

**MINNETONKA SCHOOL BOARD
STUDY SESSION
May 25, 2023
6:00 p.m.**

AGENDA

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|------|----|---|
| 6:00 | 1. | Literacy Update |
| 6:35 | 2. | Review of Proposed Professional Learning Plan |
| 6:50 | 3. | Review of Community Survey Results |
| 7:20 | 4. | Review of Review and Comment Submission for Potential Capital Projects Referendum |
| 7:30 | 5. | Review of Policy #707: Transportation of Public School Students |
| 7:40 | 6. | Review of Plan for Space for MOMENTUM Aviation Strand |
| 8:00 | 7. | Review of Proposed Partnership between MOMENTUM & Diamond Club |
| 8:10 | 8. | Discussion on MMW Roundabout |

CITIZEN INPUT

6:50 p.m.

Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

GUIDELINES FOR *CITIZEN INPUT*

Welcome to the Minnetonka School Board's Study Session! 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 Study Session during *Citizen Input*.

1. Anyone indicating a desire to speak to any item about educational services—except for information that personally identifies or violates the privacy rights of an individual—during *Citizen Input* 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 *Citizen Input* 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
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #1

Title: Literacy Update

Date: May 25, 2023

OVERVIEW:

Each year, the School Board establishes annual, actionable goals for the Administration that align with the vision and direction for the District. This year as a component of the District Goal: Excellence in Student Learning and Support, an action step was developed aimed to:

increase opportunities for improved academic outcomes for all students while focusing additional efforts to improve student literacy at all levels and in all content areas as measured by student performance on standardized and benchmark assessments.

The purpose of this report is to update the Board on District literacy efforts and the next steps for development and implementation of an updated E-12 literacy plan.

Current District Literacy Plan

Each school district in Minnesota is required to develop and implement a local literacy plan in support of the World's Best Workforce goal of all students reading at grade level by third grade, also known as Read Well by Third grade. District literacy plans are required to include multiple components encompassing assessment, progress monitoring, intervention identification and implementation, parent notification and professional learning.

Assessments

Currently, Minnetonka Schools utilize multiple assessments as universal screeners and to determine student reading progress. As outlined in the District Literacy Plan, there is a process to assess students' level of reading proficiency and data to support the effectiveness of the assessment. Additionally, there is a process to notify parents along with a process for determining reading intervention strategies. First, parents are notified of their child's reading fluency and NWEA-MAP reading assessment performance each fall during parent/teacher conferences. Additionally, parents receive communication about their child's NWEA-MAP Reading and MCA Reading performance after student results are uploaded to Skyward. Utilizing standardized assessment data, school staff follow the District criteria to determine if a student needs additional reading support

beyond what is taught in the general classroom. These supports are largely provided by the building reading interventionist. Communication regarding student reading progress is shared by classroom teachers and building interventionists regularly throughout the school year throughout the duration of the intervention(s).

In order to measure the effectiveness of the intervention(s), data are compiled for each student and provided to each site in a data dashboard to help staff view all pertinent standardized assessment history. The review of these data occurs during Student Support Team (SST) meetings that are scheduled regularly at each site. Additionally, teachers who serve each student receiving reading intervention are able to monitor the progress of students through the District data warehouse. The data warehouse provides an individual student profile for all students in addition to data visualizations that track the progress a student makes with each intervention provided. All teachers who are assigned to this student have the ability to track students' progress in the data warehouse and are expected to communicate the students' progress with families as needed. The District utilizes the assessments below to measure student performance, inform instruction and to help identify students with characteristics of dyslexia, per the Read Well by Third Grade state legislation. District selected assessments follow.

NWEA-MAP Reading: This assessment is administered in the Fall and Spring to all Kindergarten through grade 7 students in Minnetonka. Students receiving intensive intervention will also take the NWEA-MAP Reading Test in the Winter. The NWEA-MAP Test provides an overall score known as a RIT (Rasch Unit) score as well as a RIT score for each sub-test. Additionally, NWEA provides a percentile score, which provides a national comparison of student performance to their same grade level counterparts. In addition to percentile ranking of student achievement or indicating grade level performance, NWEA Tests also measure academic growth over time, independent of grade level or age. Educators use NWEA test scores to identify the skills and concepts students know and what they need to learn next in order to keep growing. With accurate, timely information on an individual student's needs, educators can target instruction so every student is learning and growing. NWEA assessments are aligned to Minnesota Standards and are often used as an indicator of preparedness for state assessments.

FastBridge Early Reading: This assessment is administered to Kindergarten students in the Fall, Winter, and Spring to help teachers identify student needs in the areas of Concepts of Print, Onset Sounds, Letter Names, and Letter Sounds. Additionally, starting in Winter, students are assessed on the skills of Word Segmenting, and Nonsense Words.

FastBridge CBM Reading: First through Fifth Graders complete the Reading CBM Fluency Benchmark assessment in Fall, Winter, and Spring. With this assessment, students read out loud for one minute while the teacher tracks words read and records any errors.

To ensure parents are notified per state statute, FastBridge Fluency results, along with NWEA results are shared with elementary school families during parent teacher conferences each year in October. Additionally, the assessment results are loaded into the Skyward Student Information System (SIS) for parents and teachers to view.

After students complete the FastBridge and NWEA-MAP assessments in the Fall, the data are analyzed by staff during their annual district-led data retreats. Interventionists review the data closely to identify students who may be at risk in Reading. For Reading, students identified as at risk may be assessed further with diagnostic assessments such as the WIST or the WADE assessments completed typically by a school reading interventionist. The WIST and the WADE are assessments specific to the Wilson Reading Program and the following information is found on their website.

The WIST (Word Identification and Spelling Test) meets teachers' need for detailed information that can be used to identify the areas in which students are having difficulty with reading and/or spelling and to develop appropriate instructional interventions. It includes both norm-referenced and informal assessments. The WIST specifically targets those aspects of reading that are most important for the identification and treatment of poor and disabled readers.

The WIST is a nationally standardized, individually administered diagnostic test that assesses students' fundamental literacy skills. It can be used by anyone who has training in standardized test administration. It was normed on a representative sample of 1520 children and adolescents ranging in age from 7 to 18 years who resided in 16 states.

