated or combined into tobacco violations including tobacco, nicotine, and other non-THC vapes and drug violations, including but not limited to marijuana, THC, and cannabinoid products.
- I. The enforcement procedures for high school students shall be as follows for tobacco violations:

1. The first tobacco violation shall result in a police referral. Supportive Requirements: The student must participate in a conference at school with a parent and a principal. The student must confer with a chemical health specialist, counselor, social worker, or psychologist, who may recommend additional support or education, such as participation in tobacco discussions or diversion classes.
 2. The second tobacco violation shall result in three (3) to six (6) days of out-of-school suspension and a police referral. Prior to reinstatement to classes, the student must participate in a conference at school with a parent and principal. Supportive Requirement: The student must work with a chemical health specialist, counselor, social worker, or psychologist to develop an individual plan that addresses the student's needs.
 3. The third tobacco violation shall result in seven (7) to nine (9) days of out-of-school suspension. The student must continue working with the chemical health specialist, counselor, social worker, or psychologist on their individual plan and follow any proposed revisions.
- J. The enforcement procedures for high school students shall be as follows for drug violations:
1. The first drug violation shall result in a law enforcement referral with the potential of suspension of up to three (3) days. The student and a parent must participate in a principal's conference. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed, or scheduled, prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.
 2. The second drug violation shall result in up to nine (9) days of out-of-school suspension, a law enforcement referral and a potential referral for expulsion. Prior to reinstatement to classes, the student and a parent must participate in a principal's conference. Support Requirements: Student must confer with a chemical health specialist, counselor, social worker, or psychologist for a screening interview and, if warranted, participate in a chemical dependency evaluation and follow the resulting recommendations. This must be completed or scheduled prior to the school reentry conference. Failure to comply with this or the chemical health screening or assessment recommendations may result in further disciplinary action.

3. The third drug violation shall result in up to ten (10) days of out-of-school suspension and a potential referral for expulsion. All violations are cumulative over a student's enrollment within a school.

IV. In accordance with the drug free workplace policy, those students found in possession of, selling, distributing, and/or under the influence of mind-altering chemicals (including alcohol), or in the possession of drug paraphernalia will be suspended from school. This includes violations in or on school property, 24 hours per day, or away from school property while participating in school-sponsored activity and/or on school buses. The police will be called at the time of the suspension and all paraphernalia and substances will be turned over to them and the incident will be recorded. Parents will be called and asked to come to school immediately to remove the student. If the student is incapable of transporting himself/herself and/or if the parents cannot come to school or refuse to come to school, transportation to an appropriate facility will be arranged. The district reserves the right to impose different consequences based on unique circumstances.

Cross References:

Policy 418 (Drug-Free Workplace/Drug-Free school)

Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)

Reviewed: January 18, 2024

Approved: March 7, 2024

APPROVAL

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

Board Agenda Item IX.

**Title: Approval of Policy #626:
Secondary Grading and Reporting Pupil Achievement**

March 7, 2024

EXECUTIVE SUMMARY:

Minnetonka District Policy 626: Secondary Grading and Reporting Pupil Achievement, was created to *“establish effective grading and reporting practices that reflect a student’s academic achievement of the course standards.”* One of the topics covered in this policy is “Grade Weighting” defined in policy as: *“the assignment of a greater value to the letter grade’s numeric point value to reward a student for completing the Advanced Placement (AP) and/or International Baccalaureate (IB) course(s) and taking the national/international AP and IB assessments in the spring.”* This policy was modified and adopted in June of 2016 and included the following criteria for weighted grading:

“International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher, the courses have been determined to meet the standards of rigor established by the District, and the student successfully achieves a “3” or higher for Advanced Placement courses or a “4” on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of course exam to receive grade-weight status.”

At the time this policy was created, this criteria was selected with the belief that students would be more engaged in their coursework because they were expected to perform well on the AP or IB assessment. Since the policy was implemented, the majority of students enrolled in these courses have earned a weighted grade. There are concerns that some students choose not to take these rigorous courses because they are required to perform well on the AP or IB assessment in addition to strong class performance in order to earn the weighted grade, and more students might participate if they had the option to meet either criteria instead of both.

After several months of discussion, surveying of students, staff and parents, and a review of student data, the Board will hear a recommended revision to Policy 626 that will allow students to earn a weighted grade in AP and IB courses by demonstrating learning through either academic performance in the class or performance on an AP or IB assessment.

ATTACHMENTS:

- Policy 626: Secondary Grading and Reporting Pupil Achievement (edited copy and clean copy)

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the recommended policy changes at the Regular Board meeting on March 7, 2024.

Submitted by:


Anjie Flowers, General Counsel & Exec. Dir. of Human Resources

Concurrence:


David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #626: SECONDARY GRADING AND REPORTING PUPIL ACHIEVEMENT

(effective with the 2016-17 academic year)

I. PURPOSE

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the course standards for grades 6-12.

II. GENERAL STATEMENT OF POLICY

Minnetonka Public Schools' grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the District's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, the District, in order to stimulate achievement as measured by its extraordinary expectations, will establish a clear and accurate system of grading and reporting academic achievement.

As well, such a system can serve as an open communication link between the school, home, and the community in and outside of Minnetonka. It will provide all parties with awareness of their student's work and an understanding of how the grade reflects their student's achievement. Students and parents will be able to use this data for future course selection and post-secondary plans. In order to provide several formats to receive this vital information, the reporting system will be multi-faceted.

When the student graduates from Minnetonka Schools, the summary of these grades, the academic transcript, will provide a permanent and accurate accounting of the student's achievement. Employers and post-secondary institutions will be able to count on the accuracy of this historic document.

The Minnetonka Public Schools is committed to support a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. In order to realize these goals, the grading and reporting system must:

- Reflect academic achievement.
- Contain meaningful feedback.
- Be honest, fair, transparent, credible, useful and user friendly.
- Be criterion referenced.
- Align with the Minnetonka Public Schools curriculum.

- Reflect consistency within and among courses, grade levels, departments, and/or schools.
- Communicate information to parties in a clear and timely manner.
- Reflect high expectations of all students across all courses and programs.
- Be developmentally appropriate for all students.

III. DEFINITIONS

Accommodation: a change that does not alter the rigor of the standard. Examples include large print materials, extended testing time, and small group administration.

Assessments: multiple tools used to gather information about the student's performance on the standards taught.

Benchmark: a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

Cumulative Grade Point Average (GPA): the student's numerical average for all courses taken. It is computed by adding the total number of the letter grades' point values and dividing it by the number of credits completed.

Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Formative Assessments (Academic Practice): work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward. (e.g. teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks).

Grade (to): the act of evaluating the student's academic work based on a set criteria and the assignment of a grade to it.

Grade (the): a number or letter indicating a student's level of achievement relative to the grading scale.

Grade Weighting: the assignment of a greater value to the letter grade's numeric point value to reward a student for students who complete a course deemed to be college level, such as Advanced Placement (AP), and/or International Baccalaureate (IB), or other course(s) approved by the District and that meet the criteria outlined in policy. ~~taking the national/international AP and IB assessments in the spring.~~

Grading Scale: a description for what each letter grade represents relative to the percentage of the student's mastery of subject goals.

Grading Syllabus: a document given to student and parents at the start of each course outlining the grading criteria and procedures for the course.

Homework: includes learning tasks, assigned to students by teachers that are meant to be carried out. Students may also complete during non-class hours, most often at home. Homework may be formative or summative in nature depending on the intent of it.

Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

Modification: a substantive change that alters the standard or the rigor of the standard.

Reporting: the communicating of a student's achievement to the student and parents and, in turn, this information may be shared with employers and post secondary institutions.

Standard: a statement of what the student will be able to know, understand and do.

Summative Assessments (Academic Achievement): work conducted when a student has had adequate instruction and practice to be responsible for the material. It is designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.

Term Grade Point Average (GPA): the student's numerical average for a given term. It is computed by adding the total number of the letter grades' point values and dividing it by the number of courses for a given term.

IV. GRADING PARAMETERS FOR GRADES 6-12

A. The primary purpose of grading is to communicate the academic achievement status of students to the students, their families, employers, and post-secondary institutions. Additional purposes for grading include:

1. Providing information that the student can use for self-evaluation.
2. Providing information that teachers can use to modify planning and instruction.
3. Evaluating the effectiveness of instructional programs.

B. Teachers of the same course will apply the grading parameters in the same manner.

C. Course grades will reflect the level of the student's academic achievement. While non-academic factors may be highly valued and often contribute to the student's academic achievement, they should be reported separately from an achievement grade. Relying upon these factors, if merged with achievement evidence, can mask important learning problems and contribute to miscommunication about the student's knowledge. The following are examples of non-academic factors:

1. Behavior (i.e. attendance, attitude, punctuality, certain class participation, effort)

2. Homework based solely on completion
 3. Other evidence of student characteristics or habits
- D. The grade for a course can be calculated solely based on summative assessments or it may be calculated based on a combination of summative and formative assessments. The definitions provided in Part III of this policy are the best guide for determining if an assessment is Academic Practice (formative) or Academic Achievement (summative).
1. The combinations of the Academic Achievement and Academic Practice grades will be based on embedded standards, course rigor, and/or grade level. The following calculations provide a framework for grades 6-12.
 - a. Grade 6
Academic Practice grades will count for a maximum of 30% of the grade.
Academic Achievement grades will count for a minimum of 70%.
 - b. Grades 7 and 8
Academic Practice grades will count for a maximum of 20% of the grade.
Academic Achievement grades will count for a minimum of 80%.
 - c. Grades 9-12
Academic Practice grades will count for a maximum of 15% of the grade. Academic Achievement grades will count for a minimum of 85%.
 2. Individual departments will determine what assessments are included in the Academic Practice and Academic Achievement categories.
 3. Individual courses will use the same percentages for each category.
- E. The purpose of extra credit is to provide additional academic work in order to enhance the learning of course standards.
1. Extra credit, if used at all, should not exceed 5% of the Academic Practice grade. Every student should have an equal opportunity to earn the credit.
 2. Bonus questions may be offered on an Academic Achievement assessment for additional credit.
- F. As the purpose of grading is to reflect the student's academic achievement, there needs to be a sufficient number of assessments to determine the level of achievement. To accomplish this, effort shall be taken to hold students accountable for completing the work. A zero will be used as the last resort if the student chooses to make no effort to complete an assessment.
- G. Clear criteria will be used to calculate a course grade. The teacher will communicate this in writing to parents and students at the start of the term.

1. In the event that student performance changes significantly, and the teacher does not believe that the calculated grade fairly represents the student's performance, a teacher may include additional assessments (either formative or summative) in order to have a more accurate description of student achievement and record the grade accordingly.
2. The PASS/FAIL option is for unusual personal circumstances and requires building principal approval. If a student is taking the course PASS/FAIL, the student must have passing work to receive credit for the course. All "Pass-Fail" students in any course will take all tests and turn in all regular class work along with other students. Only the final mark is a "Pass-Fail" mark. A subject taken on a "Pass-Fail" basis will not affect a student's class rank or honor roll standing. If the student passes the class, the student will receive a "P" and full semester credit on his/her report card for that class. If the student fails the class, the student would then receive an "F" (fail) on the report card. A student may have only one PASS/FAIL course per year except in very unusual circumstances as determined by the building principal.

H. If modifications to rigor and/or standards cause course work to be altered, the assessment and reporting system may reflect modifications.

V. GRADING SCALE AND SYMBOL DEFINITIONS

In order to calculate grades, the following scale is used to assign grades. In turn, the letter symbols give a description of the student's academic achievement.

92.45-100 = A	
89.45-92.44 = A-	Exemplary work (90-100% Mastery of Subject Goals)
86.45-89.44 = B+	
82.45-86.44 = B	Proficient/Thorough work (80-89% Mastery of Subject Goals)
79.45-82.44 = B-	
76.45-79.44 = C+	
72.45-76.44 = C	Acceptable work (70-79% Mastery of Subject Goals)
69.45-72.44 = C-	
66.45-69.44 = D+	
62.45-66.44 = D	Mediocre work (60-69% Mastery of Subject Goals)
59.45-62.44 = D-	
00.0-59.44 = F	Unacceptable work (less than 59% Mastery of Subject Goals)

VI. GRADE POINT SCALES AND CALCULATIONS

A. Grade Point Average (GPA) is based on grades earned in each of the following grade level groups:

Grades 6-8

- 1) All courses for which the student receives from an A to an F are included in the GPA.
- 2) Only the Term GPA is calculated at the middle schools.

Grades 9-12

- 1) All courses for which the student receives from an A to an F are included in the GPA.
 - 2) Both a Term GPA and a Cumulative GPA are calculated.
 - 3) An official transcript is maintained for grades 9-12.
 - 4) Pass grades are not included in the GPA calculation but do count for graduation credit.
- B. The following grade point scales are used to assign point values to each letter grade in order to compute the GPA. The basis for giving additional weighting to some courses shall be the determined rigor of each respective course to be weighted relative to other non-weighted courses in the high school curriculum. International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher in the course, ~~the courses have been determined to meet the standards of rigor established by the District, OR and~~ the student successfully achieves a “3” or higher on an ~~for~~ Advanced Placement assessment ~~courses~~ or a “4” or higher on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of-course exam to receive grade-weight status.
- C. Other courses considered for weighting must meet similar standards of academic rigor and have a comparable end-of-course examination as the International Baccalaureate (IB) and Advanced Placement (AP) courses have. If the course is accepted for dual enrollment, the college end-of-course exam will satisfy this requirement.
- D. Annual audits of courses offered within Minnetonka High School and taught by qualified teachers will be conducted by examining the course rigor to determine potential grade weighting. Content must significantly exceed the Minnesota content standards. Any course proposed for weighted status (other than AP and IB courses) must be approved by the School Board, must be taught by a highly qualified instructor, must be of college-level rigor, and must significantly exceed Minnesota content standards. Courses that exceed AP and IB options must have at least one AP or IB course as a prerequisite for enrollment.
- E. Courses offered outside of Minnetonka High School may be considered for grade weighting on a case by case basis. To be considered, a student taking the course outside of Minnetonka High School must submit a syllabus and curriculum materials and provide such other evidence as required in order to make a proper assessment. The criteria for a grade to be weighted are that the course must be of a college level rigor in a core academic subject matter, and content must significantly exceed the Minnesota content standard.

Standard Scale (for all non-AP/IB courses)	IB/AP Weighted Scale (for students successfully completing the course, <u>With a C- or higher)and taking the AP/IB exam(s)</u>	<u>IB/AP Weighted Scale (for students successfully achieving a "3" or higher on an AP exam or "4" or higher on an IB exam)</u>
A= 4.0 A-= 3.7 B+= 3.3 B= 3.0 B-= 2.7 C+= 2.3 C= 2.0 C-=1.7 D+=1.3 D= 1.0 D-= 0.7 F= 0.0	A= 5.0 A-= 4.7 B+= 4.3 B= 4.0 B-= 3.7 C+= 3.3 C= 3.0 C-= 2.7 D+=1.3 D= 1.0 D-= 0.7 F= 0.0	<u>A= 5.0</u> <u>A-= 4.7</u> <u>B+= 4.3</u> <u>B= 4.0</u> <u>B-= 3.7</u> <u>C+= 3.3</u> <u>C= 3.0</u> <u>C-=2.7</u> <u>D+=2.3</u> <u>D= 2.0</u> <u>D-= 1.7</u> <u>F= 1.0</u>

F. The weighted scales will be used for all grade reporting purposes.

VII. COMMUNICATION

A shared understanding, between the District staff, students and parents, of the District's grading and reporting system is essential for effective communication. In order for all parties to understand and trust the student achievement data, the District will provide all parties with the following:

- A clear purpose for the grading and reporting system;
- A common grading syllabus for all courses;
- A valid and accurate assessment of the student's achievement;
- Timely reporting;
- A comprehensive and multifaceted reporting system (i.e. conferences, phone calls, curriculum nights, electronic messages, classroom websites, report cards; mid-term reports) and,
- A clear explanation of all symbols used.

VIII. PROFESSIONAL DEVELOPMENT

A comprehensive, coherent, and sustained professional development program is necessary to enhance a teacher's ability to deliver high quality instruction and to design and use assessments that are purposeful, assess appropriate learning targets, and to assign grades consistent with this policy. To ensure this goal, the professional development program must be focused on the two themes of assessing accurately and using assessment to benefit students, not merely to grade and sort them. Teachers must understand the relationship between assessments and student motivation and craft assessment experiences to maximize motivation.

Professional development activities must be an integral part of broad school-wide and District-wide educational improvement goals. Effective professional development must be school-based, collaborative, and differentiated in its delivery. District and site professional development plans for effective classroom assessment and grading must include research-based training components of theory, demonstration, guided practice, feedback and coaching.

IX. AREAS OF RESPONSIBILITY

The School Board is accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- A. The Superintendent, through designees, shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement in Minnetonka schools.
- B. Principals shall be responsible for assuring implementation of the District's beliefs, procedures and practices of effective grading and reporting.
- C. Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices.
- D. Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available components of the Minnetonka Schools' grading and reporting system.
- E. Students are responsible for their own learning. All students shall actively participate in understanding the Minnetonka Schools' grading and reporting system. Students are able to use the Academic Practice (formative) grade to identify strengths and weaknesses with a particular topic and, as a result, seek additional help. As well, students are able to know that the Academic Achievement (summative) grade reflects a true level of understanding of a particular topic/unit/course. This information can help the student plan for future course selection and post-secondary options.