The WIST has three subtests which can be used in either the Norm-Referenced or Informal assessment. The Norm-Referenced assessment has two "core" subtests (Word Identification and Spelling) and one "supplemental" subtest (Sound-Symbol Knowledge) and a composite score (called the Fundamental Literacy Index). On the Informal assessment, the scores are used for clinical and instructional purposes. The three subtests of the WIST are:

1. Word Identification: Word Identification measures word reading accuracy which includes (a) students' sight recognition of familiar words and their ability to apply word attack skills in order to decode unfamiliar words and (b) their sight recognition or orthographic memory of high frequency words with one or more irregularities.
2. Spelling: The spelling subtest assesses students' ability to spell words correctly from dictation. Specifically, it measures students' (a) recall of correct letter sequences for familiar words or one's ability to apply sound/symbol relationships and rules of English orthography in order to spell unfamiliar words and (b) their recall of letter order in high-frequency words with one or more irregularities.
3. Sound-Symbol Knowledge: This subtest assesses a student's ability to associate sounds (i.e., phonemes) with specific letters (i.e., graphemes).

The WADE is aligned to the scope and sequence of the Wilson Reading System in order to both guide instruction and determine mastery. This assessment is a curriculum-based measure which specifically assesses a student's decoding and encoding (spelling) skills correlated to word structures taught in the Wilson Reading System.

Each of the assessments described in this section help to inform staff and families about K-3 student performance. Additionally, students in Third through Fifth Grades are assessed on the MCA Reading Test, where students are tested each spring on the skills learned against their current grade level state standards.

Progress Monitoring: Progress monitoring is a means for teachers to measure the impact of an assigned intervention specific to a student's academic need. One way reading interventionists monitor student progress is through the use of the FastBridge system. In addition to benchmark assessments in the Fall, Winter, and Spring, the FastBridge system also houses progress monitoring assessments aligned to FastBridge interventions to measure student growth with fidelity.

Furthermore, the more intensive the intervention, the more often a student's progress is monitored by reading interventionists. For example, for students receiving additional support by participating in the Wilson Intensive Reading System, progress monitoring occurs on a daily basis. Student progress is also monitored if they are being served through the Wilson Foundations and Just Words programs. Progress monitoring with these interventions occurs on a weekly or bi-weekly basis. All interventionists who provide FastBridge and Wilson reading interventions undergo training in order to deliver the support with fidelity.

Instruction

Literacy instruction in Minnetonka Schools is informed by Minnesota Academic Standards and best practices in literacy. Academic Standards for English Language Arts address areas of literacy, such as phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, spelling, listening, speaking and viewing, and instruction is designed to meet these grade level standards.

The District has employed a comprehensive approach to literacy instruction and intervention, which moving forward will also be informed by the MTSS framework. In the past, the District has used the term Balanced Literacy to frame literacy instruction. This term, like many in education, has different meanings in different contexts. During this past year, one of the definitions of balanced literacy has been heavily discussed in public and professional settings. This single definition does not describe the way the term has been defined or used in the District. Instead, the use of the term in the District's literacy plan describes a comprehensive approach to literacy instruction, addressing essential foundational elements including phonemic awareness and phonics, as well as vocabulary, fluency, and comprehension. This also describes the structures and instructional practices that should be included in a literacy block. These structures and practices include a variety of literacy tasks consisting of a modeled focus lesson, shared reading and writing, flexible small group instruction and independent literacy tasks. In addition, the nurturing of a classroom literacy community that promotes motivation and engagement with reading and writing is a component of balanced literacy. The word "balanced" has also been used in order to ensure there is proportional focus on all of these aspects of literacy as well as instructional structures and practices based on each students' ever-changing skill development and literacy needs. Classroom instruction and instructional resources support each of these areas of literacy.

During the previous elementary portion of the English Language Arts curriculum review process, the District identified essential learnings based on state standards, revised common assessments and instructional plans to align to those standards, and adopted new programs to support literacy instruction. Houghton Mifflin *Journeys/Senderos* was implemented as the primary resource at the Kindergarten and First Grade levels. This

program includes literature and informational text, as well as instructional resources to support foundational skills, speaking, listening and writing. The Collaborative Classroom resource, *Making Meaning*, was implemented at the Second through Fifth Grade levels, which supports reading comprehension and vocabulary instruction. The Collaborative Classroom resource, *Being a Writer*, was implemented at the First Through Fifth Grade levels to support writing instruction.

Following the previous English Language Arts curriculum review process, the District introduced Wilson instructional resources and training to support research-based reading instruction and intervention using a multisensory, structured approach. Wilson *Foundations* addresses prevention and early intervention, Wilson *Just Words* provides intervention for older students, and *Wilson Reading System* provides intensive intervention. The District has implemented all three of these programs in various grade levels based on needs and continues to expand these resources to meet the needs of students. As part of the current curriculum review process, the District will continue to evaluate the effectiveness of these and other literacy instructional programs and resources.

Wilson Foundations: The *Foundations* reading program, focuses on foundational reading, spelling and handwriting skills, and provides an explicit and systematic approach to literacy instruction. The program is designed to address the following:

- Print concepts
- Letter formation
- Phonological and phonemic awareness
- Sound mastery
- Phonics, word study, and advanced word study
- Trick word (irregular high frequency word) instruction
- Vocabulary
- Accuracy, Automaticity, and Fluency
- Comprehension strategies
- Handwriting
- Spelling

This systematic and explicit instruction is being implemented in all English Kindergarten and First Grade classrooms as one element of core reading instruction. Additionally, Third Grade immersion is implementing this as a part of the English literacy block. Currently, students receive approximately 30 minutes of *Foundations* instruction each day. In addition, *Foundations* serves as an early intervention (Tier II) program for elementary students who need additional time and support beyond the core program. Reading interventionists typically deliver this supplemental instruction.

Wilson Just Words: *Just Words* is an explicit, multisensory decoding and spelling program designed for students in Grades 4-12 who have mild to moderate gaps in their decoding and spelling proficiency, but do not require intensive intervention. Reading specialists and special education teachers are using this program at every elementary and secondary school. At the elementary level, reading specialists build groups that may include a larger number of students, ranging from 3 to 15 students per group. At the

secondary level, students who qualify for reading support are given a pull-out section that is scheduled into the student day. All *Just Words* teachers take part in one to two days of implementation training.

Wilson Reading System (Intensive): The *Wilson Reading System* is designed for students in Grades 2-12 who require more intensive instruction due to a language-based learning disability, as well as those who are not making sufficient progress in intervention. This comprehensive intervention program provides multisensory, structured instruction in all five areas of reading (phonemic awareness, word structure/phonics, fluency, vocabulary, and comprehension) plus spelling. Reading specialists and special education teachers are using this program at every elementary school and secondary school. District *Wilson Reading System* teachers take part in a comprehensive certification program that includes a year-long online course and a practicum experience with students throughout the year, equivalent to 60-90 hours of college level coursework.

Efforts During the 2022-23 School Year

New Roles to Support Literacy

Literacy Coordinator: The District Literacy Coordinator position is a new position this spring. This position has been designed to provide leadership in the development, implementation and evaluation of the E-12 literacy framework across all curricular areas and programs, including Immersion. The Literacy Coordinator is supporting the curriculum review and evaluation process for ELA and will continue to support review in all aspects of literacy across content areas with alignment to state academic standards. The position also provides leadership in the identification, implementation and evaluation of instructional practices, delivery models, resources and assessments, ensuring alignment of literacy practices to the Minnetonka MTSS framework. This includes providing resources, guidance, and support for differentiated literacy instruction, intervention and extensions to meet the needs of all learners. In addition, the Literacy Coordinator is developing, coordinating and delivering professional development for teachers, principals and other school and district staff, serving as a resource for principals, leadership teams and PLCs to support building level literacy practices, initiatives and systems.

Expanded Chairs: During the initial phases of the Curriculum Review Process, the District has an option to temporarily add grade level chairs within a content area in order to expand representation of grade levels and schools. Teachers assigned to this expanded chair role will be responsible for curriculum review and development for a specific grade level, as well as vertical alignment with other grade levels within the system. Expanded chairs engaged in the English Language Arts curriculum review process will receive additional literacy training at all phases of the review.

Wilson Credentialed Trainer: The Wilson Credentialed Trainer (WCT) receives the highest level of training provided by Wilson and has the expertise and experience to guide and support Wilson Reading System. Beginning in 2022-23, Bart Meath, Minnetonka teacher and certified trainer, provided Wilson professional development, facilitated the Level I certification process, and supported District teachers and cohorts.

Curriculum Review Process

The District is committed to a continuous improvement process. The goal of the curriculum review process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula and materials. In response to the release of new Minnesota Academic Standards in English Language Arts (ELA), the District has begun the ELA curriculum review process. This process will support the full implementation of standards by the 2025-26 school year.

The curriculum review process consists of four phases: Phase 1: Needs Assessment; Phase 2: Recommendations; Phase 3: Implementation; Phase 4: Refinement and Continuous Improvement. English Language Arts (ELA) is currently in the Needs Assessment phase of the curriculum review process. Over the past year, ELA curriculum review teams, consisting of administrators, department chairs and expanded chairs, have engaged in multiple aspects of the ELA needs assessment. Department chair teams have reviewed standardized assessment data, including NWEA-MAP, MCA, and ACT data, as well as district writing assessment and ELA classroom common assessment results. In addition, these leadership teams have conducted a student focus group, surveyed teachers, and identified shifts in the new ELA Academic Standards. Finally, curriculum review teams have engaged in literacy professional learning, and have begun the process of identifying essential learnings. As the process continues, these teams will further identify and respond to literacy needs within the context of the English Language Arts program.

Professional Learning

Administrators: All E-12 building and district administrators, including special education, are participating in literacy learning sessions. The first session focused on developing a shared understanding and common foundation for literacy and to provide feedback on their literacy learning needs. Two additional literacy learning sessions for principals around code-based and meaning-based literacy instruction have also been provided to all district administrators. These learning sessions have included an overview of what the Science of Reading is and is not, the past several decades of reading research, how the human brain reads, and building a common understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension were the focus. Additionally, learning about the Simple View of Reading, Scarborough's Rope, the Simple View of Writing, and the Four-Part Processing Model were outcomes of these sessions.

Department and Expanded Chairs: As part of the curriculum review process, ELA department and expanded chairs participated in literacy learning, similar to the principals' sessions, to build a common understanding of reading research and best practices before reviewing the new ELA standards. Objectives of the literacy learning included understanding what The Science of Reading is and is not, learning about the Simple View of Reading and Scarborough's Rope and describing each of the 5 pillars of literacy and how they are interconnected. Learning also included an explanation about how various parts of the brain work together to be able to read and how the letterbox of the brain is created including the concept of the Four-Part Processing Model. Describing the Simple View of Writing and understanding how reading and writing are connected was an

additional objective. Discussion and analysis about the significance of the shifts in the 2020 ELA standards was also part of the learning work. Additional professional learning focusing on literacy and effective practices in ELA will continue throughout the curriculum review process.

Wilson Reading System Level I Cohort Teachers: Throughout the 2022-23 school year, a cohort of eight Minnetonka teachers took part in the intensive Wilson Reading System Level I Certification. This certification requires participants to attend a three-day introductory workshop, complete 90 hours of online professional development and assessment, conduct over 65 lessons with a student, engage in five fidelity evaluations, and attend five implementation meetings, facilitated by the District's Wilson Certified Trainer.

Wilson Reading System Level II Cohort Teachers: Wilson Reading System Level II Certification provides in-depth strategies to expand knowledge and practice of the Wilson Reading System and allows participants to earn the professional credential of Wilson Dyslexia Therapist. The Level II Certification requires participants to complete the Advanced Strategies for Multisensory Structured Language Group Instruction Course, the Group Mastery Practicum, the Advanced Word Study Online Course, and the Steps 7-12 Practicum. Three participants engaged in over 245 hours of coursework.