Legal References:

Minn. Stat. 123B.02, Subd. 2 (General Powers of School Districts)

Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)

Cross References:

Policy #601: District Curriculum, Instruction and Assessment

Policy #618: Assessment of Student Achievement

Policy #621: Homework

Approved June 12, 2008

Reviewed: December 17, 2015; January 21, 2016; February 18, 2016

Approved: March 3, 2016

Modified and Approved: June 2, 2016

Reviewed: February 2024

MINNETONKA PUBLIC SCHOOLS

POLICY #626: SECONDARY GRADING AND REPORTING PUPIL ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the course standards for grades 6-12.

II. GENERAL STATEMENT OF POLICY

Minnetonka Public Schools' grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the District's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, the District, in order to stimulate achievement as measured by its extraordinary expectations, will establish a clear and accurate system of grading and reporting academic achievement.

As well, such a system can serve as an open communication link between the school, home, and the community in and outside of Minnetonka. It will provide all parties with awareness of their student's work and an understanding of how the grade reflects their student's achievement. Students and parents will be able to use this data for future course selection and post-secondary plans. In order to provide several formats to receive this vital information, the reporting system will be multi-faceted.

When the student graduates from Minnetonka Schools, the summary of these grades, the academic transcript, will provide a permanent and accurate accounting of the student's achievement. Employers and post-secondary institutions will be able to count on the accuracy of this historic document.

The Minnetonka Public Schools is committed to support a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. In order to realize these goals, the grading and reporting system must:

- Reflect academic achievement.
- Contain meaningful feedback.
- Be honest, fair, transparent, credible, useful and user friendly.
- Be criterion referenced.
- Align with the Minnetonka Public Schools curriculum.

- Reflect consistency within and among courses, grade levels, departments, and/or schools.
- Communicate information to parties in a clear and timely manner.
- Reflect high expectations of all students across all courses and programs.
- Be developmentally appropriate for all students.

III. DEFINITIONS

Accommodation: a change that does not alter the rigor of the standard. Examples include large print materials, extended testing time, and small group administration.

Assessments: multiple tools used to gather information about the student's performance on the standards taught.

Benchmark: a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

Cumulative Grade Point Average (GPA): the student's numerical average for all courses taken. It is computed by adding the total number of the letter grades' point values and dividing it by the number of credits completed.

Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Formative Assessments (Academic Practice): work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward. (e.g. teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks).

Grade (to): the act of evaluating the student's academic work based on a set criteria and the assignment of a grade to it.

Grade (the): a number or letter indicating a student's level of achievement relative to the grading scale.

Grade Weighting: the assignment of a greater value to the letter grade's numeric point value for students who complete a course deemed to be college level, such as Advanced Placement (AP), International Baccalaureate (IB) or other course(s) approved by the District and that meet the criteria outlined in policy.

Grading Scale: a description for what each letter grade represents relative to the percentage of the student's mastery of subject goals.

Grading Syllabus: a document given to student and parents at the start of each course outlining the grading criteria and procedures for the course.

Homework: includes learning tasks, assigned to students by teachers that are meant to be carried out. Students may also complete during non-class hours, most often at home. Homework may be formative or summative in nature depending on the intent of it.

Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

Modification: a substantive change that alters the standard or the rigor of the standard.

Reporting: the communicating of a student's achievement to the student and parents and, in turn, this information may be shared with employers and post secondary institutions.

Standard: a statement of what the student will be able to know, understand and do.

Summative Assessments (Academic Achievement): work conducted when a student has had adequate instruction and practice to be responsible for the material. It is designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.

Term Grade Point Average (GPA): the student's numerical average for a given term. It is computed by adding the total number of the letter grades' point values and dividing it by the number of courses for a given term.

IV. GRADING PARAMETERS FOR GRADES 6-12

A. The primary purpose of grading is to communicate the academic achievement status of students to the students, their families, employers, and post-secondary institutions. Additional purposes for grading include:

1. Providing information that the student can use for self-evaluation.
2. Providing information that teachers can use to modify planning and instruction.
3. Evaluating the effectiveness of instructional programs.

B. Teachers of the same course will apply the grading parameters in the same manner.

C. Course grades will reflect the level of the student's academic achievement. While non-academic factors may be highly valued and often contribute to the student's academic achievement, they should be reported separately from an achievement grade. Relying upon these factors, if merged with achievement evidence, can mask important learning problems and contribute to miscommunication about the student's knowledge. The following are examples of non-academic factors:

1. Behavior (i.e. attendance, attitude, punctuality, certain class participation, effort)

2. Homework based solely on completion
 3. Other evidence of student characteristics or habits
- D. The grade for a course can be calculated solely based on summative assessments or it may be calculated based on a combination of summative and formative assessments. The definitions provided in Part III of this policy are the best guide for determining if an assessment is Academic Practice (formative) or Academic Achievement (summative).
1. The combinations of the Academic Achievement and Academic Practice grades will be based on embedded standards, course rigor, and/or grade level. The following calculations provide a framework for grades 6-12.
 - a. Grade 6
Academic Practice grades will count for a maximum of 30% of the grade.
Academic Achievement grades will count for a minimum of 70%.
 - b. Grades 7 and 8
Academic Practice grades will count for a maximum of 20% of the grade.
Academic Achievement grades will count for a minimum of 80%.
 - c. Grades 9-12
Academic Practice grades will count for a maximum of 15% of the grade. Academic Achievement grades will count for a minimum of 85%.
 2. Individual departments will determine what assessments are included in the Academic Practice and Academic Achievement categories.
 3. Individual courses will use the same percentages for each category.
- E. The purpose of extra credit is to provide additional academic work in order to enhance the learning of course standards.
1. Extra credit, if used at all, should not exceed 5% of the Academic Practice grade. Every student should have an equal opportunity to earn the credit.
 2. Bonus questions may be offered on an Academic Achievement assessment for additional credit.
- F. As the purpose of grading is to reflect the student's academic achievement, there needs to be a sufficient number of assessments to determine the level of achievement. To accomplish this, effort shall be taken to hold students accountable for completing the work. A zero will be used as the last resort if the student chooses to make no effort to complete an assessment.
- G. Clear criteria will be used to calculate a course grade. The teacher will communicate this in writing to parents and students at the start of the term.

1. In the event that student performance changes significantly, and the teacher does not believe that the calculated grade fairly represents the student's performance, a teacher may include additional assessments (either formative or summative) in order to have a more accurate description of student achievement and record the grade accordingly.
 2. The PASS/FAIL option is for unusual personal circumstances and requires building principal approval. If a student is taking the course PASS/FAIL, the student must have passing work to receive credit for the course. All "Pass-Fail" students in any course will take all tests and turn in all regular class work along with other students. Only the final mark is a "Pass-Fail" mark. A subject taken on a "Pass-Fail" basis will not affect a student's class rank or honor roll standing. If the student passes the class, the student will receive a "P" and full semester credit on his/her report card for that class. If the student fails the class, the student would then receive an "F" (fail) on the report card. A student may have only one PASS/FAIL course per year except in very unusual circumstances as determined by the building principal.
- H. If modifications to rigor and/or standards cause course work to be altered, the assessment and reporting system may reflect modifications.

V. GRADING SCALE AND SYMBOL DEFINITIONS

In order to calculate grades, the following scale is used to assign grades. In turn, the letter symbols give a description of the student's academic achievement.

92.45-100 = A	
89.45-92.44 = A-	Exemplary work (90-100% Mastery of Subject Goals)
86.45-89.44 = B+	
82.45-86.44 = B	Proficient/Thorough work (80-89% Mastery of Subject Goals)
79.45-82.44 = B-	
76.45-79.44 = C+	
72.45-76.44 = C	Acceptable work (70-79% Mastery of Subject Goals)
69.45-72.44 = C-	
66.45-69.44 = D+	
62.45-66.44 = D	Mediocre work (60-69% Mastery of Subject Goals)
59.45-62.44 = D-	
00.0-59.44 = F	Unacceptable work (less than 59% Mastery of Subject Goals)

VI. GRADE POINT SCALES AND CALCULATIONS

A. Grade Point Average (GPA) is based on grades earned in each of the following grade level groups:

Grades 6-8

- 1) All courses for which the student receives from an A to an F are included in the GPA.
- 2) Only the Term GPA is calculated at the middle schools.

Grades 9-12

- 1) All courses for which the student receives from an A to an F are included in the GPA.
 - 2) Both a Term GPA and a Cumulative GPA are calculated.
 - 3) An official transcript is maintained for grades 9-12.
 - 4) Pass grades are not included in the GPA calculation, but do count for graduation credit.
- B. The following grade point scales are used to assign point values to each letter grade in order to compute the GPA. The basis for giving additional weighting to some courses shall be the determined rigor of each respective course to be weighted relative to other non-weighted courses in the high school curriculum. International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher in the course OR the student successfully achieves a “3” or higher on an Advanced Placement assessment or a “4” or higher on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of-course exam to receive grade-weight status.
- C. Other courses considered for weighting must meet similar standards of academic rigor and have a comparable end-of-course examination as the International Baccalaureate (IB) and Advanced Placement (AP) courses have. If the course is accepted for dual enrollment, the college end-of-course exam will satisfy this requirement.
- D. Annual audits of courses offered within Minnetonka High School and taught by qualified teachers will be conducted by examining the course rigor to determine potential grade weighting. Content must significantly exceed the Minnesota content standards. Any course proposed for weighted status (other than AP and IB courses) must be approved by the School Board, must be taught by a highly qualified instructor, must be of college-level rigor, and must significantly exceed Minnesota content standards. Courses that exceed AP and IB options must have at least one AP or IB course as a prerequisite for enrollment.
- E. Courses offered outside of Minnetonka High School may be considered for grade weighting on a case-by-case basis. To be considered, a student taking the course outside of Minnetonka High School must submit a syllabus and curriculum materials and provide such other evidence as required in order to make a proper assessment. The criteria for a grade to be weighted are that the course must be of a college level rigor in a core academic subject matter, and content must significantly exceed the Minnesota content standard.

Standard Scale (for all non-AP/IB courses)	IB/AP Weighted Scale (for students successfully completing the course with a C- or higher)	IB/AP Weighted Scale (for students successfully achieving a "3" or higher on an AP exam or "4" or higher on an IB exam)
A= 4.0	A= 5.0	A= 5.0
A-= 3.7	A-= 4.7	A-= 4.7
B+= 3.3	B+= 4.3	B+= 4.3
B= 3.0	B= 4.0	B= 4.0
B-= 2.7	B-= 3.7	B-= 3.7
C+= 2.3	C+= 3.3	C+= 3.3
C= 2.0	C= 3.0	C= 3.0
C-= 1.7	C-= 2.7	C-= 2.7
D+=1.3	D+=1.3	D+=2.3
D= 1.0	D= 1.0	D= 2.0
D-= 0.7	D-= 0.7	D-= 1.7
F= 0.0	F= 0.0	F= 1.0

F. The weighted scales will be used for all grade reporting purposes.

VII. COMMUNICATION

A shared understanding, between the District staff, students and parents, of the District's grading and reporting system is essential for effective communication. In order for all parties to understand and trust the student achievement data, the District will provide all parties with the following:

- A clear purpose for the grading and reporting system;
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- A clear explanation of all symbols used.

VIII. PROFESSIONAL DEVELOPMENT

A comprehensive, coherent, and sustained professional development program is necessary to enhance a teacher's ability to deliver high quality instruction and to design and use assessments that are purposeful, assess appropriate learning targets, and to assign grades consistent with this policy. To ensure this goal, the professional development program must be focused on the two themes of assessing accurately and using assessment to benefit students, not merely to grade and sort them. Teachers must understand the relationship between assessments and student motivation and craft assessment experiences to maximize motivation.

Professional development activities must be an integral part of broad school-wide and District-wide educational improvement goals. Effective professional development must be school-based, collaborative, and differentiated in its delivery. District and site professional development plans for effective classroom assessment and grading must include research-based training components of theory, demonstration, guided practice, feedback and coaching.

IX. AREAS OF RESPONSIBILITY

The School Board is accountable, in its governance capacity, for the instructional program and delegates responsibilities as follows:

- A. The Superintendent, through designees, shall be responsible for implementation and evaluation of the Grading and Reporting Policy and for development and implementation of procedures and practices for grading and reporting student achievement in Minnetonka schools.
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- C. Teachers shall be responsible for effectively implementing classroom assessments and for applying the principles of effective grading and reporting practices.
- D. Parents are a vital link to successful home/school communication about student learning. Therefore, parents are strongly encouraged to participate in all available components of the Minnetonka Schools' grading and reporting system.
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Legal References:

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Cross References:

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Policy #621: Homework

Approved June 12, 2008

Reviewed: December 17, 2015; January 21, 2016; February 18, 2016

Approved: March 3, 2016

Modified and Approved: June 2, 2016

Reviewed: February 2024

Approved: March 7, 2024

ACTION

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

Board Agenda Item X.

**Title: Approval of Sale of 2024B COP Bonds
For Deephaven Auto Queue**

Date: March 7, 2024

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 has continually made adjustments to the parking lots and auto circulation for student drop off and pick up at all schools when funding has become available to pay for improvements.

Significant changes to parking lots and auto queues over the past 17 years have been constructed at the following schools:

Clear Springs Elementary School
Excelsior Elementary School
Groveland Elementary School
Minnewashta Elementary School
Scenic Heights Elementary School
Minnetonka Middle School East
Minnetonka Middle School West
Minnetonka High School
Minnetonka Community Education Center

At Deephaven Elementary School, the student drop off and pick up queue has remained largely unchanged, with autos queueing up primarily on Vine Hill Road, with the auto queue often backing up over the bridge over the LRT bike trail, which blocks that bridge for police, fire and emergency vehicle access.

Funding is available to construct a second auto queue at Deephaven Elementary School on the north side of the building by creating a large turning loop on the northwest corner of the school site. Addition of this turning loop will allow for 56 cars to queue up off Vine Hill Road. That number is approximately half of the autos on a typical day for drop off and pick up.

A by-product of the construction of the auto queue is that the site will pick up 12 parking spaces around the perimeter of the turning loop, which will also help with staff parking on site.

Funding for the auto queue construction will be from \$1,525,000 2024B Certificates of Participation Bonds, with payment of the annual bond payment coming from Operating Capital Revenues. The estimated interest rate is 4.79%.

Authorization is being requested to sell the 2024B Certificates of Participation Bonds to fund this project for completion by August 23, 2024 so that it is ready for use by the first day of school on September 3, 2024.


ATTACHMENTS:

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; SETTING PARAMETERS FOR THE AWARD OF A LEASE-PURCHASE AGREEMENT AND THE SALE OF CERTIFICATES OF PARTICIPATION THEREIN; AND ESTABLISHING COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the 2024B Authorizing Resolution as prepared by Dorsey & Whitney.

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

Concurrence: 
David Law, Superintendent

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; SETTING PARAMETERS FOR THE AWARD OF A LEASE-PURCHASE AGREEMENT AND THE SALE OF CERTIFICATES OF PARTICIPATION THEREIN; AND ESTABLISHING COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986.

BE IT RESOLVED by the School Board (the "Board") of the Independent School District No. 276 (Minnetonka), Minnesota (the "District"), as follows:

SECTION 1. AUTHORITY; PURPOSE. The District is authorized by Minnesota Statutes, Section 465.71, to execute lease-purchase agreements for the purpose of financing or refinancing real and personal property. This Board hereby finds it in the best interest of the District to enter into a Lease-Purchase Agreement (the "Lease") and issue certificates of participation therein (the "Certificates") for the purpose of (i) financing the acquisition, construction, installation and improvements of an automobile parking queue and associated structural enhancements at Deephaven Elementary School (the "Project"), and (ii) financing costs of issuing the Lease and Certificates.

SECTION 2. AWARD AUTHORIZATION; AWARD PARAMETERS; FINAL APPROVAL; NOT BINDING. In order to accomplish the purposes set forth above, the Board desires to proceed with the marketing and sale of the Certificates in the Lease by negotiated public offering to Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin (the "Purchaser"). The Superintendent or Executive Director of Finance & Operations of the District, and a Board officer (together, the "Award Committee") are hereby authorized to approve the award of the Lease and sale of the Certificates in the Lease in an aggregate principal amount not to exceed \$1,525,000, provided that the true interest cost of the Lease and Certificates to the District is less than or equal to 5.50% per annum. Any member of the Award Committee is hereby authorized to execute an agreement with the Purchaser for the sale of Certificates provided the foregoing parameters are satisfied. *An award by the Award Committee will be binding upon the District;* however, after receipt of proposals satisfying the parameters set forth in the preceding sentence and award by the Award Committee, the Board will take action at its next regularly scheduled meeting or a special meeting to adopt an approving resolution as prepared by counsel to the District, Dorsey & Whitney LLP ("Dorsey"). Notwithstanding the foregoing, the adoption of this resolution alone shall not be deemed to establish any obligation on the part of the District to approve the award of the Lease or the sale of the Certificates or to enter into the Lease or to cause the Certificates to be issued therein.

SECTION 3. PRELIMINARY OFFICIAL STATEMENT; LEGAL DOCUMENTS; ADDITIONAL AUTHORITY. The Purchaser, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute a preliminary official statement (the "Preliminary Official Statement") related to the Project, the Lease and the sale of the Certificates therein. Any member of the Award Committee shall deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws. The Award Committee is hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the marketing and sale of the Certificates. Dorsey is hereby authorized to prepare forms of the Lease and the Certificates and other related legal agreements, documents, instruments and certificates

as may be necessary or appropriate. The Purchaser, Dorsey and employees and officers of the District are hereby authorized to take any additional actions, including but not limited to the negotiation and execution of documents or the engagement of other third-parties, as may be useful or necessary in connection with the Project, the Lease or the Certificates.

SECTION 4. NATURE OF DISTRICT'S OBLIGATIONS. The Lease and the obligations of the District thereunder will be special, limited obligations of the District, subject to termination at the end of each fiscal year in the event the Board does not appropriate funds sufficient to continue the same for the following fiscal year. The full faith and credit and ability of the District to levy ad valorem taxes without limitation as to rate or amount are not pledged to the payment of the Lease or any obligation of the District thereunder or under the documents relating thereto.