Site and District: Substantial professional learning in the area of literacy occurred in 2022-2023. Of the 270 workshops offered in the 2022-23 school year, 36 were aligned with literacy. Eleven learning opportunities were offered at the District level, over the summer or asynchronously. The remaining 25 were offered at the site level during early releases or late starts as well as through redesigned staff meetings. Sessions at the secondary sites focused on comprehension and disciplinary literacy while at the elementary the focus shifted to the five pillars of literacy. A sample of descriptions of these courses follows.

- Guided Reading (Deephaven) Guided Reading intervention best practices
- ELA Curriculum Review Literacy Learning (District) Literacy learning to set the stage and build common language and understanding around reading research before the curriculum review of the 2020 ELA standards.
- Engaging Students in Reading Non-Fiction Texts (District) Wondering what you can do to make sure your students can read and understand your courses' texts? Take this course to learn about and practice effective, research-based instructional activities with text that have a real impact on student learning. Collaboration, communication, and critical thinking will be front and center. Online course is available August 1; to receive stipend and CEUs, all course work must be complete by August 30.
- Nonfiction Signposts Reading Strategies (District) In the Nonfiction Signposts session, we'll talk about 3 of the 5 common nonfiction reading signposts to build on the knowledge that Stephanie Brondani shared with us in our last nonfiction training (Three Questions & Annotation strategies). This Signposts training should give teachers more in-common strategies to apply to nonfiction texts as we all work to support literacy.
- Literacy (Excelsior Elementary) Geared for Grades 3-5 & paras, this session will include some make-and-take Tier 1 classroom interventions to use for reading &

spelling sight words, and vocabulary learning strategies. You will walk away from this mini session with strategies and materials to use in your classroom tomorrow

- Integrating Culture and Verbal Scaffolding, Immersion (Secondary) Dr. Cory Mathieu will be leading a seminar on ways to verbally scaffold students' language production, as well as how to integrate culture into our existing curriculum. We will explore different questioning techniques to elicit more student language production, and ways to prompt for clarification, precision or elaboration. We will also learn more strategies for eliciting academic language, and ways to extend student discourse. Additionally, we will explore ways to promote cross-cultural awareness and multicultural appreciation, while weaving this into our existing units of study.
- Reading Strategies for Challenging Texts (Minnetonka High School) In this session, you will learn 2 different reading strategies (One Pre-Reading Strategy and One During Reading) strategy to implement for more challenging texts. Bring a colleague and have in mind a unit that may have difficult concepts/text for your students (from past experience).
- Academic Language (Minnetonka High School) Learn what is meant by Academic Language, why it's important for your students' success in school and overall sense of belonging, and how you can design instruction that builds language development into any content area.
- Why Johnny Can't Read (and what to do about it) (Minnetonka Middle School East) Learn how the well-researched 'Simple View of Reading' explains reading comprehension problems. Discover evidence-based ways to help students become independent and proficient readers.
- Literacy Across MME (Minnetonka Middle School East) This session will present MME specific data on reading proficiency and provide an overview of current structures related to MTSS Tier 1, 2, and 3. Participants will discuss why students struggle with reading and explore literacy standards in different content areas.
- MME Literacy Work Session (Minnetonka Middle School East) Let's dive deeper into literacy and curriculum. Participants will look at their current curriculum units, activities, and assessments to determine where literacy standards can be further embedded. This work session can support both struggling and advanced readers.
- MME Literacy: Reading Strategies (Notice and Note) (Minnetonka Middle School East) Notice & Note is a set of fiction and nonfiction signposts used to help create active reading and improve comprehension. This session will focus on the nonfiction strategies that can be used across all content areas. We will practice identifying the signposts, ask follow-up questions based on the signpost to help build comprehension and strategic reading.
- MMW Book Club: Reading Nonfiction (Minnetonka Middle School West) This book club will focus on literacy. From the publisher: 'We all know the value of helping students define nonfiction and understand its text structures. Reading Nonfiction is the next crucial step in helping kids challenge the claims of nonfiction authors, be challenged by them, and skillfully and rigorously make up their mind about purported truths.'
- MMW Content Area Literacy (Minnetonka Middle School West) Teachers will first participate in a 'short shot' led by Freya Schirmacher on integrating content standards and literacy skills. Then, in collaboration with their departments, teachers will dive into their content-area standards to identify standards that can

support improved literacy outcomes and deeper understandings in content areas. Teachers will then collaboratively create one lesson plan to help students to achieve this standard.

READ Legislation

The Minnesota House and Senate have both passed the Omnibus Education Bill that includes the Reading to Ensure Academic Development Act also known as The READ Act. The Governor is expected to sign it in the coming days.

This legislation modifies literacy requirements, including requirements relating to curriculum and professional development for teachers. It centralizes district literacy reporting into a district's local literacy plan and appropriates money for curriculum reimbursement and professional development for teachers. Further it provides funding for the Center for Applied Research and Education Improvement (CAREI) at the University of Minnesota and a literacy specialist at the Department of Education to provide guidance and support to school districts. The following are key features of the legislation.

The READ ACT replaces The Read Well by Third Grade legislation to include modifications and additional literacy requirements. The literacy goal in the legislation seeks to have every child reading at or above grade level every year and districts will be expected to update their local literacy plan to align with the legislative requirements.

The legislation requires districts to provide training for teachers and reading support staff on evidence-based reading instruction including phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy so teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas, emphasizing foundational skills at the elementary level and oral academic language development . This legislation prioritizes training intervention teachers, teachers of Pre-K and Kindergarten through Third Grade, special education teachers, curriculum directors, and other key literacy instructional staff. All instructional staff will be required to receive training in evidence-based reading instruction over the next three years.

Districts must employ universal screening of students in grades K-3 for mastery of foundational reading skills and characteristics of dyslexia using a screening tool approved by MDE and include this data in the local literacy plan submission each year. It is anticipated that Minnetonka Public Schools current practice will continue to address this requirement.

By August 30, 2025, districts must employ or contract with a literacy lead who will collaborate with district administrators, facilitate the district's implementation of the Read Act, and support teacher implementation of structured literacy.