SECTION 5. REIMBURSEMENT.

1. Recitals.

- (a) The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the "Reimbursement Regulations") dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations.
- (b) The Reimbursement Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Reimbursement Regulations) and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.
- (c) The District desires to comply with requirements of the Reimbursement Regulations with respect to the Project, the Lease and the Certificates issued therein, and to reimburse the District for such original expenditures from the proceeds of the Lease and the Certificates issued therein, as permitted by law.

2. Official Intent Declaration.

- (a) The District proposes to undertake the Project, to make original expenditures with respect to such Project prior to the issuance of the Lease and the Certificates therein, and reasonably expects to issue the Lease and the Certificates therein to finance such Project in the maximum principal amount of \$1,525,000.
- (b) Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Reimbursement Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Reimbursement Regulations, the District will not seek reimbursement for any original expenditures with respect to the Project paid more than 60 days prior to the date of adoption of this resolution.

- (c) All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Lease and the Certificates therein issued to finance the Project .

3. Budgetary Matters. As of the date hereof, there are no District funds reserved, pledged, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, pledged, allocated on a long term basis or otherwise set aside) to provide permanent financing for the original expenditures to be financed by the issuance of the Lease and the Certificates therein. Consequently, it is not expected that the issuance of the Lease and the Certificates therein will result in the creation of any replacement proceeds.

4. Reimbursement Allocations. The District's Executive Director of Finance & Operations or his or her designee shall be responsible for making the "reimbursement allocations" described in the Reimbursement Regulations, being generally the transfer of the appropriate amount of proceeds of the Lease and the Certificates therein to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the Project. Each reimbursement allocation shall be made not later than (i) 18 months after the date of the original expenditure or (ii) 18 months after the date the Project is placed in service or abandoned (but in no event later than three years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Lease and the Certificates therein issued to finance the Project and shall specifically identify the original expenditures being reimbursed.

SECTION 7. EXPIRATION OF AUTHORITY. If the Superintendent or Executive Director of Finance & Operations and a Board officer have not approved the sale of the Certificates to Baird and executed the related purchase agreement by December 31, 2024, this resolution and all approvals hereunder shall expire.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

CONSENT

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

Board Agenda Item XI.

Title: Resolution Pertaining to Consent Agenda

Date: March 7, 2024

OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for March 7, 2024:

- a. Minutes of February 1 Regular Meeting, Closed Session of February 8, and Closed Session of February 22
- b. Study Session Summary of February 22, 2024
- c. Payment of Bills
- d. Recommended Personnel Items
- e. Gifts and Donations
- f. Electronic Fund Transfers
- g. Policy #534: Equal Educational Opportunity

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



David Law, Superintendent

CONSENT

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

Board Agenda Item XI. a

Title: Meeting Minutes

Date: March 7, 2024

OVERVIEW:

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

1. February 1 regular meeting
2. February 8 closed session
3. February 22 closed session

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: 
Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276

District Service Center

5621 County Road 101

Minnetonka, Minnesota

Minutes of February 1, 2024 Regular Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, February 1, 2024 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Meghan Selinger presided. Other Board members present were: Sally Browne, Kemerie Foss, Patrick Lee-O'Halloran, Dan Olson, Michael Remucal, Chris Vitale and Superintendent David Law, ex officio. The meeting was also livestreamed on the District's YouTube channel.

Prior to the meeting, Board members recognized, via a video, the following groups and individuals: DECA State Qualifiers and DSC Honored Artists from MHS.

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

1. AGENDA

Superintendent Law announced the following modifications to the agenda: removal of the closed session which was to have taken place at the end of the regular meeting, and the removal of Item VII. A – Review of Policy #417: Chemical Use Violations, as more review is needed of that item.

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

2. SCHOOL REPORT FROM SCENIC HEIGHTS

Scenic Heights Principal Joe Wacker, Assistant Principal Nicole Snedden, staff and students updated the Board on the school's belonging efforts thus far this year, including the work of the student radio station KRTS. Students on the Student Belonging Committee also provided updates.

Board members thanked the presenters for their great work.

3. COMMUNITY COMMENTS

Chairperson Selinger noted that this opportunity for comment was available to community members who wished to address the Board on any item on that night's agenda. She also read the guidelines for Community Comments, for the benefit of those who wished to speak.

The following individuals then addressed the Board:

- District employee Noelle Olson spoke regarding the District's Nutrition Services program and her desire that healthy seeds be incorporated into students' meal offerings.
- District parent Nicole Nejezchleba spoke regarding Policy 626 and its weighted grade requirements. She asked the Board to retain the requirement.
- District employee Katie Tuthill read the following prepared statement:

Good Evening Madame Chair, Superintendent Law and Members of the Board.

My name is Katie Tuthill and I'm here to speak on agenda item 9, the open enrollment cap. I don't know if I'm feeling nervous about speaking, or the fact that the camera broadcasting is adding 10 pounds?

My husband and I have been teaching in this amazing district for 24 years. I've taught Kindergarten, 3rd and 4th grade, and I honestly can't imagine doing anything else.

I'm here this evening, to share my perspective on open enrollment, both as a teacher and a parent in the district. You see, in the spring of 2017 my husband and I decided to enroll our daughter in Minnetonka and she would start 6th grade at MME in the fall of 2018. While our home district was great, we knew Minnetonka would be a good fit and also be able to meet her academic needs. The following year our son would start 2nd grade at Scenic Heights.

Because of open enrollment our daughter was able to graduate from one of the best high schools in the state and our son will do the same in 2028. After 18 years of spending more time in our car than our home we decided to move and we were blessed to find a home in the district.

As teachers, we are aware of all the amazing opportunities and programs open enrollment has provided to our students, families and staff. However, over the past few years, our class sizes have continued to increase in size.

This year my teammates and I each have between 30-35 students. This is the most we've ever had in my 24 years of teaching. I did have 30 students during COVID but they were divided into 2 groups of 15, were in different classrooms, and I had a full time para who worked with me to support students. Larger class sizes are not only happening in the elementary levels, but at the middle and high school too.

I don't think anyone will dispute that open enrollment will help our district financially, but what about the quality of education students will receive if class sizes continue to balloon? As teachers, we love what we do, but we are wearing out.

Teachers work hard every day to ensure our students are getting the best education possible. We work countless hours outside our duty day and work with limited para

support, yet more and more is being placed on teachers. Teachers are now told they have to identify, select, and perform speech interventions? Where will it end? All of this on top of increasing class size.

Teachers deserve fair compensation for all that we do. We are the backbone of this district, and I am asking the board to consider releasing more funds to ensure we retain the best teachers.

We are stretched to the max, and we are running out of room. Where will you put these additional students? We have partitions and tables set up in hallways so small groups can meet with support staff. Some of us didn't have enough desks/tables to start the school year because of the increased class sizes.

With increasing enrollment we ask that you increase our compensation to value the additional work we do as teachers, not to mention the inflation that has happened over the past few years. Please adjust the budget and compensate teachers fairly for the countless hours of work we do on a daily basis. Thank you.

- District resident James Bullington spoke regarding his concerns regarding a possible increase in the enrollment cap, including facilities constraints, parking, pickup and dropoff, and inadequate classroom and cafeteria spaces. He asked the Board not to raise the cap.
- District parent Libby Parker spoke regarding her concerns about weighted grade requirements, specifically the requirement that students must pass the AP Test to receive a weighted grade. She asked the Board to remove the requirement.

Chairperson Selinger thanked the community members for their comments.

4. REVIEW AND POSSIBLE APPROVAL OF POLICY #626: SECONDARY GRADING AND REPORTING PUPIL ACHIEVEMENT (WEIGHTED GRADES)

Superintendent David Law shared that the School Board had discussed some proposed changes to Policy #626 at a recent School Board Study Session and that the item was being brought to a regular meeting for the Board to further discuss and then consider approval of those changes.

Background: Minnetonka Public School District Policy #626 Secondary Grading and Reporting Pupil Achievement was created to “establish effective grading and reporting practices that reflect a student’s academic achievement of the course standards.” One of the topics covered in this policy is “Grade Weighting” defined in policy as “the assignment of a greater value to the letter grade’s numeric point value to reward a student for completing the Advanced Placement (AP) and/or International Baccalaureate (IB) course(s) and taking the national/international AP and IB assessments in the spring.” This policy was modified and adopted in June of 2016 and included the following criteria for weighted grading:

“International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher, the courses have been determined to meet the standards of rigor established by the District, and the student successfully achieves a “3” or higher for Advanced Placement courses or a “4” on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of course exam to receive grade-weight status.”

This criteria was selected at that time with the belief that students would be more engaged in their coursework because they were expected to perform well on the AP/IB assessment. Since the policy was implemented, most students enrolled in these courses have earned a weighted grade. Some concerns were raised recently that some students choose not to take these rigorous courses because they are required to perform well on the AP/IB assessment in addition to strong class performance to earn the weighted grade, and the belief was that perhaps more students may participate if they had the option to meet either criteria instead of both.

After a first discussion at the November Study Session, the District conducted a survey of teachers, counselors, parents and students about this policy. A summary of those survey results was presented at the Board’s Study Session in January. The policy was discussed at that Study Session, and some suggested changes were brought forward for the Board at the February meeting for the Board to consider approving.

Lee-O’Halloran moved, Olson seconded, that the Board approve the policy with the recommended changes at it appears in the board packet.

In the discussion that followed, some Board members were in favor of the proposed changes, and others expressed concerns. Board member Foss said that the Board seemed to be moving too fast on this. She also said that the survey data showed that 74% of the teachers did not approve of the recommended changes. Board member Browne noted that the changes that had been made to the policy in 2016 were designed to foster student engagement, and she was wondering about the result. Board member Olson noted that in the teachers’ comments on the survey, most of them didn’t think that a grade of “C” was worth a weighted grade, and that’s what he was grappling with.

Olson moved, Browne seconded, that the original motion be amended to reflect that students must earn a B- or above in the class (not a C-) OR take the test to receive the weighted grade. After discussion, upon vote being taken thereon, the motion failed 0-7.

In the discussion that followed, Board member Vitale noted his concerns with changing the language, noting that the language in tonight’s board packet was different than the language the Board had discussed at their previous study session. Specifically, he noted

that at the study session, the Board had discussed a grading requirement of B or above, and tonight's discussion was centering on a grading requirement of C- or above.

After further discussion, Vitale moved, Foss seconded, that the Board table this discussion and bring it back to the February study session for further review. Upon vote being taken thereon, the following voted in favor: Browne, Foss, Remucal, and Vitale; and the following voted against: Lee-O'Halloran, Olson, and Selinger, whereupon the motion carried 4-3.

Chairperson Selinger noted that this item would be brought back to the February study session for further discussion before considering approval of the changes.

5. **POLICY APPROVALS**

General Counsel and Executive Director of Human Resources Anjie Flowers led the discussion. She explained that the recommended changes to these policies are being driven by recent legislative action.

- #709: Student Transportation Safety - updates are recommended because of new requirements for pedestrian, bicycle and school bus safety training. There are different requirements at each academic level. Accommodations are also available for those students who would need them.

Olson moved, Vitale seconded, that the Board approve Policy #709 as presented. Upon vote being taken thereon, the motion carried unanimously.

- #719: Nutrition Services - updates are recommended because of changes to the cost of meals for students. The language reflects that students are now entitled to one free breakfast and one free lunch per day. There are also new requirements for family notification of low account balances.

Remucal moved, Foss seconded, that the Board approve Policy #719 as presented. Upon vote being taken thereon, the motion carried unanimously.

- #613: Graduation Requirements – updates are recommended because of changes in graduation requirements. MHS Principal Jeff Erickson has stated that the new courses will be ready to go for the Fall 2024 term.

Olson moved, Browne seconded, that the Board approve Policy #613 as presented. Upon vote being taken thereon, the motion carried unanimously.

6. **APPROVAL OF MIDDLE SCHOOL PROGRAM PROPOSAL**

Associate Superintendent for Instruction Amy LaDue, MME Principal Pete Dymit and MMW Principal Freya Schirmacher led the discussion. Over the past two months, the middle school principals, in collaboration with the teaching and learning department, District

leaders and teacher leaders, have developed a comprehensive middle school program proposal based on the findings from the program review presented to the School Board at the November Study Session.

This proposal integrates the information gathered, including stakeholder feedback, during the program review completed over the past ten months. The proposal focuses on the student experience, prioritizing social and emotional development, student interest and strengths, the student knowing themselves as a learner, and providing opportunities for choice and ownership. This robust review process included data from stakeholder surveys and focus groups, information about program structures from regional and national peer schools, and best practices for middle school programming. A program review committee was convened to analyze all the information gathered and develop themes and priorities. Additionally, all middle school staff had multiple opportunities throughout the process for information sharing and feedback loops

Prior to the work this year, the last review of middle school programming was conducted in 2007. While changes following that review have served the school community well, the middle school program has continued to evolve with the addition of the Navigator program and the Spanish and Chinese Immersion programs, as well as an increase in enrollment. These changes, coupled with significant program additions at the high school level, made this an opportune time to again evaluate the middle school program as we strive to best meet both the needs of students and achieve District goals.

The Middle School Program Proposal addresses the five priorities identified and discussed at the November, December and January School Board Study Sessions. These priorities include: 1) creating a more flexible master schedule, 2) differentiated academic support, 3) dedicated social and emotional learning time, 4) the evaluation and expansion of exploratory and elective options emphasizing student choice, and 5) opportunities for teacher professional learning and collaboration. This proposal addresses these five priorities in two phases.

Phase I:

- Implement a modified block master schedule to provide greater flexibility.
- Integrate all Immersion courses into the regular daily schedule, untethering them from advisory.
- Restructure Academic Support options to include integrated intervention and extension, along with flexible support.
- Create dedicated Social and Emotional Learning time for all students.

Phase II:

- Evaluate and expand Exploratory and Elective options that emphasize student choice.

Both phases will include essential teacher professional learning, curriculum development and enhanced opportunities for collaboration. The priorities will focus on design and development of new courses and revisions to existing curriculum. These elements will shape the implementation of the initial phase and the design of the next iteration of courses.

Vitale moved, Lee-O'Halloran seconded, that the Board approve the middle school program proposal for further development and implementation beginning as soon as the 2024-25 school year.

In the discussion that followed, Board member Remucal asked whether the expanded elective opportunities will require more staff. Principal Dymit said no and that the middle schools would offer students more world language options, PE opportunities, music, art, tech ed, FACs and health electives and that we could accomplish this without increasing staff. Board member Browne asked whether there would be an impact to student load and class sizes. Principal Schirmacher there are some inefficiencies in our current staffing model that these changes will help. She said we are not anticipating class size increases. It is a different model, but total student course load would be increased by one section. Board member Browne asked what mechanisms are in place for frequent feedback loops. Principal Schirmacher said she and Principal Dymit have open office hours, meetings with specific departments, meetings with PLCs and staff meetings in place for this feedback.

Board member Vitale thanked Dr. LaDue and Principals Schirmacher and Dymit for their work and asked them to pass along the thanks from the Board to the teachers, staff, students and others who have been involved in the planning process in developing the proposal. Chairperson Selinger said she appreciated the intention and thoughtful approach of the team for this proposal and that it meets the needs of students. She asked whether there would be an issue with attendance if advisory is first hour. Principal Dymit said this is an opportunity to do a check-in right away, set the tone with students for the day, and do triage where needed. He added that if we see high absenteeism, we will move it to another time of day and that other districts who do this say it has not been an issue. Board member Lee-O'Halloran thanked the presenters for the intentionality of the work and for focusing attention on the middle school program and said that the Board is here to support them.

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

7. APPROVAL OF ENROLLMENT CAP

Superintendent Law led the discussion. He explained that the proposal this evening was to increase the current enrollment cap from 11,100 in-person K-12 students to 11,250.

Mr. Law said this will average to 10-15 students per building and that the District will prioritize placing students in classes that are at or below the District's target levels. He added that currently 86% of elementary classrooms are at or below the target levels. The School Board discussed this potential increase at the December 7 School Board meeting and again in January at the Board's study session.

Board member Vitale asked whether we will allow for higher levels than the cap to allow for fluctuation, to allow the District flexibility. He asked whether it restricts the District the way it's written, to have flexibility. Superintendent Law said his goal is to keep buildings at their targets, and it's never perfect but it will be close and that he would keep the Board apprised along the way.

Board member Browne acknowledged there was a community comment about enrollment this evening and other comments had been received, particularly regarding cafeteria and restrooms, so she wanted to reiterate that the Board does not take this lightly to add to enrollment. Superintendent Law said that the District will convene a Facilities Task Force that will examine the District's facility needs, challenges and opportunities, and that will include looking at common spaces to help alleviate when there are crowded areas in schools. Superintendent Law said that there will be more information about this task force at the Board's study session in February and the plan would be for the task force to start work in March. It will be comprised of staff, parents and community members, and more information will be forthcoming. Board member Lee-O'Halloran echoed Board member Browne's comments and said the Board would not be considering this change if the Board didn't think it was necessary financially and that if the Board does not do this, there would be a worse impact on students. Board members Selinger and Vitale both noted that the Board wishes there were other ways to increase funding.

Olson moved, Vitale seconded, that the Board approve the enrollment cap, including limits by grade and site, as shown in the board packet. Upon vote being taken thereon, the motion carried unanimously.

8. APPROVAL OF IPAD LEASE PURCHASE

Executive Director of Finance and Operations Paul Bourgeois led the discussion. By way of background, he noted that on May 31, 2018, the School Board had approved a Master Lease Purchase Agreement with Apple, Inc. for the three-year lease purchase of iPads. The Master Lease Purchase Agreement was set up so that subsequent lease purchase agreements could be added to the Master Lease Purchase Agreement as a new schedule of documents.