By 2026-2027 school year, districts must provide evidence-based reading instruction through a focus on student mastery of foundational reading skills, oral language, and reading comprehension skills. Starting July 1, 2023, when a district purchases new literacy curriculum, or literacy intervention or supplementary materials, those materials must be evidence-based and designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

District Plan Moving Forward

Based on the School Board draft goals for the 2023-24 school year, plans will encompass *focusing additional efforts to improve literacy at all levels and in all content areas*. To that end, the district will develop and begin implementation of an updated literacy plan. This plan will incorporate requirements of the READ legislation, new State English Language Arts (ELA) standards, and will transcend early childhood through grade twelve.

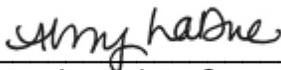
To accomplish this goal, professional learning will address the requirements of the READ Act and further build competency in literacy across content areas. In addition, curriculum review and writing teams will continue to work towards the full implementation of the proposed ELA Academic Standards. They will also evaluate current and new instructional materials and will make recommendations for adoptions of materials aligned to the READ Act and State standards. The District will also continue to deepen the implementation of the District Multi-Tiered System of Support (MTSS) framework in the context of literacy at the elementary and as the umbrella encompassing literacy at the secondary level. MTSS priorities will continue to include designing and responding to formative assessments, data literacy, Tier 1 evidence-based instructional practices, and Tier 1 intervention and extension.

The READ legislation strongly encourages districts to adopt an MTSS framework. Minnetonka Public Schools has completed year one of the three-year implementation plan which addresses each of the processes outlined in the legislation.

RECOMMENDATION/FUTURE DIRECTION:

The purpose of this report is to provide an update on District literacy efforts and next steps for this cornerstone of all education.

Submitted by: _____



Amy LaDue, Associate Superintendent

Concurrence: _____



David Law, Superintendent

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

Study Session Agenda Item #2

Title: Review of Proposed Professional Learning Plan

Date: May 25, 2023

EXECUTIVE SUMMARY

As a learning organization, Minnetonka Public Schools is committed to embedding professional learning for adults in its system. This has been identified as a high priority and area of need during the current school year. As a District that has also been highly committed to Innovation, there have also been efforts toward establishing the next iteration of the Innovation process being designed to focus on Board Goals and District challenges. To that end, a small-scale test of the Request for Ideas (RFI) pathway of the Innovation process was used to identify possible solutions for this district need, how to best provide staff with more professional learning time.

Three proposals to modify the 2023-2024 school calendar were shared at the April School Board study session and were recommended for consideration. Each proposal addresses the high-priority need to best position teachers to successfully meet the needs of all students through the School Board goals and priorities, specifically related to the Multi-tiered System of Support (MTSS) framework and literacy.

The purpose for this report is to revisit the initial proposals and to provide feedback gathered from stakeholders related to these options.

CONTEXT/BACKGROUND

Identified Needs

Based on the School Board's goals and the evolving needs of students, significant adult learning needs have been identified. Additional professional learning will be aligned across sites and will focus on key District goals and priorities, including:

- Structured literacy and disciplinary literacy
- 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
- Refining and realigning PLC practices

These learning needs are universal within the teaching role. Additional targeted professional learning will be identified for non-instructional educators such as school counselors, school psychologists, social workers, therapeutic specialists, and nurses. In addition to the identified needs by the School Board, the District will also begin implementation of the new "Reading to Ensure Academic Development Act" also known as "The READ Act."

Professional Learning

Historically referred to as staff development, there has been an intentional shift to framing this as professional learning. Improving schools is about learning: adult collaborative learning (organizational learning), individual teacher and leader learning, and ultimately student learning.

Growing staff's skill sets and understandings through targeted professional development has been identified as an essential element of school and district improvement throughout educational literature. Further this aligns with the District theme, championed by the superintendent, *Excellence in How We Live, Lead and Learn*.

Professional learning in Minnetonka Public Schools is designed so that educators may better serve the academic, emotional, and social needs of students. As an organization, Minnetonka believes:

- Professional learning that improves educator effectiveness is fundamental to student learning.
- Professional learning should be modeled after best practice and research in the field of education.
- Professional learning to improve their practice is an obligation for all educators.
- Professional learning is best when it is sustained over time and is collaborative in nature.
- Professional learning will focus on District priorities and values.

Currently, eight hours of professional learning time are provided through two late starts and two early releases. In addition to this time, principals embed professional learning into their existing structures such as fall workshop and staff meetings.

Proposals

Three proposals are shared for consideration for the 2023-2024 school year. Common elements to all three proposals include:

- Elimination of late starts and early releases in favor of full days.

- A combination of no school for students and asynchronous e-learning.
- Each scenario includes a “practice” e-learning day in the event that the District would need to shift to e-learning at any point due to weather-related issues.
- Professional learning aligned to priority District goals, required, and largely directed.
- Absent teachers will be expected to make-up the learning.

Additionally, all professional learning sessions will be designed to encompass best practice for adult learning by including a combination of direct instruction, active engagement, reflection, time to plan for application, collaboration with PLC colleagues, and time to share across teams.

Below outlines each of the three proposals for consideration. Each student day is calculated as 6 hours of instruction. In the current model of professional learning, students have 8 fewer hours of instruction. When considering the net gain for professional learning time, teachers are afforded 2 hours of preparation to launch instruction and connect with students on asynchronous learning days. All days account for 30-minute teacher lunches.

Proposal One - Key Features

The key feature of the first proposal is to increase the number of teacher days that occur prior to the start of the school from three to four in exchange for the day before Thanksgiving. Teachers unable to participate in the August learning could participate in the learning on the Wednesday before Thanksgiving. The late starts and early releases currently on the calendar would be eliminated. Three additional days of professional learning would be added to the calendar at times advantageous to families. The proposal results in approximately one day of professional learning each quarter. Students at the elementary level would have asynchronous learning one day; secondary students would have asynchronous learning for two of the three days. This proposal impacts student learning time by ten hours at the elementary level and four hours at the secondary level. There is a net gain of 20 hours of professional learning at the elementary level and a net gain of 18 hours at the secondary level.

Table 1: Proposal One

Student Calendar Changes	Staff Calendar Changes
	Week of Aug 22-24 or 28 for professional learning
October 23: elearning K-12 <i>October 23 is the Monday after MEA.</i>	October 23: 6 hours of professional learning K-12
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 will report to school for make-up professional learning
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; 6 hours of professional learning 6-12

Considerations for Proposal One

- This proposal allows the District to frontload learning for what is anticipated to be the majority of teachers.
- This proposal has the coveted day-before-Thanksgiving off for all students and families and for those who participate in the August workshop.
- The learning will not be sequential as a small number of teachers may not have the first session until the end of November.
- The learning needs to be easily replicable as it will happen at least three times (twice prior to the school year and again November 22). This limits the use of guest speakers and/or live presenters.

Proposal Two - Key Features

This proposal maintains four days of professional learning but does not include adding professional learning in August. Instead, the professional learning days are placed strategically in the year. It is mainly front-loaded in the first semester of the year when the impact on student learning is likely to be greatest. Students at the elementary level would have asynchronous learning one day; secondary students would have asynchronous learning for two of the four days. This proposal impacts student learning time and professional learning time in the same manner as proposal one. Students at the elementary level would have ten fewer hours of instruction and students at the secondary level would have four fewer hours of instruction. Again, there is a net gain of 20 hours of

professional learning at the elementary level and a net gain of 18 hours at the secondary level.

Table 2: Proposal Two

Student Calendar Changes	Staff Calendar Changes
October 23: elearning K-12 <i>October 23 is the Monday after MEA.</i>	October 23: 6 hours of professional learning K-12
November 27: no school K-12 <i>November 27 is the Monday after Thanksgiving.</i>	November 27: full day of professional learning K-12
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: full day of professional learning K-12
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; 6 hours of professional learning 6-12

Considerations for Proposal Two

- Professional learning is front loaded to the first half of the school year.
- Because all staff will participate simultaneously, the learning may be sequential.
- An extended Thanksgiving break is advantageous for families.
- Day before Thanksgiving is a regular student contact day.
- Results in fewer days of instruction in the first half of the year as 3 days occur in semester 1.

Proposal Three - Key Features

The final proposal adds three days of professional learning to the school calendar. There is no professional learning in August and there is no professional learning surrounding the Thanksgiving holiday. Students at the elementary level would have asynchronous learning one day; secondary students would have asynchronous learning for two of the three days. In this model, students at the elementary would have four fewer hours of instruction and at the secondary they would actually gain two hours of instructional time. There would be a net gain of 12.5 hours of professional learning at the elementary and a net gain of 10.5 hours at the secondary.

Table 3: Proposal Three

Student Calendar Changes	Staff Calendar Changes
October 23: elearning K-12 <i>October 23 is the Monday after MEA.</i>	October 23: 6 hours of K-12 professional learning
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: 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; 6 hours of professional learning 6-12

Considerations for Proposal Three

- Professional learning is front-loaded to the first half of the school year.
- The professional learning may be sequential.
- There is less disruption to instructional time.
- Day before Thanksgiving is regular student contact day.
- There are fewer hours of professional learning.

Feedback on Proposals

These three models were shared with building and district administrators, the Teaching and Learning Advisory Committee, the PTO/PTA parent leadership committee, and the Minnetonka Teacher Association (MTA) negotiations team. Robust conversations at these meetings provided the context for the need for additional adult learning time.

Parents were supportive of providing teachers with additional professional learning time. Initial feedback included questions about both the asynchronous e-learning days and the placement of dates into the calendar. Of the parents who responded to the survey, 77% prefer the first idea with the day-before-Thanksgiving as a non-student contact day. One parent who preferred option two commented, "I like the idea of giving teachers the time during the year since the days can also be strategically used to give them a softer transition from the extended breaks. If it's a day they would be already in school and able to collaborate with their team members. Ultimately, I'd support whatever solution leads to the best learning environment and be most impactful for our educators. As parents, we can adapt to the change in schedule and plan accordingly." Another parent wondered if the District might consider having the fourth professional learning day on February 20, extending the President's Day weekend one day for families rather than March 3, following parent-teacher conferences. Any of the proposals could be adjusted with that consideration.

Considering your stakeholders and what you know about your school community, which do you believe is the best option?

Mentimeter

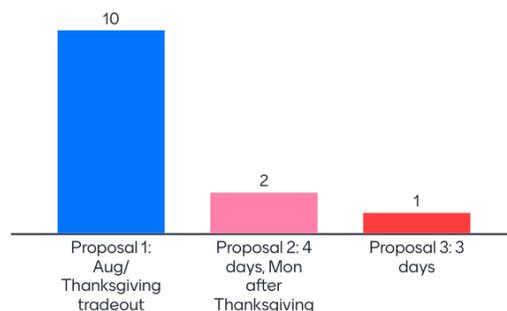


Figure 1: PTA/PTO Feedback via Mentimeter

Administrators were more divided on which option would best support the needs of their staff, students, and families. All administrators were excited about the potential to provide additional full-day professional learning time into the calendar and saw this as a significant improvement. The majority preferred option one. Those preferring the second option noted that this option would ensure greater consistency in the learning and would increase collaboration among their teachers. Because the first option gives teachers choice in which day they would participate, teams may not all be together for the important reflection and application portion of the day.

Based on conversations with the MTA, teachers are generally positive and supportive of the proposal to add additional professional learning time embedded into the calendar. Prior to giving full endorsement, the details for implementing this change are being worked through with the teacher association. Additionally, they are gathering feedback from their members. Teachers who are a part of the Teaching and Learning Advisory were positive about the need and desire for additional job-embedded professional learning. Of the respondents, the first option was preferred. They appreciated the flexibility to “earn” the day before Thanksgiving off. Another teacher commented, “I think this plan will give options to teachers, especially to those who already made plans for the fall. Thanks!”

As the calendar related to the number of student days is a part of the teacher bargaining unit agreement, the District is working through the details of the implementation of a pilot calendar change with the Minnetonka Teachers Associate (MTA) through the negotiation process.