The District set up this rolling 3-year rotation so that all iPads could be replaced on a three-year rotation. This ensures that all iPads are updated at the same time from the same Apple production runs so that they all function the same internally. This process ensures that a software solution to run on one iPad will then run on all the iPads from that same production run. It also ensures that the computing power of the iPads are improved every three years so that they have the capability of running the most recent versions of the instructional software of the District.

At this time, the District will be lease purchasing 8,100 iPads and associated equipment such as covers and Apple Pencils on the same three-year lease purchase rotation, and will

be purchasing 200 Apple MacBook laptops at a total cost of \$2,770,595. The cost of the iPads will be \$2,570,595, or \$317.36 per unit (lower than the 2021 cost of \$335.98 per unit), and the MacBooks will be \$1,000 per unit. Apple is offering these units to the District at 0.00% interest. The District is purchasing the units using State Contract pricing.

Principal payments will be made from the Capital Projects (Technology) Fund as follows:

04/05/2024	\$100,000.00
07/08/2024	\$823,531.67
07/08/2025	\$923,531.67
07/08/2026	\$923,531.67

Later this fall, after they have been collected and catalogued, the District will be selling approximately 8,000 “retiring” iPads in a reverse auction to bring in revenue to partially offset a significant amount of the purchase price of the new tranche of iPads. Past reverse auctions have brought in sales revenue of over \$125 per unit, so it is a conservative estimate to assume that these iPads could also bring in revenue of \$125 or more each. Any sale proceeds will be deposited back into the Capital Projects Fund.

Vitale moved, Foss seconded, that the Board approve the following motion:

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the lease purchase of 8,100 iPads and support equipment and 200 MacBook Air laptops in the amount of \$2,770,595 and,

BE IT FURTHER RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve the Master Lease Purchase Agreement, Exhibit 1, and Exhibits D, E and G and authorizes Administration to execute the necessary lease-purchase contract documents to complete the acquisition of the iPads and support equipment in time for deployment of the equipment for the start of the Fiscal Year 2025 School Year on September 3, 2024.

Upon vote being taken thereon, the motion carried unanimously. Board member Olson noted that the funds for this purchase must be used specifically for technology and cannot be moved to another fund and/or used for another purpose, such as salaries and benefits. Mr. Bourgeois confirmed that this was the case.

9. ACCEPTANCE OF BID FOR WATER SUPPLY SYSTEM REPLACEMENT AT MME

Mr. Bourgeois presented this item to the Board. He noted that as part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of the original 1964 MME heat exchanger and condensate tank for hot water has been scheduled for future years. Also, the replacement of the original 2008 ultraviolet light filter system for the Aquatics Center Pool has been scheduled for future years. However, good bid results on other projects for summer 2024 makes it possible for these projects to be moved up and undertaken in 2024.

The MME heat exchanger and condensate tank will be replaced by energy-efficient gas-fired water heaters as well as a new recirculation pump, condensate tank and water softeners. In the pool area, the original 2008 ultraviolet light filters that were reaching the end of their service life will be replaced with new ultraviolet light filters with double the capacity, which will add redundancy to the system.

The budget estimate for the project is \$700,000. Bids were opened at 2:00 PM on Tuesday, January 16, 2024. Three bids were received for the project as follows:

Northland Mechanical Contractors	\$612,200.00
Uhl Company	\$651,000.00
Peterson Sheet Metal	Non-Spec Bid

Mr. Bourgeois recommended that the Board accept the low bid.

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

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Northland Mechanical Contractors in the amount of \$612,200.00 for replacement of water supply system components at Minnetonka Middle School East in summer 2024.

Upon vote being taken thereon, the motion carried unanimously.

10. **CONSENT AGENDA**

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

- Minutes of January 4 Regular Meeting and Closed Session; and Closed Sessions of January 18, 2024
- Study Session Summary of January 18, 2024
- Payment of Bills – in the sum of \$13,991,620.56
- Recommended Personnel Items
- Gifts and Donations for January 2024: \$163.80 from the American Online Giving Foundation and \$150.00 from the Blackbaud Giving Fund; both to be placed in the Groveland Elementary School Principal Discretionary Fund. \$1,000.00 from the Deephaven PTA to be placed in the Deephaven Elementary School Teacher Grants Fund. \$3,901.01 from the Minnewashta Elementary PTO to be placed in the Minnewashta Elementary School Classroom Enrichment Fund. \$100.00 from Jimmie Sneed to be placed in the MCE Fund. \$100.00 from Bobby & Frankie Hogue to be placed in the MCE Leslie Kaufman Memorial Fund. \$15,000.00 from Medical Information Technology, Inc. to be placed in the Minnetonka Public Schools General Fund. \$5.60 from the Blackbaud Giving Fund to be placed in the MMW Principal Discretionary Fund. \$102.95 from the Blackbaud Giving Fund to be placed in the

Minnewashta Elementary School Principal Discretionary Fund. \$2,500.00 from the Gene Haas Foundation to be placed in the MHS Robotics Team Fund. \$70.00 from Charities Aid Foundation America to be placed in the Deephaven Elementary School Principal Discretionary Fund. \$3,564.00 from the Kopp Family Foundation to be placed in the MCE Preschool Scholarships Fund. \$500.00 from Knewtson Family Chiropractic to be placed in the MHS Baseball Program Fund. \$2,750.08 from Eldridge S. Chase III to be placed in the Excelsior Elementary School Sam Chase Fund for Kindergarten Programming and Curriculum. \$30,000.00 from the Clear Springs Elementary PTO to be placed in the Clear Springs Elementary School Field Trip Fund. Total Gifts and Donations thus far for 2023-24: \$507,463.03.

- Electronic Fund Transfers
- American Indian Parent Committee Resolution
- Pay Equity Report
- Out of State Student Travel

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

11. **BOARD REPORTS**

Board member Olson noted that he had recently attended the monthly Finance Advisory Committee meeting where they discussed budget challenges, the CASE committee's advocacy work with the legislature, and the District's health insurance plan. They also took a tour of the new VANTAGE/MOMENTUM building.

Board member Foss reminded everyone of the upcoming Dream Makers event, put on every year by the Minnetonka Foundation. She noted that the event is sold out, but those not able to attend can still bid on items in the silent auction. The link to the auction can be found on the Foundation's website.

12. **SUPERINTENDENT'S REPORT**

Superintendent David Law shared that the District's 19th annual Celebration of Excellence Awards event is coming up in May and that nominations for all of the awards categories opened today. He encouraged everyone to nominate a teacher, para, other staff member or school volunteer for an award.

Superintendent Law also shared that Board member Lee-O'Halloran has been working hard in leading the CASE (Community Action for Student Education) Committee and that he's helping the District to make progress on connecting with elected officials to further the District's legislative priorities. There is a CASE meeting coming up on February 12 for anyone who would like to get involved in advocating for school funding. Those interested can reach out to Carrie Voeltz at the DSC.

13. **ANNOUNCEMENTS**

Board member Lee-O'Halloran shared that the CASE Committee will be meeting on Monday, February 12 at 5:00 p.m. at the DSC in the Community Room for anyone interested in joining and assisting with legislative advocacy.

14. **ADJOURNMENT**

Vitale moved, Foss seconded, adjournment at 9:10 p.m. Upon vote being taken thereon, the motion carried unanimously.

A handwritten signature in black ink, appearing to read "Chris Vitale", is positioned above a horizontal line.

Chris Vitale, Clerk

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276

**Service Center
5621 County Road 101
Minnetonka, Minnesota**

Minutes of February 8, 2024 Closed Session

The School Board of Minnetonka Independent School District #276 met in closed session at 7:32 a.m. on Thursday, February 8 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Meghan Selinger presided. Other Board members present were: Sally Browne, Kemerie Foss, Patrick Lee-O'Halloran, Dan Olson, Chris Vitale and Superintendent David Law, ex officio. Absent: Patrick Lee-O'Halloran.

(Board member Mike Remucal joined the proceedings at 7:37 a.m.)

Also present in the room were Assistant Superintendent for Instruction Amy LaDue, General Counsel and Executive Director of Human Resources Anjie Flowers, Executive Director of Special Education Christine Breen, and attorney Adam Frudden. Joining virtually was attorney Laura Tubbs Booth.

Chairperson Selinger called the meeting to order and announced that in accordance with Minnesota Statutes 13D.05, the meeting would be closed to the public in order to discuss an attorney client privileged matter relating to the MDE complaint 24-043C. Due to attorney client privilege, the proceedings would not be recorded.

At 8:25 a.m., Olson moved, Remucal seconded, that the School Board adjourn the closed session. Upon vote being taken thereon, the motion carried unanimously.



Chris Vitale, Clerk

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276

**Service Center
5621 County Road 101
Minnetonka, Minnesota**

Minutes of February 22, 2024 Closed Session

The School Board of Minnetonka Independent School District #276 met in closed session at 4:34 p.m. on Thursday, February 22 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Meghan Selinger presided. Other Board members present were: Sally Browne, Kemerie Foss, Patrick Lee-O'Halloran, Dan Olson, Mike Remucal, Chris Vitale and Superintendent David Law, ex officio.

Chairperson Selinger called the meeting to order and announced that in accordance with Minnesota Statutes 13D.03, the meeting would be closed to the public in order to discuss the superintendent's mid-year performance review. Chairperson Selinger said in keeping with District Policy #205: Open and Closed Meetings, the proceedings would be recorded.

At 5:45 p.m., Olson moved, Remucal seconded, that the School Board adjourn the closed session and move to study session. Upon vote being taken thereon, the motion carried unanimously.



Chris Vitale, Clerk

CONSENT

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

Board Agenda Item XI. b

Title: Study Session Summary

Date: March 7, 2024

OVERVIEW:

The summary of the proceedings of the Minnetonka School Board's February 22 Study Session is attached.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Summary of February 22, 2024 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, February 22, 2024 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Meghan Selinger presided. Other Board members present were Sally Browne, Kemerie Foss, Patrick Lee-O'Halloran, Dan Olson, Michael Remucal, Chris Vitale and Superintendent David Law, ex officio.

Prior to the study session, the Board met in closed session to conduct the superintendent's mid-year performance review.

REVIEW OF FY24 AMENDED BUDGET

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He explained, by way of background, that the District continually monitors actual revenue and expenditures against budgeted amounts through the year, and typically makes mid-year budget adjustments to reflect any changes in revenue and expenditure projections that have materialized in the first 6-7 months of the year.

Mr. Bourgeois noted that the information presented this evening is for FY24 only. The FY25 budget is in the process of development during the months of February through May for final approval in June prior to the start of FY25 on July 1, 2024. Initial projections are included for informational purposes, but as part of the FY25 budget process, updated projections including any changes by the 2024 Legislature for FY25 and subsequent years will be presented at that time.

Also, as of the date of this Study Session, the FY24-FY25 Minnetonka Teachers Association contract is still being negotiated. Any differences in the final negotiated settlement from the compensation assumptions included in this FY24 Amended Budget and projection for FY25-FY29 will result in changes to both the FY24 Amended Budget and the FY25-FY29 projection.

The FY24 Amended Budget projection includes all the known changes in revenues and expenditures that have occurred since the FY24 Budget was adopted on June 15, 2023. The General Operating Fund Amended Budget currently estimates a surplus of \$1,252,283, which is down (\$812,842) from the Adopted Budget amount of \$2,065,125.

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

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

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

General Operating Fund Revenues	\$162,407,686
General Operating Fund Expenditures	\$161,155,403
Projected Revenues Over (Under) Expenditures	\$ 1,252,283
Net Change in Ending Fund Balance	\$ 1,252,283
Projected Ending Unassigned Fund Balance	\$ 23,329,504
Unassigned Fund Balance as Percent of Expenditures	14.5%
Net Change in Unassigned Fund Balance From FY23	\$ 1,509,349

Mr. Bourgeois then went over amended budgets for the Nutrition Services Fund, Community Service Fund, Capital Expenditures Fund, Debt Service Fund, Fiduciary Funds-Donations, Athletic Equipment Fund, Self-Insurance Health & Dental Fund, Other Post-Employment Benefits Fund, Arts Center Fund, Dome Operations Fund, Aquatics

Fund, Pagel Center Operations Fund, Long Term Facilities Maintenance Fund, Building Construction Fund, OPEB Bonds Debt Service Fund, and Capital Projects Technology Fund.

In the discussion that followed, Board member Vitale offered his thanks to Mr. Bourgeois and Coordinator of Budget and Financial Systems Ashwin Muni for their hard work on the budget over the years. He noted that for many years, the District had been growing by approximately 200 students per year, and that is no longer happening, which makes a big difference in the bottom line. Board member Olson noted that the budget had been discussed at the last Finance Advisory Committee meeting, and the big takeaway at that meeting was that we have work to do at the legislature regarding school funding needs.

CITIZEN INPUT

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

The following individuals then addressed the Board:

- District resident Betsy Lindgren addressed the Board regarding the ongoing negotiations with the MTA and expressed her support for the District's wonderful teachers.
- District employee Dan Chies read the following prepared statement:

Madame Chair, Superintendent Law, and members of the School Board.

My name is Dan Chies, and this is my 13th year teaching, and 7th at MMW, teaching STEM and technology courses. While reading about possible budget cuts and staffing reductions scares me, I'm here to talk about another facet of all this - health care. Last year our healthcare premiums went up 8%. This year we hear they could go up close to 20%. These increases could only compound year after year. And sounds like deductibles are going up also. Sure, I could debate going in when I'm sick. We all do that. We always question if we're actually sick enough to see a doctor and pay. But - I don't have the luxury of debating whether to go in... I'm required. Exactly 5 years and 56 days ago, I didn't wake up for work - I woke up in the hospital. At 1am I'd had a massive seizure - and by 1pm the next day it was determined I had a 24 cubic centimeter brain tumor - I was in surgery the next day. We later learned I'd been having micro-seizures for YEARS. But. I hadn't gone to the doctor.

What did it cost? A 6-hour surgery, 2 days in the ICU, 8 MRI's the first year. How about a cancer biopsy? Luckily mine was negative. Physical therapy, mental health therapy, medications, and 19 staples. Do you know what the 5-year survival rate of any brain tumor is? It's not 100%. Yet here I am.

Do you know who had my back? My partner. My family. My friends. My coworkers who jumped into my classes and THEN started a MEAL TRAIN to my house- I was told "we got your back."

Do you know who else had my back? This district. An underestimate of my medical cost of that first year is \$50,000, I paid just the deductible. And for all of that support and coverage, I am grateful.

However, brain tumor survivors require ongoing care. Due to the rarity of my tumor type, I require monitoring MRI's and visits to my neuro-oncologist every 6 months. My doctor has told me that these MRIs and the meds I take to control seizures and neuropathic pain, will both continue indefinitely.

Each of these visits cost - pre-coverage out of pocket, \$3,500. Sure, there's insurance - but the amount I pay - the real bills - never ever get lower.

I brought my family here tonight to show you that we aren't just a few people holding signs or honking horns. We aren't numbers on a spreadsheet somewhere. We are real people. With families. With needs.

You say budget reductions are needed. Please increase the funding to settle our teacher contract and help reduce the expenses we will endure with these new increases in healthcare. One time money on the salary schedule doesn't help with anyone's healthcare costs. We need ongoing money to help offset inflation and healthcare costs.

For the past 7 years, this district has had my back - Why don't you have it now?

- District parent Maria Helena Moreno addressed the Board regarding the ongoing negotiations with the MTA and expressed her support for the District's teachers and staff.
- District parent Tara Lee Stone addressed the Board regarding her concerns about weighted grade requirements in Policy 626, specifically the requirement that students must pass the AP Test to receive a weighted grade. She asked the Board to remove the requirement. She noted that neighboring districts weight their grades in these courses, but they do not require that students take the test or pass the test to receive the weighted grade.
- District parent Felicia Homberger addressed the Board regarding her concerns with Policy 626. She asked that the Board remove the requirement that students must pass the AP Test to receive a weighted grade, saying it causes students undue duress. She noted that her colleagues at the College Board do not support the requirement. She also expressed support for the district's teachers during the ongoing contract negotiations.

Chairperson Selinger thanked the individuals for their comments.

SELF INSURANCE FUND UPDATE

Mr. Bourgeois led the discussion. By way of background, he explained that the district has been self-insured for employee health and dental insurance since July 1, 2002. Self-Insurance for health and dental benefits means the District has its own plan for health and dental benefits, and then contracts out third-party administration for the adjudication of claims. Premiums are contributed by employees out of the bi-weekly paychecks and by matching amounts from their fringe benefits compensation.

The School Board are the Trustees of the Self-Insurance Fund. There is a self-insurance advisory committee made up of representatives of all the employee groups of the District. This body makes recommendations to the School Board on annual premium levels and plan benefit levels for the School Board to consider when they are setting the annual premium rates and any plan design changes.

The Self-Insurance Fund has been very beneficial to both the District and employees. Since its inception, annual premium increases have averaged 3.39% over the first 22 years of the Self-Insurance Fund.

In FY23, the Self-Insurance Fund finished the year with a cash balance of \$10,979,565 and a fund balance after liability accruals of \$8,801,165. Expenditures exceeded revenues by (\$1,842,302) as there was a spike in large claims, and claim expenses increased overall due to usage after the pandemic and inflationary pressures.

Over Fiscal Years 2020 through 2022, because of the COVID-19 Pandemic muting medical activity, the Self-Insurance Fund ended up with higher-than-normal year end-surpluses. In normal years, premium levels are set at an amount that would generate a break-even to slightly above break-even level of surplus. During those three fiscal years, surpluses totaled a cumulative \$5,437,771. As a result, premium levels for FY23 were left at the same level as the prior year for the second year in a row. In FY24, the Self-Insurance Fund is projected to utilize (\$2,907,627) of those additional surplus funds to cover all expense of the Fund, in effect “giving back” a portion of the larger-than-normal surplus from Fiscal Years 2020 through 2022. Looking forward to FY25, medical claims trend (CPI) is projected to increase at 6.8% and pharmacy claims trend is projected to increase by 9.9% according to the Segal Health Plan Cost Trend Survey.

There is also the backdrop of the overall inflation rates for the country which is impacting health care provider costs. Per the Bureau of Labor Statistics, the Calendar Year 2021 inflation rate was 7.0%, the Calendar Year 2022 inflation rate was 6.5%, and the Calendar Year 2023 inflation rate was 3.4% which compounds to 17.8% over three years. Inflation is projected to be “sticky” for calendar 2024 and into calendar 2025, so it will impact the FY25 Self-Insurance Plan Year.

In FY24, premiums were increased 8% for health coverage and 4% for dental coverage. Despite these increases, the Self-Insurance Fund is currently projected to again have a shortfall of revenues to expenses of approximately \$2.9 million. In addition to continuing

inflationary pressures, the Self-Insurance plan is experiencing a higher-than-normal level of high claim costs. Several areas of coverage are running at large percentages more than the average cost of Health Partners' book of business.

In light of these inflationary pressures, coupled with the fact that health insurance usage has returned to pre-Pandemic levels, the initial CBIZ Actuaries recommendation for health insurance premium increases for FY25 was for a 22.23% increase to break even for the year.

At the meeting of February 5, 2024, The Self-Insurance Advisory Committee looked at an option to increase pharmacy copays to \$50 and deductibles by \$300 across the board, with Maximum Out Of Pocket limits increased by like amounts. This combination would reduce the premium increase to a projected 18.47% per CBIZ Actuaries. The Self-Insurance Advisory Committee asked administration and the District advisory CBIZ to look at an option that would lower the copay increase and bring the premium increase to under 20%, in the 19.5% +/- range. Several options related to that will be looked at during the next Self-Insurance Advisory Committee Meeting on February 26, 2024.

For the Dental Plan, the proposed premium increase is 7% strictly because of inflationary pressures of the past several years driving rising costs.

The Self-Insurance Advisory Committee will have to vote on a recommendation to the School Board at the committee's February 26, 2024 meeting, as to comply with requirements of the Affordable Care Act to have premiums communicated to members of a plan at least 90 days before the premium takes effect. The School Board must set premium rates for Health and Dental Insurance for FY25 at the March 7, 2024 School Board Meeting.

In the discussion that followed, Mr. Bourgeois noted that healthcare costs will be a part of negotiations with all the district's bargaining groups going forward. Superintendent Law said that zero percent increases are really not a good idea going forward. Board member Olson noted that one of his family members is a district employee, and his family receives health insurance through the district. He said he has compared MN Care plans, and their plans do not offer nearly the same amount of benefits as the district plan, while at the same time being much more expensive. Chairperson Selinger thanked the members of the Self Insurance Advisory Committee for their hard work on preparing a recommendation to the Board. She noted that the recommendation would be voted on at the March 7 regular Board meeting.

MTSS UPDATE

Associate Superintendent Dr. Amy LaDue and Executive Director of Special Education Dr. Christine Breen led the discussion. They began by giving a review of MTSS:

MTSS is a framework focused on delivering high-quality instruction in the area of academics, as well as social and emotional learning. This continuous-improvement process relies on data-based decision-making and problem-solving across all levels of the educational system to support students. The framework supports alignment and integration of various District operations and systems to facilitate efficiency and effectiveness in order to maximize student success.

A critical aspect of an MTSS framework is an aligned system that ensures high-quality core instruction for all students, which encompasses academics along with social and emotional development. Core instruction in these areas includes the learning all students engage in through district curriculum and programs to achieve Minnetonka essential learnings, State standards and District goals. In addition, the framework provides a system for consistent Tier 2 and Tier 3 instruction in academics, social and emotional learning, and behavioral supports.

Utilizing the findings from Phase 1 and 2 of the MTSS evaluation, conducted over two school years, and the priorities identified for the District as a result, a 3-year implementation plan was developed. The District is in Year 2 of implementation of the 3-year action plan.

The District continues to partner with the Center for Applied Research and Educational Improvement (CAREI) for guidance and technical assistance for the ongoing development and implementation of the District MTSS Framework.

Action Plan - Key Components

The District Action Plan is organized by three key elements: Infrastructure and Support, Assessment and Decision-Making, and Multi-level Instruction. Each year the action plan is designed to further build the capacity of staff to implement a systemic MTSS framework. In this update, progress in development of the Infrastructure and Support is a significant focus area. This includes the progress with teams, centering on professional learning communities (PLCs) and school-based student support teams (SST). Additionally, progress with the development and deployment of the process guide, designed to be both aspirational and informative, will be shared. In the area of Assessment and Decision-Making the focus is an update regarding the onboarding and initial implementation of the newly adopted data warehouse, eduCLIMBER. The Multi-level Instruction component update will focus on the intervention inventory that CAREI completed to guide and inform District decisions in Tier 2 and Tier 3 instruction.

Significant progress is being made with all action steps outlined in the District MTSS plan and a comprehensive update on all aspects of the Year 2 action plan will be provided in a year-end report.

Teams

In the strategic development and implementation of a Multi-tiered System of Supports framework there are four levels of collaborative teams: District, Building, Grade-level/PLC, and Student Support (Figure 1). Much of the professional learning work in 2023-24 has been concentrated on furthering the understanding of the purpose and practices for both PLC and SST teams.

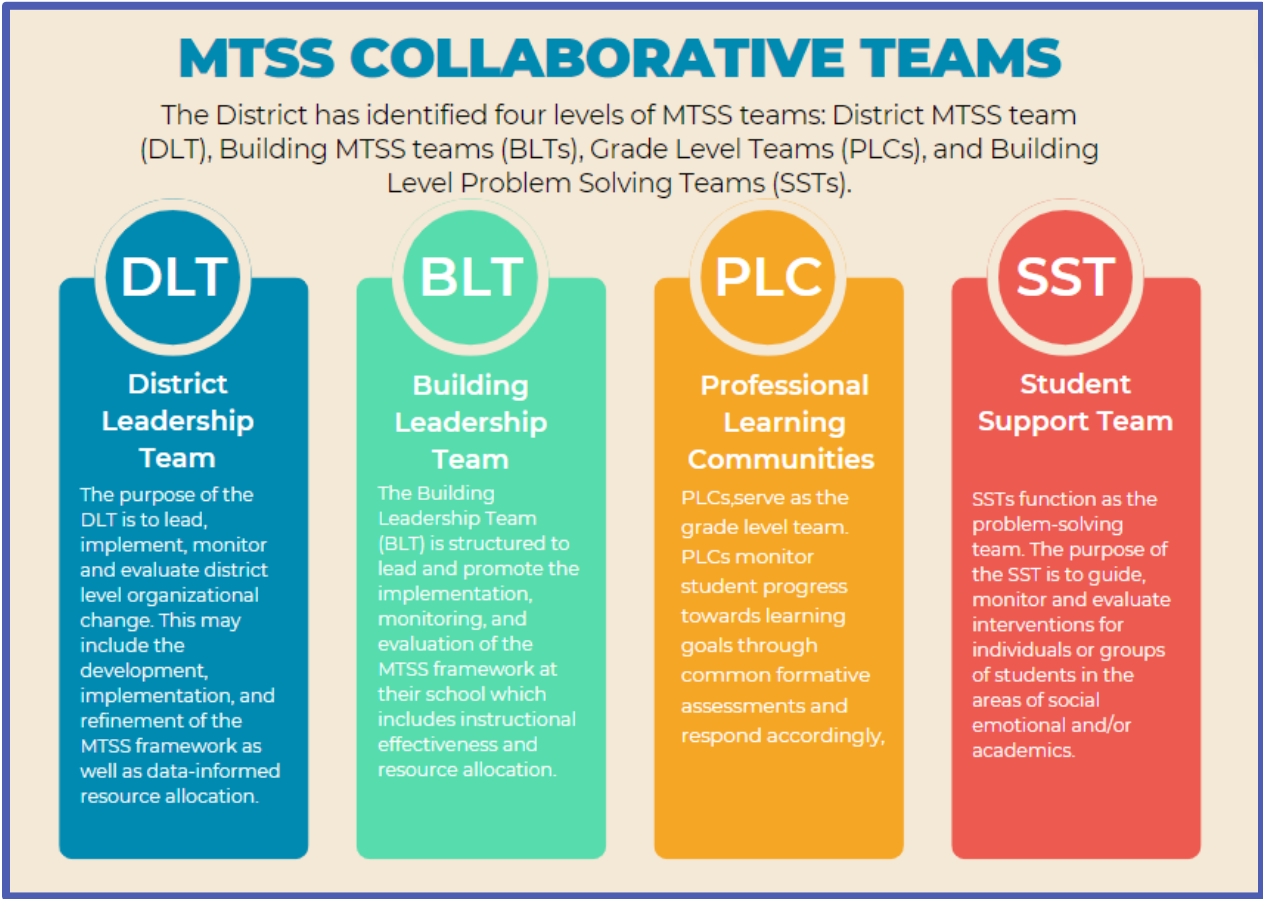


Figure 1: MTSS Collaborative Teams

Refining and Realigning Professional Learning Community Practices

The Professional Learning Community (PLC) functions as one of the four MTSS collaborative teams. While PLCs have been supporting teachers in meeting the needs of their students for over fifteen years, it was determined in the 2022-23 school year that common understandings of PLC practices and structures would be necessary for teams to fulfill the expectations of the MTSS Grade Level Team. To that end, site and district administrators and teachers from around the District committed to deepening their understandings of PLCs.

To ensure that administrators and teacher leaders had common understandings of PLC practices, a team attended the nationally renowned PLC at Work Institute in Minneapolis in the summer of 2023. At the end of each day, the team convened to discuss key

takeaways and next steps. At the conclusion of the conference, each attendee reflected on their learning through a survey. Several themes emerged from the data.

- Collaboration and feedback are integral to successful PLCs. Educators are encouraged to work together, share ideas, and provide constructive feedback to one another. Teams should focus their collaboration on tasks that improve student learning such as identifying essential learnings, analyzing student work, and engaging in professional dialogue rather than using the collaboration time to complete logistical tasks such as planning field trips. By working collectively, teachers can refine their instructional practices and enhance student learning outcomes.
- Data-driven practices are central to effective PLCs. Educators are encouraged to use data to inform their instructional decisions, identify areas of strength and growth, and monitor student progress. This includes administering common assessments, analyzing data collaboratively, and using evidence-based strategies to address student needs. By utilizing data effectively, teachers can make informed decisions that lead to improved teaching and learning outcomes.
- Differentiated instruction and the identification of essential standards are essential components of PLCs. Educators are encouraged to identify the most critical knowledge and skills students need to master and focus their instruction on those essential standards. Differentiating instruction to meet individual student needs and providing targeted interventions and enrichment opportunities are key strategies within PLCs.
- The integration of social-emotional learning (SEL) alongside academic learning was emphasized as critical for student success. Teachers were encouraged to develop clear expectations for behavior intervention plans and foster a compassionate culture within their classrooms and schools. Building strong relationships and classroom culture, setting norms collaboratively, and individual goal-setting with students were highlighted as key strategies for effective teaching and learning.
- The conference also addressed the need for effective intervention systems to support student learning. It was suggested to create a schoolwide intervention plan that involves all staff members, dividing and reorganizing human resources to create intervention and extension groups. The importance of identifying essential learning targets and basing interventions on student needs rather than grade-level expectations was emphasized.

The identified themes align directly with the expectations of PLCs as the grade level team in MTSS. The team attending the conference acknowledged that these were aspirational and could become reality with intentional professional learning for both teachers and administrators as well as adjusting PLC systems and structures.

Specific steps were taken to address these aspirational goals. During the first quarter of the 2023-24 school year, PLC teams at each school met collectively and centrally. Each meeting started with either an in-person mini-lesson or a short video focused on one core PLC concept and was followed by supported reflection and application of the concept. The topics addressed in the professional learning series included:

- What Are Essential Learnings?
- Collective Commitments
- Collaborative Common Formative Assessments
- SMARTer Goals

Elementary content specialists (art, media, music, and physical education) and secondary teachers had deeper learning on PLC concepts and practices while their elementary colleagues were engaged in deep literacy learning. Members of the Teaching and Learning team led this work on the three professional learning days this year.

To increase the levels of support, each PLC was assigned to both an administrator and an instructional coach. The administrator is responsible to review each of their assigned PLCs' One-Stop-Shop at the end of quarters one and three and focus their feedback to the team on the essential learnings the teams identified. Principals collaborated at a principal meeting to ensure consistent feedback on essential learnings. At the mid-year, the Alternative Pay Oversight Committee provided feedback on SMART goals. Monthly, teacher instructional coaches review PLC notes and provide guidance. Coaches and site administrators meet monthly as well to discuss trends in PLCs.

The one-stop-shop also evolved to better reflect the PLC focus. Teams were asked to reflect on how the meeting *improved student learning* and to *include the interventions and extensions* they were providing to their students. On the Essential Learning and CFAs tab, teams were asked to draw a line from the essential learning to the collaborative common formative assessment connected to it and to use both of these as the foundation for their SMART goals.

PLC Meeting Notes			
The purpose of a PLC is to ensure EVERY student is learning at high levels.			
Guiding Questions: (1) What do we want students to learn? (Essential Learning) (3) How will we respond when students don't learn? (Intervention) (2) How will we know if students have learned? (Assessment) (4) How will we respond if students already know it? (Extension)			
Mtg # / Meeting Date	Members Absent	Notes on how this meeting has improved student learning. Include interventions and extensions.	SMART Goals (Student Learning)
Example Entry		EXAMPLE: We discussed ____ (essential learning). The team agreed to give ____ common formative assessment on ____, and to analyze student data. Looked at student data from ____; discussed common errors and how to support students' learning. <i>Students that did not meet standard will receive ____ intervention, and students that met standard will receive ____ extension.</i>	EXAMPLE SMART Goal: By ____ (date), every learner will demonstrate understanding/mastery of ____ (specific learning) at ____ (desired proficiency level) with ____ assessment as evidence.
Mtg 1			No SMART Goal yet
Mtg 2			No SMART Goal yet
Mtg 3			No SMART Goal yet

+ ≡ 1) Notes ▾ 2) Members & Commitments ▾ 3) Essential Learnings & CFAs ▾ Q1 Reflections ▾ Q2 Reflections ▾ Q3 Reflections | <

The purpose of a PLC is to ensure EVERY student is learning at high levels.	
Essential Learnings & Common Formative Assessments	
Guiding Questions for Essential Learnings: What is critical for EVERY student to know and do by in our classes? What learning and skills will we PROMISE for every student?	Guiding Questions for Common Formative Assessments: How will we know students have these skills and knowledge? What will we do to ensure learning happens? How will we respond?
Essential Learnings Resources	Common Formative Assessments Resources
Identified Essential Learnings - Semester One Identify the essential learnings on which to focus your PLC work RIGHT NOW. You may add to this as the semester progresses.	How might we monitor progress towards this essential learning? - Semester One What common collaborative formative assessment(s) might align with each essential learning?
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+ ≡ 1) Notes 2) Members & Commitments 3) Essential Learnings & CFAs Q1 Reflections Q2 Reflections Q3 Reflections < >

Figure 2: Excerpts from PLC One-Stop-Shop 2023-24

Student Support Team Decision-Making Framework and Standard Treatment Protocol

During the 2023-2024 school year, an intentional focus has been on training staff who participate on our Student Support Teams (SSTs) , specifically school psychologists, special education facilitators, principals and assistant principals. These trainings, facilitated by Dr. Ellina Xiong, have centered around the use of a Decision-Making Framework and Standard Treatment Protocol. Adopting a formal or standard decision-making process to facilitate effective decision-making was a first step in the training process. Using a formal decision-making process ensures a structured and standard data review process, promotes collaboration and effective teamwork, and ensures a systematic process of identifying effective interventions that lead to improved outcomes. Minnetonka chose the Problem-Solving Model, which is a structured process to facilitate decision-making and consists of five stages that are cyclical. These stages include problem identification, problem analysis, plan development, plan implementation, and plan evaluation. Each stage is driven by core questions and specific tasks and the model can be used to develop instruction and interventions across tiers to address remedial and advanced learning needs.



Figure 3: Problem-Solving Model

Once the decision-making framework is solidified, teams can begin applying a Standard Treatment Protocol at the SST meetings. This model provides standard interventions chosen to address the most common student areas of need within the school, with interventions readily available for students as soon as needs are identified. The District continues to partner with CAREI in order to narrow down and identify which evidence-based interventions the District elects to continue to use and additionally, which interventions the District wants to add to our system in the areas of reading, math and social and emotional learning.

The training of SSTs is pertinent to the growth of MTSS in the District, as the District previously utilized SSTs in a different manner. Prior to year 2 of our action plan, SSTs were utilized to problem-solve students requiring differentiation at Tier 1 and Tier 2, creating a backlog of students needing to be discussed. As the District has implemented this new decision-making framework, as well as worked with PLC teams to ensure teachers understand and feel equipped in their role of supporting students in Tier 1 and into Tier 2 in their classrooms, SSTs are functioning much more effectively in applying a Standard Treatment Protocol to students not making progress at Tier 2 and requiring Tier 3 interventions.