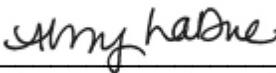
SUMMARY

Three proposals were developed that modify the 2023-24 calendar to create additional professional learning time. Special consideration was given to minimizing the impact on

instructional time while maximizing professional learning on days that will be advantageous to families and also valuable to staff. Collaboration on implementation details to ensure there is a great plan to support teachers professional learning time and implementation of asynchronous elearning days is ongoing. It is probable that a final proposal for a calendar change to support professional learning will come before the board for approval in June.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: 

Amy LaDue, Assistant Superintendent for Instruction

Concurrence: 

David Law, Superintendent

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

Study Session Agenda Item #3

Title: Review of Community Survey Results

Date: May 25, 2023

OVERVIEW:

Minnetonka Public Schools continues to find ways to meet and exceed expectations of its various constituents, as a component of its School Board goal on Excellence in Leadership and Organizational Support. Surveys are tools that assist in eliciting sentiments and feedback from the school district's stakeholders and help to better identify areas of success and areas where the district can improve.

As Dr. JacQui Getty, the Executive Director of Communications for Minnetonka Schools, will share, in May of 2023, the district engaged The Morris Leatherman Company, a well-established market and research firm, to survey a sample of residents and also, specifically, a sample of resident parents in the community regarding their perceptions of the school district and its leadership.

Peter Leatherman, of The Morris Leatherman Company, will present results of this community survey.

RECOMMENDATION/FUTURE DIRECTION:

This information presented will inform the School Board about the resident public's perception of and support for the school district.

Submitted by: _____



JacQueline Getty, Executive Director of Communications

Concurrence: _____



David Law, Superintendent

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

Study Session Agenda Item #4

**Title: Review of Submission of Review and Comment to
Minnesota Department of Education for Potential
Capital Projects Referendum Renewal**

May 25, 2023

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 has had a Capital Projects Referendum to fund technology, classroom equipment and other uses in place since voters of the District first approved one on November 5, 2002 at a rate of 6.2586% of net tax capacity of the District.

The Capital Projects Referendum was revoked and renewed by the voters of the District for 10 years on November 6, 2007 at the existing rate of 6.2586% of the net tax capacity of the District

The Capital Projects Referendum was revoked and renewed by the voters of the District for 10 years on November 3, 2015. Due to property tax calculation changes by the Legislature between 2007 and 2015, the rate at that time was .6.569% of the net tax capacity of the District, which was equivalent to the former rate under the former property tax laws in terms of revenue that would be collected by the District.

The current Capital Projects Referendum authority of 6.569% of net tax capacity runs through the December 2024 property tax levy. The levy set in December 2024 will be collected in calendar year 2025 to fund Fiscal Year 2026, which runs from July 1, 2025 through June 30, 2026.

It is prudent for the School Board to consider revoking and renewing the Capital Projects Referendum authority prior to its expiration. Capital Projects Referendum questions are required by statute to be run on the General Election in November.

As a result, at this time the School Board has two opportunities to renew the Capital Projects Referendum before the authority expires – either on the November 7, 2023 election or on the November 5, 2024 election.

While the School Board has not determined if they will call an election to revoke and renew the Capital Projects Referendum on November 7, 2023, it is prudent for the School Board to keep open the option of either a November 7, 2023 or November 5, 2024 election at this time.

In order to keep the option open of a November 7, 2023 Capital Projects Referendum renewal election, there is a significant requirement that must be undertaken at this time due to the various associated statutory timelines.

Specifically, Minnesota Statute 123B.71 requires that a school district submit a request to the Minnesota Department of Education (MDE) for review and comment on a proposed Capital Projects Referendum Levy.

The submission consists of a cover letter from the Superintendent giving various pieces of information about the proposed Capital Projects Referendum. The submission must also include information related to criteria set out in MS 123.71 Subdivision 9.

The School Board must adopt a resolution authorizing administration to submit the Capital Projects Referendum for review and comment and include the board resolution with the submission packet.

The Commissioner of MDE has 60 calendar days from receiving the submission for review and comment to respond to the District.

This timeline can impact the School Board's ability to call a Capital Projects Referendum. A school board must pass a resolution to call an election no later than August 25, 2023 in order to have a question on the ballot for November 7, 2023 election.

If, after reviewing the Review and Comment Submission documents at the May 25, 2023 Study Session, the School Board approves a resolution authorizing administration to submit the request for review and comment at the June 1, 2023 School Board Meeting, the District will submit the request for review and comment to the Minnesota Department of Education on June 2, 2023.

The Commissioner will then have 60 calendar days to provide a response to the District, with the 60th day being Tuesday, August 1, 2023.

Receiving Commissioner's review and comment by August 1, 2023 or before would preserve the School Board's ability to further deliberate whether to call a Capital Projects Referendum renewal election by no later than August 25, 2023.

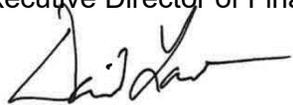
ATTACHMENTS:

Capital Projects Referendum Request for Review and Comment Cover Letter and Documentation

RECOMMENDATION:

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

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

Concurrence: 
David Law, Superintendent



Minnetonka Public Schools
5621 County Road 101
Minnetonka, MN 55345
(952) 401-5000
(952) 401-5032 fax

June 2, 2023

Christopher Kubesh
Minnesota Department of Education
Program Finance
400 NE Stinson Boulevard
Minneapolis MN 55413

SERVING THE

COMMUNITIES OF:

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GREENWOOD

SHOREWOOD

TONKA BAY

VICTORIA

WOODLAND

Re: Review and Comment Request for Capital Projects Referendum
For District Wide Technology and Instructional Equipment and
Building Security Improvements

Dear Chris:

Minnetonka Independent School District 276 is requesting review and comment on a proposed revocation and renewal at the same Net Tax Capacity rate of a capital projects referendum to be held on November 7, 2023.

The School Board of Minnetonka Independent School District 276 authorized administration to submit the review and comment documentation to the Minnesota Department of Education at the Regular School Board Meeting held at 7:00 AM on June, 1, 2023 in the Community Room of the District Service Center at 5621 County Road 101, Minnetonka, MN>

Minnetonka ISD 276 currently has a capital projects referendum in place to levy 6.569% of Net Tax Capacity through the 2024 Pay 2025 levy. The current authority is scheduled to generate approximately \$9,240,000 in revenue on the 2023 Pay 2024 levy.