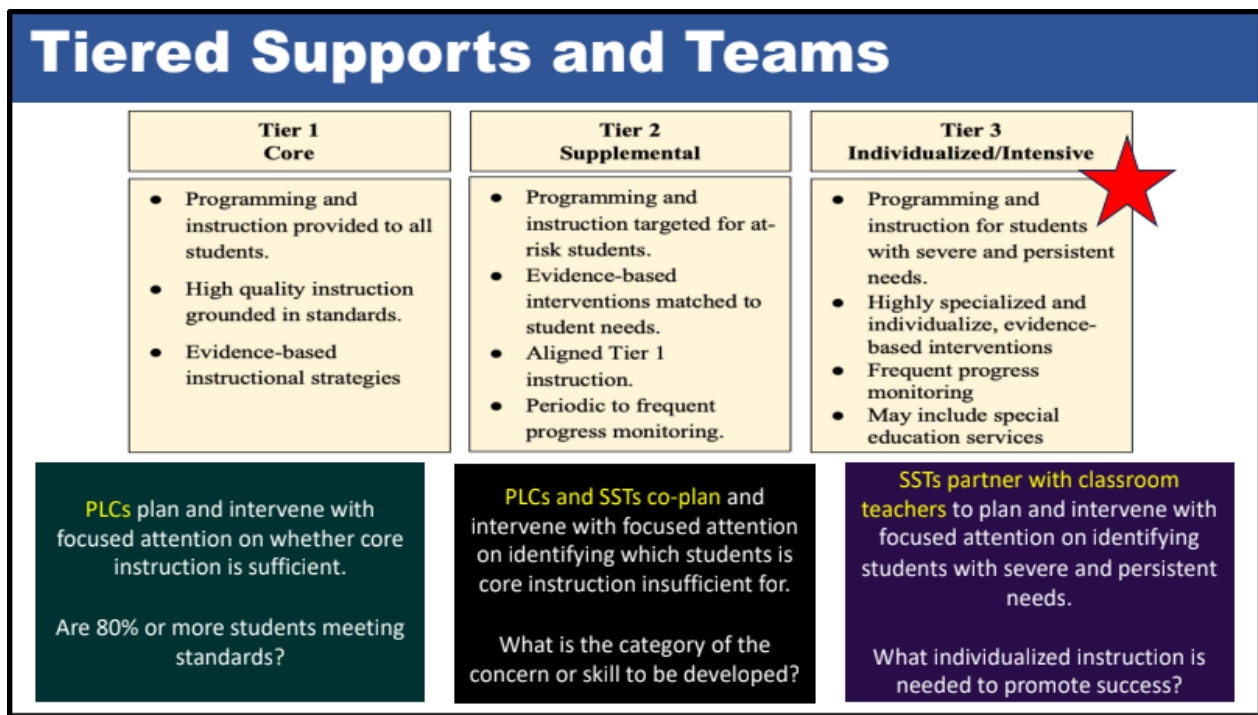


Figure 4: Tiered Supports and Teams

Intervention Inventory

As a part of the District partnership with CAREI, a comprehensive evaluation of existing Tier 2 and Tier 3 resources was completed during the spring and summer of 2023. The goal of this inventory was to understand the resources, tools and programs being used across the District and to understand the gaps that exist. In the 2022-23 school year, building leadership teams including interventionists and administrators, used tools and methods co-designed with CAREI to collect information regarding reading, mathematics, social, emotional and behavioral interventions available and/or being utilized at each site, districtwide.

This inventory resulted in identification of the evidence-based interventions currently being used at schools within the district. The District Leadership Team is using this information to guide decisions about which interventions should be expanded districtwide, which areas may need new intervention resources, which interventions are promising and should be further studied, and which interventions are not evidence-based that should be discontinued.

Next steps are identifying alternative interventions as necessary. Further, it is expected that as a result of the READ Act, the MDE will be providing a list of evidence-based resources in the area of literacy. Efforts will be made to ensure Tier 2 interventions are standardized, delivered by staff trained in the intervention, and group size and dosage are optimized for the age and needs of students being served.

Process Guide

To support the implementation of MTSS districtwide, CAREI recommended the District develop an MTSS Process Guide to provide a common foundation and deepen the understanding of core components and subcomponents of Minnetonka's MTSS Framework. Based on this recommendation, a process guide sub-committee was created during the 2021-22 school year. Members of the process guide committee include the Director of Assessment and Evaluation, Director of Curriculum, an elementary principal, an academic strategist, and a CAREI team member.

Throughout the development of the Process Guide, with input from many staff outside of the committee, there have been new insights and updates. The Guide is not only designed to represent and provide clarity around the current District MTSS practices, but it is also designed to be aspirational. Because of the aspirational nature of the process guide, it will inform staff with their current MTSS work and provide guidance for future steps.

At this time, final revisions are being made to the first version of the Process Guide; this version of the Process Guide will be housed in a Google site located on Single Sign-On for all District staff to access. Minnetonka's Process Guide will influence site and district professional learning teams as they identify needs and develop their plans for upcoming school years.

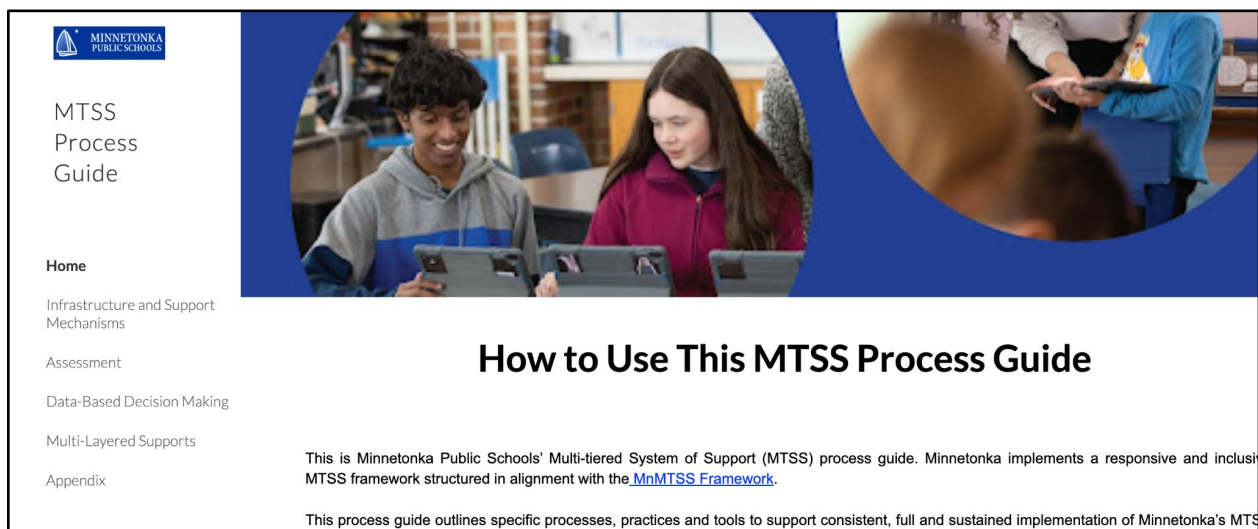


Figure 5: MTSS Process Guide Google Site Excerpt

The Process Guide website will contain the following sections:

- How to use the Guide and rationale
- Infrastructure and support mechanisms
- Assessment
- Data-based decision-making
- Appendix

Building the Process Guide into a website format will allow the Guide to effectively support professional learning and will enable the Guide to be updated in an ongoing manner. Additionally, the appendix included at the end of the Process Guide will house accessible templates and resources that can more easily be used in a practical manner by the various MTSS teams. Teams will be able to make copies of the appendix resources and tailor them to their needs. Additionally, there are many links embedded throughout the Guide, which makes the document and supporting resources more readily available in an electronic format. For those who wish to print the Process Guide, a pdf version will be made accessible through the website.

Principals and building leadership teams will be oriented to this version of the Process Guide through the website which is expected to be available through single sign-on by the spring of the current school year.

Data Warehouse

The District identified and evaluated several data warehouse systems last spring and selected Renaissance Learning's eduCLIMBER software as the tool to best meet the goals and needs of the District, particularly as it relates to implementation of the MTSS Framework. One of the key features influencing the selection of this tool is its capability to build out a customizable early warning system.

During the 2023-24 school year, several staff have undergone basic navigation training on Renaissance Learning's eduCLIMBER software. E-12 staff will continue to participate in professional learning on the various components and capabilities of the eduCLIMBER software. To help with the on-going learning, identified staff participated in a "Train the Trainer" two-day session with a Renaissance Learning trainer on February 20 and 21. The selected staff will serve as trainers district wide and will provide sessions and support for the continued implementation of eduCLIMBER. In addition to in-person training, virtual training videos are being created and posted in the Schoology learning management system for teachers to review and will also be a resource available to provide initial support for new staff members in future years.

The District's data warehouse, eduCLIMBER, will serve as an early warning system for all staff to identify students who are not on track in multiple areas including but not limited to the following areas:

- Attendance
- Discipline instances
- Final grades and daily progress grades
- Standardized test scores
- Social, Emotional, and Behavioral data

An early warning system allows staff to identify students in a timely manner who are in need of support, whether interventions or extensions. The eduCLIMBER system allows

staff to track student progress with academic, social, emotional, and behavior interventions as well as academic extensions. Additionally, teachers can create customized data views to review, analyze or monitor student data and progress on a regular basis with their grade level teams. Furthermore, this tool can be used to access data and results by all MTSS teams which includes the District Leadership Team (DLT), Building Leadership Teams (BLTs), Student Support Teams (SSTs), and Professional Learning Communities (PLCs). This tool can be used to access data and results by all MTSS teams.

Another important feature of the eduCLIMBER system is the ability for staff to measure program effectiveness. Program effectiveness can be monitored at the classroom, building, and district level. This tool will allow Minnetonka staff to efficiently use the data protocol initially outlined by CAREI to identify students who have maintained, improved, or decreased in their performances from fall to winter to spring. According to the CAREI MTSS recommendations, the goal is for at least 95 percent of students to maintain or improve their performance levels from fall to spring. Staff are able to identify specific student's growth in an efficient manner due to the unique nature of the software. By measuring student performance over time, this tool provides an effective means to monitor the effectiveness of academic, social, emotional, and behavioral programming.

Lastly, due to the robust nature of the eduCLIMBER system, full implementation of all the components of the software will take place over the next couple of years, with features that best support the implementation of the District MTSS framework prioritized during the first phases of the rollout.

Next Steps

The District Leadership team continues to meet regularly to collaborate on action steps outlined under the three key components of the framework: Infrastructure and Support, Assessment and Decision-Making, and Multi-level Instruction. Through ongoing monitoring of key actions and collaboration with the team from CAREI, strong progress is being made.

In the discussion that followed, Board member Foss asked if the data warehouse would be able to identify achievement gaps across the district and was told yes. Board member Browne asked how data actually is input into eduCLIMBER. Dr. Rega responded that some of our current data assessment vendors are able to send information directly to eduCLIMBER, which is beneficial in that the teachers do not have to spend time inputting the data. Dr. Breen noted that eduCLIMBER is the root of MTSS, and we will be able to set our own parameters regarding the data – how many discipline referrals are too much, how many absences, etc.

PROFESSIONAL LEARNING UPDATE

Dr. LaDue and Director of Teacher Development Sara White led the discussion. They updated the Board on the professional learning that has taken place during the current school year:

Table 1: Modifications to the 2023-24 School Calendar for Professional Learning Days

Student Calendar Changes	Staff Calendar Changes
	Aug 22 or 28 for professional learning
October 23: elearning practice K-5; elearning 6-12 <i>October 23 is the Monday after MEA.</i>	October 23: Professional learning with time embedded to support student e-learning
November 22: no school K-12 <i>November 22 is the Wednesday before Thanksgiving.</i>	November 22: no school if teachers participated in professional learning August day; teachers who did not participate in August attended professional learning this day
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: full day of professional learning
March 4: no school for K-5; elearning 6-12 <i>March 4 is the Monday after spring parent-teacher conferences.</i>	March 4: full day of professional learning K-5; professional learning with time embedded to support student e-learning 6-12.

The revised calendar provided approximately one day of professional learning each quarter. To meet statutory requirements, secondary students had asynchronous learning for two of the four identified days. Statute also requires that on elearning days, teachers must be available to connect with students at least periodically throughout the day. As outlined in the Memorandum of Understanding with the Minnetonka Teachers Association, on elearning days, teachers were provided with scheduled time during the start, middle and end of the day for this purpose.

On Monday, March 4, secondary special education teachers and support staff as well as all K-12 facilitators and itinerant services will again work with special education administration, focusing on refining the department's re-evaluation and dismissal procedures, conducting in-depth file reviews to ensure exemplary identification, evaluation, and service of all students, as well as dig deeper into the capabilities of eduCLIMBER and developing data collection and analysis practices to ensure effective progress monitoring.

IDENTIFIED NEEDS for 2024-25

Based on the preliminary School Board's goals, the evolving needs of students, and state legislative requirements, dedicated time for required adult learning continues to be a priority. Should the Board support continuation of full-day professional learning by

approving a modification to the 2024-25 school calendar to create job-embedded professional learning days, the focus of the learning will be aligned across sites and will continue to focus on key District goals and priorities, including:

- READ Act literacy requirements, including any state identified literacy learning requirements for Phase 2 teachers
- English Language Arts standards, curriculum, and strategies
- MTSS processes and responses, including and not limited to
 - Designing and responding to formative assessments
 - Data literacy
 - Tier 1 evidence-based instructional practices
 - Tier 1 intervention and extension
- Assessment practices and design
- Instructional practices to support a new middle school program model

These learning needs are universal within the teaching role. Additionally, targeted professional learning for non-instructional educators such as school counselors, school psychologists, social workers, therapeutic specialists, and nurses will align to the District goals and priorities.

Professional Learning Proposal for 2024-25 School Year

In the current Board-approved District calendar for the 2024-25 school year, four early release and late starts are identified:

- September 27 Early Release
- November 1 Late Start
- February 14 Early Release
- April 28 Late Start

The calendar committee recommended these dates to evenly distribute disruptions to the school day to each quarter and to make the early releases and late starts family friendly.

Given the intensity of adult learning needs for 2024-25, it is recommended that the Board consider dedicating three days for professional learning. Similar criteria will be used for selecting these days including identifying days that are friendly to families, conducive to adult professional learning, and are conducive to digital learning for secondary students, if necessary. Additionally, frontloading professional learning prior to the start of the year and during the first half of the year creates the potential to have the greatest impact on student learning.

The District is continuing to gather stakeholder feedback on dates that meet these criteria and should be considered as options for full-day job-embedded professional learning. Additionally, should digital learning be used for one or more of these days for secondary students, stakeholders are also providing feedback on which days are best suited for this purpose.

In the discussion that followed, Board members indicated that they were supportive of this plan for professional learning days in 2024-25.

DISCUSSION ON FACILITIES STUDY

Mr. Bourgeois and Cari Lindberg led the discussion. By way of background, they explained that as the District has grown from 7,737 K-12 in-person students in FY07 to approximately 11,120 K-12 in-person students in FY24, the District has made significant investments in facilities capacity to house the growth in students, provide for programmatic offerings to add students with such spaces as Minnetonka Research, VANTAGE space, MOMENTUM space, additional music rooms at the elementary level, add parking lots and add auto queue stacking facilities for parent drop off and pick up.

Through 2023, these improvements have been paid for utilizing \$89,055,000 in bond issues paid for out of approximately \$2,000,000 in annual Operating Referendum revenue bond payment capacity and approximately \$2,500,000 in annual Lease Levy revenue bond payment capacity, plus \$9,850,000 in excess investment earnings on the OPEB Trust Fund used to help pay for the 100-year-asset VANTAGE MOMENTUM new building. These investments in facilities will all serve the Minnetonka School District students and community for many decades into the future. At the same time, because of the rise in interest rates and construction inflation, the District is currently at full utilization of these alternate revenue sources for facilities improvements. Some capacity will be regained at the time that interest rates start dropping and returning to more historically steady levels, but that additional bonding capacity, while helpful, will be incremental.

There are also likely to be further instructional program needs as educational delivery systems continue to evolve over time. At this point in time, it may be prudent for the School Board to undertake a facilities study to ascertain any areas where needs are materializing, any gaps where facilities may lack spaces that are common features in new school construction, such as auditoriums, large spaces for full-school assemblies, small group instruction, and other such features.

This study would consist of a taskforce of approximately 25 members representing staff and the local community. The taskforce would review each building through a series of meetings that would include reviewing information on the history of each facility, the current status of each facility, a discussion of any potential items that would allow the facility to better support instruction into the future, and site tours.

With that knowledge base gathered, the taskforce would develop a series of recommendations for the School Board to review to determine if any future action is warranted to ensure our facilities can support the evolution of instructional programs for our students for the next 40-50 years.

In the discussion that followed, Board members were enthusiastic about the proposal. Superintendent Law explained that the process is still in the initial stages, but that the

taskforce would be a great vehicle for gathering information and bringing it back to the Board for consideration. There would not be any conversations about costing or possible future tax impacts until the taskforce completes its work. This timeframe would allow for all of these things to happen without rushing the Board to make decisions.

UPDATE ON DEEPHAVEN AUTO QUEUE

Mr. Bourgeois led the discussion. He explained that in the spring of 2023, Mayor Kent Carlson, Councilmember Tony Jewett, and Police Chief Cory Johnson of the City of Deephaven convened a meeting with Superintendent Law and Paul Bourgeois of the Business Office to discuss options for clearing traffic off Vine Hill Road. At that time, we reviewed a possible north side auto loop, and it was received positively. However, funding was not identified for the proposed project because of commitments of Operating Capital resources to summer 2023 projects already in progress.

At this time, after working through the FY24 Amended Budget and projecting out the FY25-FY29 Operating Capital budgets, there are resources available to fund the payments on a bond issue that would allow for the construction of this project in summer 2024.

The proposed design consists of a loop on to the northwest part of the parcel that would allow for a second line of cars to form, consisting of between 56 and 65 cars depending on the size of the vehicles. These cars would drop off and pick up students at the entrance on the north side of the building. The current auto queue with cars looping through the front parking lot from the south, which holds 45-50 cars, would also continue to function, dropping off and picking up students at the main entrance. Both auto queues would still exit out the northeast driveway, as all autos do now. This “dual auto queue” would emulate the existing dual auto queue at Excelsior Elementary School, which has been functioning very successfully for over a decade since the District purchased the Lyman Lumber Company site to create the second auto queue off of George Street. School staff assigns students to their drop off and pick up door, and it works very, very well. There is every reason to think that the Deephaven Elementary School administrator staff will be able to operate these dual auto queues as successfully as is done at Excelsior Elementary School.

Approximately 110 autos drop off and pick up students each morning at Deephaven Elementary School. Adding the second auto queue should eliminate the safety hazard of autos blocking the Vine Hill Road bridge over the LTR Bike Trail to emergency, fire and police vehicles and other traffic. The risk of a rear-end collision will be reduced.

The design of the auto queue includes a box culvert under the auto queue to allow students to continue to bike to school in the fall and the spring using the LTR Bike Trail and the connection to the school as they do now. The design also includes a ramp down to the lower-level fields which will enhance emergency vehicle access to those fields compared to the current limited access. The ramp is designed to fit the turning radius of the South Lake Fire District fire trucks. It will also serve as a resource for construction access if the

District ever decides to add a gymnasium large enough for an all-school assembly to Deephaven Elementary School, as all five other elementary schools have received.

The funding for this project is proposed to be a Certificate of Participation Bond of \$1,525,000 par value, with an estimated interest rate of 4.43% and with payments out of Operating Capital averaging \$130,970 annually.

In the discussion that followed, Board members expressed enthusiasm for the project. Board member Vitale wondered at the tight timeline, but Mr. Bourgeois assured him that it wouldn't be a problem.

FURTHER REVIEW OF POLICY #626: SECONDARY GRADING AND REPORTING PUPIL ACHIEVEMENT

Minnetonka District Policy 626: Secondary Grading and Reporting Pupil Achievement, was created to *“establish effective grading and reporting practices that reflect a student’s academic achievement of the course standards.”* One of the topics covered in this policy is “Grade Weighting” defined in policy as: *“the assignment of a greater value to the letter grade’s numeric point value to reward a student for completing the Advanced Placement (AP) and/or International Baccalaureate (IB) course(s) and taking the national/international AP and IB assessments in the spring.”* This policy was modified and adopted in June of 2016 and included the following criteria for weighted grading:

“International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher, the courses have been determined to meet the standards of rigor established by the District, and the student successfully achieves a “3” or higher for Advanced Placement courses or a “4” on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of course exam to receive grade-weight status.”

At the time this policy was created, this criteria was selected with the belief that students would be more engaged in their coursework because they were expected to perform well on the AP or IB assessment. Since the policy was implemented, the majority of students enrolled in these courses have earned a weighted grade. There are concerns that some students choose not to take these rigorous courses because they are required to perform well on the AP or IB assessment in addition to strong class performance in order to earn the weighted grade, and more students might participate if they had the option to meet either criteria instead of both.

After a first discussion at the November study session, the district conducted a survey of teachers, counselors, parents and students about this policy. A summary of those survey results was presented at the Board’s Study Session in January. The changes included in

tonight's packet were presented at the February Board meeting along with some informal input from our teachers. The Board tabled the approval of this item with the intent to gather additional information for a discussion at tonight's study session.

Superintendent Law went over the data collected in January from students, parents and teachers and noted that there is not much clarity to it. He said he would recommend that the Board approve the changes to the policy that are noted in tonight's materials, that administration then implement those changes, and the Board revisit this in 18 months when data will be available. Board member Foss wondered if enough additional students would enroll in these courses to necessitate the hiring of additional teachers. Superintendent Law said he didn't think that would be the case. Board member Lee-O'Halloran noted the importance of encouraging students to take these courses, and he believes that the policy changes will accomplish that. Board member Vitale said that he was not in favor of the changes and believes they would be detrimental. He asserted that the Board is not listening to MHS administration or the teachers who are teaching these classes. He also noted that these changes were not brought forth by administration, but the community. Board member Olson countered that it is the job of the Board to listen to the community and bring their ideas forward for consideration. Board member Lee-O'Halloran said he supports the recommended changes, and we will be able to gather data relatively quickly once the changes are implemented that will enable the Board to see the outcome of the changes. He also noted that data from a comparable neighboring district shows that these parameters are working well in that district. He said that he believes that colleges do indeed take weighted grades into consideration regarding admission decisions. Board member Browne said that she found the comments during Citizen Input this evening to be very compelling, particularly Ms. Homberger's comments. Board Chairperson Selinger said that for her, the bottom line is that the District will raise its level of excellence if we encourage more students to take these courses. Our current policy makes us an outlier in the metro. Board member Foss pointed to the survey data that shows that students believe the assessment requirement increases their focus. Board member Browne countered that she believes that there was a lack of understanding regarding the survey, and the communication was not as clear as it could have been. She would put more weight on the actual students who have come to meetings and addressed the Board, asking them to drop the testing requirement. Board member Lee-O'Halloran pointed to the importance of removing testing anxiety for students. Superintendent Law noted that the proposal is best for students, because they will benefit from the proposed changes. He also stressed that every member of the Board will still be on the Board in the Fall of 2025, when we will be able to look at data that will show whether the changes, should they be implemented, have achieved the desired outcomes.

Chairperson Selinger thanked the members of the Board, and Superintendent Law, for the thoughtful, robust and respectful discussion. She said these changes would be brought back to the March 7 board meeting for approval.

ADJOURNMENT

The Board adjourned the study session at 9:10 p.m.

CONSENT

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

Board Agenda Item XI. c

Title: Payment of Bills

Date: March 7, 2024

OVERVIEW:

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

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



**Jessica Hulitt
Coordinator of Accounting**

Approved by:



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

Concurrence:



**David Law
Superintendent of Schools**

MINNETONKA DISTRICT #276

TO: David Law

FROM: Jessica Hulitt

RE: Payment of Bills – January 2024
Board Meeting Date: March 7, 2024

The following disbursements are submitted for the month of December:

Recommend the payment of bills in the sum of \$18,154,079.43 by check #482620 - #483046 and ACH #232401722 - #232401989, and wire transactions #202300926 - #202301122 as follows:

January		
	FUND	
01	GENERAL FUND	5,012,173.96
02	CHILD NUTRITION	418,294.67
03	PUPIL TRANSPORTATION	1,251,913.59
04	COMMUNITY SERVICE	387,219.52
05	CAPITAL EXPENDITURE	2,114,194.20
07	DEBT SERVICE FUND	6,030,024.63
09	TRUST - FIDUCIARY	49,370.13
11	EXTRA/CO-CURRICULAR	74,654.33
12	ATHLETIC FEE	4,126.82
18	CUSTODIAL FUND	1,392.92
20	SELF INSURANCE	127,224.52
40	CULTURAL ARTS CENTER	23,772.95
41	DOMESTIC OPERATIONS	156,804.59
42	AQUATICS PROGRAM	47,793.91
43	PAGEL CENTER	30,010.45
46	LTFM	269,065.66
56	CONSTRUCTION PROJECTS	1,888,200.31
66	CAPITAL PROJECTS LEVY	267,842.27
		\$ 18,154,079.43
	SALARIES	\$ 5,538,057.95
	TOTAL	\$ 23,692,137.38



Jessica Hulitt

March 1, 2024
Date

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

Board Agenda Item XI. d.

TITLE: Recommended Personnel Items

DATE: March 7, 2024

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

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

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

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

FUTURE ACTION/RECOMMENDATION:

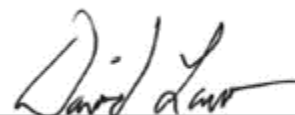
The administration recommends approval of all attached personnel changes.

Submitted by:

Concurrence by:



Anjie Flowers
Executive Director of Human Resources



David Law
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
FORBES, CLAIRE	SPECIAL ED, 1.0 FTE, SAIL	1/16/24-3/1/24	\$13,101.27

RESIGNATIONS, RETIREMENTS, TERMINATIONS	ASSIGNMENT	EFFECTIVE
ASANOVICH, MARK	PHYSICAL EDUCATION, 1.0 FTE, EXC	6/10/24
HEALY, BRENNA	NURSE/THIRD-PARTY BILLING, 0.5 FTE, MCEC	2/6/24
KOOPMAN, SARAH	SPECIAL ED, 1.0 FTE, SAIL	6/10/24
PAUTLER, ANDREA	ART, 0.8 FTE, MMW	6/10/24
RUEMMELE, KATHLEEN	SPEECH LANGUAGE PATHOLOGIST, 0.3 FTE, GR	6/10/24
SMITH-LOSSIAH, MARK	MEDIA SPECIALIST, 1.0 FTE, SH	6/10/24
THOMSON, CHRISTOPHER	MUSIC, 0.94 FTE, GR/MWTA/SH	6/10/24
WARREN, CAITLYN	SPECIAL ED, 1.0 FTE, MWTA	6/10/24
ZHANG, XIAOCHUAN	CHINESE IMMERSION, 1.0 FTE, MME	6/10/24

LEAVE OF ABSENCES	ASSIGNMENT	EFFECTIVE
CHRISTESEN, DAWN	GRADE 3, 1.0 FTE, EXC	3/27/24-6/10/24
HUPP, TESSA	SPECIAL ED, 1.0 FTE, MME	5/24/24-6/10/24
KOWALCYK, GEORGINA	KINDERGARTEN SPANISH IMMERSION, 1.0 FTE, DH	2/26/24-3/15/24
POTTER, ANDY	GRADE 1, 1.0 FTE, EXC	3/5/24-5/3/24
2024-25 LEAVE OF ABSENCES:		
BASILE, JACQUELINE	ELT, 1.0 FTE, CS -REQUEST 0.28 FTE LOA	2024-25
BECKER, MEGHAN	SPECIAL ED, 1.0 FTE, MMW-REQUEST 0.16 FTE LOA	2024-25
CHO, JENNIFER	RTI, 0.7 FTE, SH-REQUEST 0.2 FTE LOA	2024-25
DEIBLE, KATIE	ELEM, 1.0 FTE, DH-REQUEST 1.0 FTE LOA	2024-25
GOLL, ELSE	MATH, 1.0 FTE, MME-REQUEST 1.0 FTE LOA	2024-25
HAN, XUE	GRADE 3 CHINESE IMMERSION, 1.0 FTE, SH-REQUEST 1.0 FTE LOA	2024-25
JANICKI, SUMMER	ELEM, 1.0 FTE, SH-REQUEST 1.0 FTE LOA	2024-25
JENSEN, ROBYN	SPECIAL ED, 1.0 FTE, SAIL-REQUEST 1.0 FTE LOA	2024-25
JUSTINAK, CARRIE	ELT/RTI, 1.0 FTE, MWTA-REQUEST 0.25 FTE LOA	2024-25
KOHR, KARI	KINDERGARTEN, 1.0 FTE, DH-REQUEST 1.0 FTE LOA	2024-25
LARSEN, CURTIS	TEACHER INSTRUCTIONAL COACH, 1.0 FTE, DISTRICT-REQUEST 1.0 FTE LOA	2024-25
LEE, MEI-YING	KINDERGARTEN CHINESE IMMERSION, 1.0 FTE, SH-REQUEST 1.0 FTE LOA	2024-25
LOERA, HANNAH	ELEM SPANISH IMMERSION, 1.0 FTE, DH-REQUEST 1.0 FTE LOA	2024-25
LUETH, SARAH	ELT, 0.89 FTE, CS-REQUEST 0.39 FTE LOA	2024-25
MARTINZ ADKINS, LAURELLE	LANGUAGE ARTS, 1.0 FTE, MMW-REQUEST 1.0 FTE LOA	2024-25
NAGEL, KATIE	RSK, 1.0 FTE, DH-REQUEST 1.0 FTE LOA	2024-25
NELSON, JESSE	PHY ED, 1.0 FTE, MMW-REQUEST 1.0 FTE LOA	2024-25
OSGOOD, ERIN	SPECIAL ED FACILITATOR, 1.0 FTE, DH/GR-REQUEST 0.5 FTE LOA	2024-25
PRECIADO, TRACI	ELT, 1.0 FTE, CS-REQUEST 0.28 FTE LOA	2024-25
QIAN, WEIYI	ELEM CHINESE IMMERSION, 1.0 FTE, EXC-REQUEST 1.0 FTE LOA	2024-25
ROTEM, LACEY	SPEECH LANG PATH, 1.0 FTE, DISTRICT-REQUEST 0.1 FTE LOA	2024-25
SHATAVA, AMY	READING, 1.0 FTE, MWTA-REQUEST 0.2 FTE LOA	2024-25
SPAULDING, JENNA	MATH, 1.0 FTE, MME-REQUEST 1.0 FTE LOA	2024-25
TRAVER, SHELLY	STEM, 1.0 FTE MWTA-REQUEST 1.0 FTE LOA	2024-25
WEST, HEATHER	READING, 1.0 FTE, SH-REQUEST 0.2 FTE LOA	2024-25
WOODS, GABRIELLA	SPECIAL ED, 1.0 FTE, MMW	9/3/24-10/4/24
BAILEY, NICOLE	GRADE 2, 1.0 FTE, DH-REQUEST 0.5 FTE JOB SHARE LOA	2024-25
RENA, ELIZABETH	GRADE 2, 1.0 FTE, DH-REQUEST 0.5 FTE JOB SHARE LOA	2024-25
HOLMBERG, ANNE	GRADE 2, 1.0 FTE, CS-REQUEST 0.5 FTE JOB SHARE LOA	2024-25
ZIEGLER, CHRISTINE	GRADE 2, 1.0 FTE, CS-REQUEST 0.5 FTE JOB SHARE LOA	2024-25
DEAN, KATIE	GRADE 2, 1.0 FTE, GR-REQUEST 0.5 FTE JOB SHARE LOA	2024-25
MARTIN, NATASHA	GRADE 2, 1.0 FTE, GR-REQUEST 0.5 FTE JOB SHARE LOA	2024-25
ADAMEK, MARYROSE	GRADE 3, 1.0 FTE, GR-REQUEST 0.5 FTE JOB SHARE LOA	2024-25

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
CROYLE, JOHN DICKENS, JACQUELINE DONALD, JAMES DRYKE, JONATHAN FOSTER, BETH HENDRICKSON, ERIC LINDELL PAULSON, ANYA LUDVIGSON, ZACH MAKRES, MICHELLE OLSON, MALORIE RISTAU, STEVE SAY, AMANDA WACKER, GWYNNETH	SOCIAL STUDIES, 1.12 FTE, MHS (OVG. SEM 1 ONLY) NURSE, 14 HRS/WK, DH AND NON-PUBLICS MATH, 1.0 FTE, MHS PHY ED, 0.6 FTE, MMW RESERVE TEACHER RESERVE TEACHER RESERVE TEACHER MATH, 1.0 FTE, MHS OCC. THRPY, GR AND PHYS. HEALTH DISAB, DIST, 1.0 FTE CLASS B CAMPUS SUPVRY PARA, 27.5 HRS/WK, MHS SOCIAL STUDIES, 1.0 FTE, MHS SCIENCE, 1.0 FTE, MHS SCIENCE, 1.0 FTE, MHS	1/29/24-6/10/24 2/12/24-6/12/24 1/29/24-6/10/24 2/14/24-5/3/24 3/27/24-6/10/24 4/26/24-6/10/24 3/14/24-6/10/24 1/29/24-6/10/24 1/29/24-6/10/24 2/12/24-3/28/24 1/29/24-6/10/24 1/29/24-6/10/24 1/29/24-6/10/24	ADD: SOCIAL STUDIES TO, 0.12 FTE, MHS (OVG, SEM. 2) ADD: TEMP SCHOOL NURSE, 8 HRS/WK, MCEC ADD: MATH, 0.12 FTE, MHS (OVG, SEM.2) ADD: PHY ED LTS, 0.2 FTE, MMW GRADE 6 LANG ARTS LTS, 1.0 FTE, MMW SOCIAL STUDIES LTS, 0.8 FTE, MHS GRADE 5 SPANISH IMMERSION LTS, 1.0 FTE, GR ADD: MATH TO, 0.12 FTE, MHS (OVG. SEM 2) ADD: PHYS. HEALTH DISAB., 0.12 FTE, DISTRICT (OVG, SEM 2) SOCIAL STUDIES LTS, 1.0 FTE, MHS ADD: SOCIAL STUDIES TO, 0.12 FTE, MHS (OVG, SEM. 2) ADD: SCIENCE TO, 0.12 FTE, MHS (OVG. SEM 2) ADD: HEALTH, 0.12 FTE, TONKA ONLINE 6-8 (OVG. SEM 2)

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
AHO, MAYRA BODELL, ELIZABETH CLICK, COLE FLECK, TONI GARLEY, PRECIOUS JOHNSON, STEPHANIE KOEHLER, MICHAEL MENK, RACHEL MENSAH, VINCENT NELSON, JOSEPH NICK, MYAH NORTHWAY, KAYLA OLSON, NOELLE PEAK, ALLYSSA PETTIT, HATTIE RAKSHIT, PALLAVI TURZINSKI, SOPHIA WAHL VANDROVEC, LINDSEY VORONINA, JULIA	EXPLORERS PRGM ASST, 17.5 HRS/WK, EXC COOK HELPER, 6 HRS/DAY, MME STUDENT VIDEO INTERN, HOURS VARY, MHS COOK HELPER, 30 HRS/WK, MWTA EXPLORERS PRGM ASST, 17.5 HRS/WK, CS EXPLORERS BEHAVIOR ASST, 40 HRS/WK, MCEC CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW CLASS A LR/PG PARA, 3 HRS/DAY, GR CLASS D SPEC ED/BUS & TRAFFIC PARA, 3 HRS 20 MIN/DAY, GR EXPLORERS PRGM LEAD, 12 HRS/WK, GR LEVEL IV TEACH & LEARN OFFICE ASST, 8 HRS/DAY, DSC CLASS B SUPVRY PARA, 3.5 HRS/DAY, MME CLASS D SPEC ED PARA, 4 HRS/DAY, MME CLASS A LR/PG PARA, 1 HR 25 MIN/DAY, SH CLASS C CHINESE IMM KINDER & BUS/TRAFFIC PARA, 5 HRS 5 MIN/DAY, SH CUSTODIAN, 8 HRS/DAY, CS YOUTH AND ADULT PRGM MGR, 1.0 FTE, MCEC COOK HELPER, 6 HRS/DAY, SH EXPLORERS PRGM ASST, 17.5 HRS/WK, SH EXPLORERS BEHAVIOR ASST, 40 HRS/WK, MCEC CLASS D ECSE PARA, 11.25 HRS/WK, MCEC COOK HELPER, 6 HRS/DAY, SH	1/29/24 2/16/24 2/9/24 2/5/24 2/5/24 2/20/24 2/5/24 1/29/24 2/21/24 2/5/24 3/4/24 2/12/24 1/26/24 2/20/24 2/23/24 2/6/24 2/5/24 2/21/24 2/21/24	\$17.50/HR \$19.97/HR \$11.25/HR \$19.97/HR \$17.50/HR \$20.10/HR \$21.68/HR \$20.55/HR (CLASS A) \$23.18HR (CLASS D) \$19.55/HR \$25.87/HR \$20.98/HR (CLASS B) \$22.47/HR (CLASS D) \$18.24/HR (CLASS A) \$20.34/HR (CLASS C) \$19.97/HR \$65,000 ANNUALLY \$19.97/HR \$17.50/HR \$20.10/HR \$23.18/HR \$19.97/HR

RESIGNATIONS, RETIREMENTS, TERMINATIONS, NON-RENEWALS	ASSIGNMENT	EFFECTIVE
AHO, MAYRA BRUA, XIANG FASNAUCHT, KRISTI HASZ, MALLORY HERDLE, MIKAYA KATKOV, NATHAN LARSEN, CURTIS MALMSTEN, DEBORAH SIMS, NATALIE WARNER, JANE	EXPLORERS PRGM ASST, 3.5 HRS/DAY, EXC CLASS C CHINESE IMM CLRM PARA, 30 HRS/WK, SH EXPLORERS PRGM LEAD, 9 HRS/WK, SH ACCOUNTING SPECIALIST/BURSAR, 1.0 FTE, MHS/DSC CLASS D ECSE PARA, 9.25 HRS/WK, MCEC EXPLORERS ASST SITE SUPVR, 8 HRS/DAY, EXC CLASS A LR/PG PARA, 3 HRS/DAY, CS CLASS D SPEC ED PARA, 3 HRS/DAY, CS ACTIVITIES COORDINATOR, HOURS VARY, MMW PAYROLL BENEFITS SPECIALIST, 8 HRS/DAY, DSC COOK MANAGER, 7.5 HRS/DAY, MMW CLASS B CONF KIDS PARA, 5 HRS/WK, CS CLASS C EXEC FUNCT & PROJECT PLAY PARA, 32.5 HRS/WK, CS	1/29/24 3/8/24 3/1/24 3/7/24 2/9/24 3/8/24 2/27/24 6/10/24 8/2/24 2/23/24 6/7/24

LEAVES	ASSIGNMENT	EFFECTIVE
ARGIR, LISA ELLIOTT, BRITTNEY HAMMOND, KELLEY	CLASS C KINDER PARA, 4.5 HRS/DAY, MWTA CLASS D SPEC ED PARA, 1.5 HRS/DAY, MWTA CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS JR EXPLORERS LEAD, 8 HRS/DAY, MCEC	1/18/24-2/1/24 4/17/24-5/28/24 2/12/24-3/1/24

PICHE, VICTORIA STANGLE, GWENDOLYN WALSH, AMY ZHOU, HONG	CLASS D SPEC ED PARA, 6 HRS/DAY, MWTA CLASS C CLRM AND BUS/TRAFFIC PARA, 6.5 HRS/DAY, DH COOK HELPER, 6 HRS/DAY, MMW CLASS A LR/PG PARA, 1 HR 25 MIN/DAY, SH CLASS C CHINESE IMM KIND AND BUS/TRAFFIC PARA, 5 HR 5 MIN/DAY, SH	3/11/24-6/7/24 12/4/23-6/7/24 1/29/24-3/6/24 2024-25
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STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
ANDERSON, MARY J. ANDERSON, MELANIE BROWN, TERRY COSGRIFF, BRIAN ENGEMAN, DANNA FARROW, OLIVIA HOUEK, NATHAN JOHNSON, KELLY J. NURANI, SHABNIZ OLSON, NOELLE RYAN, SUSAN SCHUETTE, KRISTIN SCHUNEMAN, JASON WEFRING, DANIELLE WEIMAN, NOLAN	COOK, 6.5 HRS/DAY, MMW CUSTODIAN, 8 HRS/DAY, SH CLASS B CAMPUS SUPVRY PARA, 7.5 HRS/DAY, MHS GIRLS BASKETBALL HEAD COACH, MHS EXPLORERS PRGM ASST SUB PARA SUB DEVELOPMENTAL TRAINEE, 8 HRS/DAY, BUILDINGS & GROUNDS CLASS D SPEC ED PARA, 5.5 HRS/DAY, MWTA COOK HELPER, 6 HRS/DAY, SH (ON LOA FROM THIS POSITION) CUSTODIAN, 8 HRS/DAY, CS LEVEL IV COMMUNICATIONS ASST, 8 HRS/DAY, DSC PARA SUB HEAD CUSTODIAN, 8 HRS/DAY, MWTA LEAD GROUP COACH, 1.0 FTE, AQUATICS CLASS B SUPVRY PARA, 7.5 HRS/DAY, MHS	2/20/24 2/20/24 2/26/24 2/26/24 2/26/24 2/5/24 2/26/24 2/20/24 2/29/24 2/20/24 2/20/24 2/13/24 2/12/24 2/26/24 2/26/24	COOK, 6.5 HRS/DAY, MME CUSTODIAN, 8 HRS/DAY, MHS CLASS B CAMPUS SUPVRY PARA, 8 HRS/DAY, MHS ADD: CLASS B SUPVRY PARA, 7.25 HRS/DAY, MMW CLASS B CAMPUS SUPVRY PARA, 6.25 HRS/DAY, MHS CLASS C ACADEMIC SUPPT PARA, 3 HRS/DAY, MME CLASS D SPEC ED PARA, 1 HR/DAY, MME CLASS B SUPVRY PARA, 2.5 HR/DAY, MME HEAD CUSTODIAN, 8 HRS/DAY, MWTA ADD: CLASS D BUS/TRAFFIC PARA, 30 MIN/DAY, MWTA COOK HELPER, 6 HRS/DAY, MHS CUSTODIAN, 8 HRS/DAY, SH LEVEL IV ACCOUNTING CLERK, 8 HRS/DAY, DSC CLASS C CLRM & BUS/TRAFFIC PARA, 6.5 HRS/DAY, DH MAINTENANCE SPECIALIST II, 8 HRS/DAY, BUILD. & GRNDS ASST SWIM CLUB COACH, 30 HRS/WK, AQUATICS CLASS B SUPVRY PARA, 8 HRS/DAY, MHS

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
ANDERSON, CHRISTA BERGER, SUE CASTILLO, SHANIA CORNELY, FRED CRIST, JENNY DEMERS, SUSAN ESTERBERG, KORY FITZPATRICK, JAMIE FITZPATRICK, JAMIE FITZPATRICK, JAMIE GARTNER, DAVID GEISLER, JEFF GROGAN, MIKE HAYDEN, CHARISSA HENDRICKSON, GRANT HURRELBRINK DUNCAN JONES, JEREMIAH JONES, MONICA KALLEVIG, KENDRA KALLEVIG, KENDRA KALLEVIG, KENDRA KOTTOM, ERIC LEWIS, LISA LIVORSI, MONICA MERIWETHER, DUSTIN MIDTHUN, STEVE MORABITO, RENEE	DRAMA SPRING MUSICAL CHOREOGRAPHER DRAMA LIGHTING DESIGNER WOMEN OF COLOR ADVISOR FOOTBALL ASST COACH DRAMA CHOREOGRAPHER YEARBOOK ADVISOR DRUMLINE/PERCUSSION ADVISOR SPANISH NATIONAL CLUB ADVISOR INTERNATIONAL STUDIES-COSTA RICA PILOT PRGM COORD INTERNATIONAL STUDIES-SPAIN PRGM CO-COORD ALPINE SKI HEAD COACH DRAMA SOUND DESIGN SPECIAL PROJECT LEAD-LIGHTING DEBATE ASST ADVISOR INTERNATIONAL STUDIES-GERMANY PRGM CO-COORD ALPINE SKI ASST COACH BOYS TRACK AND FIELD HEAD COACH WOMEN OF COLOR ASST CO-ADVISOR PAINT LEADER PAINT LEADER-PICNIC PAINT LEADER-ONE ACT-CONSTITUTION INTERNATIONAL STUDIES-SOUTH KOREA PRGM COORD INTERNATIONAL STUDIES-SOUTH AFRICA PRGM COORD MUSICAL ACCOMPANIST PIT PLAYER & MUSIC TRANSCRIPTION ALPINE SKI ASST COACH INTERNATIONAL STUDIES-INDIA PRGM COORD	MMW ARTSCTR MHS MHS ARTSCTR MME MHS MHS MHS MHS MHS ARTSCTR ARTSCTR MHS MHS MHS MME MHS ARTSCTR ARTSCTR ARTSCTR MHS MHS MWTA ARTSCTR MHS MHS	1/3/24-3/16/24 3/4/24-5/12/24 2023-24 8/15/23-11/25/23 3/4/24-5/12/24 2023-24 9/23-11/23 9/23-4/24 2023-24 2023-24 11/13/23-2/13/24 3/4/24-5/12/24 1/15/24-2/25/24 9/23-12/23 2023-24 11/13/23-2/13/24 3/25/24-5/24/24 2023-24 2/5/24-2/13/24 1/9/24-1/26/24 1/19/24 2023-24 2023-24 12/8/23-6/10/24 3/4/24-5/12/24 11/13/23-2/13/24 2023-24	\$1,752 \$2,526 \$3,157 \$2,120 \$2,526 \$2,888 \$2,526 \$500 \$547.75 \$782.50 \$7,245 \$2,526 \$1,000 \$315.70 \$782.50 \$4,143 \$4,080 \$1,052.33 \$225.75 \$469.14 \$63 \$1,565 \$1,565 \$33.80/HR \$1,800 \$4,143 \$1,565

MOSIMAN, KELLEY	INTERNATIONAL STUDIES-GREECE PRGM COORD	MHS	2023-24	\$1,565
NITZ, KELLIE	BASS PIT PLAYER	ARTSCTR	4/20/24-5/12/24	\$2,000
SALCEDO, JUAN PABLO	INTERNATIONAL STUDIES-SPAIN PRGM CO-COORD	MHS	2023-24	\$782.50
PEASE, STUART	LITERARY MAGAZINE ADVISOR	MHS	2023-24	\$2,643
SMITH, ANDY	VIDEO PRODUCTION CLUB ADVISOR	MHS	2023-24	\$2,762
SKALA, ELLEN	ADAPTED FLOOR HOCKEY CI HEAD/ASST COACH	MHS	11/27/23-3/16/24	\$2,587
STOCK, JESSICA	GIRLS TRACK AND FIELD ASST COACH	MME	3/25/24-5/24/24	\$3,119
TRINH, NOLAN	DEBATE TEAM HEAD ADVISOR	MHS	2/24-6/24	\$2,273.40
WACKER, GWYNNETH	INTERNATIONAL STUDIES-GERMANY PRGM CO-COORD	MHS	2023-24	\$782.50
WAVRIN, AMANDA	WOMEN OF COLOR ASST CO-ADVISOR	MHS	2023-24	\$,052.33
WHEATLEY, HALLE	COMPETITION DANCE ASST COACH	MHS	10/23-2/3/24	\$1,590.60

**SCHOOL BOARD
Minnetonka ISD #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda XI. e.

Title: Gifts and Donations

Date: March 7, 2024

EXECUTIVE SUMMARY:

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

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

Scott Shaffer

Miniature Airport Replica

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

Paul Bourgeois

USCGC Minnetonka Print (matted and framed)

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

The Blackbaud Giving Fund

\$5.60

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

The Blackbaud Giving Fund

\$50.04

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

The Benevity Giving Fund

\$222.57

Elizabeth Engelmann

\$350.00

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

JEM Technical, Certified Holdings, Inc.

\$501.00

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

Charities Aid Foundation America \$10.00

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

Charities Aid Foundation America \$20.00

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

The Blackbaud Giving Fund \$220.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Groveland Elementary School Physical Education Fund:

Groveland Elementary PTO \$850.00

TOTAL GIFTS AND DONATIONS FOR 2023-2024* = **\$509,692.24**

*Total amount reflects gifts & donations submitted for board approval in 2023-2024.

Submitted by: _____

Paul Bourgeois, Executive Director of Finance & Operations

CONSENT

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

Board Agenda Item XI. f

Title: Electronic Fund Transfers

Date: March 7, 2024

EXECUTIVE SUMMARY:

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

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

January 2024 FROM GENERAL FUND				
DATE	PAYEE			AMOUNT
1/2/2024	Claims Health Partners			403,160.75
1/2/2024	Delta Dental			18,010.87
1/3/2024	AP Payment			1,780,923.30
1/5/2024	AP Payment			341,140.17
1/5/2024	Wex			15,791.96
1/8/2024	Claims Health Partners			274,950.29
1/8/2024	Delta Dental			24,639.73
1/9/2024	Payroll			2,585,139.87
1/12/2024	AP Payment			168,597.74
1/12/2024	Wex			58,688.95
1/16/2024	Claims Health Partners			349,800.19
1/16/2024	Delta Dental			30,507.61
1/19/2024	AP Payment			2,879,099.23
1/19/2024	Wex			15,535.42
1/22/2024	Claims Health Partners			177,314.93
1/22/2024	Delta Dental			23,932.67
1/23/2024	Delta Dental Premium			6,812.75
1/23/2024	Payroll			2,952,918.08
1/26/2024	AP Payment			667,571.19
1/26/2024	Health Partners Premium			76,146.24
1/26/2024	Wex			29,348.35
1/29/2024	Claims Health Partners			304,987.30
1/29/2024	Delta Dental			30,436.81
1/29/2024	Deluxe Business Systems			106.83
1/31/2024	Solutran - Healthy Savings			4,197.21
1/31/2024	Wes			12,625.67
1/31/2024	Wex Admin Fee			4,176.75
January	Art Center CC Processing Fees			1,306.70
January	Athletic CC Processing Fees			1,410.25
January	Bank Monthly Service Charge			926.94
January	MCEC Credit Card Processing Fees			21,365.91
January	Monthly Postage Charges			2,800.00
January	Mtka Webstore CC Processing Fees			9,446.72
				<u>\$ 13,273,817.38</u>
January				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	3.25%	3,689,997.87
Money Market	MSDLAF+ Liquid Class	NA	5.28%	10,633,855.66
Money Market	MSDLAF+ MAX Class	NA	0.35%	-
Term	MSDLAF	NA	Var	41,600,000.00
CD	MSDLAF	NA	Var	710,000.00
Money Market	PMA IS	NA	5.27%	8,973,781.04
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	4.51%	657,820.82
Various	Wells Fargo OPEB	NA	Var	14,525,884.46
				<u>\$ 80,791,339.85</u>

CONSENT

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

Board Agenda Item XI. g

Title: Policy 534: Equal Educational Opportunity

DATE: March 7, 2024

OVERVIEW:

Administration is recommending changes to Policy 534: Equal Educational Opportunity to remove unnecessary note.

ATTACHMENTS:

- Policy 534: Equal Educational Opportunity (edited copy and clean copy)

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the recommended policy changes at the Regular Board meeting on March 7, 2024.

Submitted by:


Anjie Flowers, General Counsel & Exec. Dir. of Human Resources

Concurrence:


David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS

Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the District.

II. GENERAL STATEMENT OF POLICY

- A. It is the District's policy to provide equal educational opportunity for all students. The District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, parental status, status with regard to public assistance, sexual orientation, or disability. The District also makes reasonable accommodations for students with disabilities.

~~*[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]*~~

- B. The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, counseling, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every District employee and other personnel to comply with this policy.
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be

considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. Any student, parent or guardian having any questions regarding this policy should contact General Counsel and Executive Director of Human Resources Anjie Flowers (952-401-5015 – anjie.flowers@minnetonkaschools.org). The reporting party or complainant may also utilize the “Let’s Talk” reporting tool on the District website.

Legal References:

Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References:

Policy 427: Harassment and Violence
Policy 521: Student Disability Nondiscrimination

Approved: September 2, 2010
Reviewed: September 17, 2020
Reviewed: October 22, 2020
Reviewed: November 19, 2020
Reviewed: December 17, 2020
Approved: January 7, 2021
Reviewed: August 17, 2023
Approved: September 7, 2023
Approved: March 7, 2024

MINNETONKA PUBLIC SCHOOLS

Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

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sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

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