The School Board is proposing to ask the voters of the District to revoke the remaining two years of levy authority at that level and instate a new capital projects referendum levy at the same level of 6.569% of Net Tax Capacity for 10 years starting with the 23 Pay 24 levy through the 32 Pay 33 levy. The new authority would generate approximately \$9,240,000 in revenue on the 2023 Pay 2024 levy, which is equal to the current levy authority.

The revenues generated will be utilized to provide technology-based instructional delivery devices and appropriate software for all grades across the district, provide additional instructional equipment to support the curriculum and provide security enhancements against intruders at all school buildings in the District.

Inspiring in Everyone a Passion to Excel

Should the School Board call the election in August 2023, the proposed wording of the ballot question is as follows:

The board of Independent School District No. 276 (Minnetonka) has proposed to revoke its existing capital project levy authorization of 6.569% times the net tax capacity of the school district and to replace that authorization with a new authorization of 6.569% times the net tax capacity of the school district.

The proposed new authorization will raise approximately \$9,240,000 for taxes payable in 2024, the first year it is to be levied, and would be applicable for ten years. The estimated total cost of the projects to be funded over that time period is approximately \$92,400,000.

The money raised by the proposed authorization will be used to provide funds for the following: The purchase and installation of software and technology equipment; costs related to the support and maintenance of technology; costs related to training staff in the use of technology; the purchase of classroom equipment and instructional texts; and building security equipment.

Shall the school district's existing capital project levy authorization be revoked and the new capital project levy authorization proposed by the board of Independent School District No. 276 be approved?

The local publication deadline to ensure publication of the review and comment from MDE 20 days before the November 7, 2023 election is Thursday, October 12, 2023. The review and comment from MDE will be published in the District's official newspaper Excelsior/Shorewood & Hopkins/Minnetonka Sun-Sailor, which is published weekly on Thursday.

Thank you for considering this request for Review & Comment as required under Minnesota Statutes 123B.71

Sincerely,

David Law, JD
Superintendent
Minnetonka Independent School District 276

Minnetonka Independent School District 276
Review and Comment Data
Proposed Capital Projects Referendum
November 7, 2023

1. The geographic area and population to be served, preschool through grade 12 student enrollments for the past 5 years, and student enrollment projections for the next five years

Minnetonka Independent School District 276 is located in the West Metro area of the Twin Cities on the south shore of Lake Minnetonka. The population of the district per the 2020 census is 42,181, living in an area of approximately 33 square miles. However, the school district services K-12 students from a much wider geographic area than that of the district boundaries. A map of the school district boundaries is attached as Attachment A, and enrollment projections are attached as Attachment B. The District projects steady in-person enrollment of approximately 11,100 K-12 students for the next five years and further into the future

2. A list of existing facilities by year constructed, their uses, and an assessment of the extent to which alternate facilities are available within the school district boundaries and in adjacent school districts

Minnetonka Independent School District 276 has the following facilities:

Clear Springs Elementary School	Constructed 1958
Deephaven Elementary School	Constructed 1956
Excelsior Elementary School	Constructed 1929
Groveland Elementary School	Constructed 1958
Minnewashta Elementary School	Constructed 1938
Scenic Heights Elementary School	Constructed 1967
Minnetonka Middle School East	Constructed 1964
Minnetonka Middle School West	Constructed 1964
Minnetonka High School	Constructed 1952
Minnetonka Community Education Center	Constructed 1938
Minnetonka Education Center	Constructed 2001
Shorewood Education Center	Constructed 1997

The District is not proposing to increase any school site capacity with this Capital Projects Referendum. However, no other adjacent school district has facility capacity that would be useable to ISD 276 to serve students.

- 3. A list of the specific deficiencies of the facility that demonstrate the need for a new or renovated facility to be provided, and a list of the specific benefits that the new or renovated facility will provide to the students, teachers and community users served by the facility**

The proposed Capital Projects Referendum will not fund any facilities expansion.

- 4. A description of the project, including the specification of the site and outdoor space acreage and square footage allocations for classrooms, laboratories, and support spaces, estimated expenditures for major portions of the project, and the dates the project will begin and be completed**

The Capital Projects Referendum is primarily oriented to fund instructional technology equipment and support, as well as all the technology infrastructure necessary to operate technology in the District. Ancillary aspects include funding instructional equipment that, while necessary, may not fall under a strict definition of technology, and also for improving security in the buildings by providing additional barriers to intruders in all schools in the district.

Major approximate annual expenditure categories include the following:

Hardware rotation – 2,000 devices	\$ 540,000
One to one device rotation – 11,100 devices	\$1,800,000
Network and infrastructure	\$ 500,000
Instructional Technology training – 1,000 staff	\$1,100,000
Technology support staff	\$2,400,000
Software annual licenses	\$1,250,000
Building security improvements and instructional equipment	<u>\$1,650,000</u>
Estimated Approximate Annual Total	\$9,240,000

The Capital Projects Referendum Levy would run for 10 years starting with the 23 Pay 24 levy through the 32 Pay 33 levy and would generate total revenues estimated at approximately \$92,400,000 over the 10 year period at current property values.

- 5. A specification of the source of financing the project; the scheduled date for a bond issue or school board action, a schedule of payments including debt service equalization aid; and the effect of a bond issue on local property taxes by class and valuation**

Funding for the project would be via a local levy equal to 6.569% of Net Tax Capacity which will generate approximately \$9,240,000 at current property values. There will be no tax impact over the current voter approved rate.

6. Documents obligating the school district and contractors to comply with items (i) to (vii) in planning and executing the project

These items are all related to actual school building construction, and there will be no school building construction funded by the proceeds of this proposed Capital Projects Referendum.

Public School District Attendance Areas and Educational Facility Locations

Minnetonka
276

Map 1 of 1

- Public Educational Facilities or Programs¹**
- Elementary school
 - Middle / Junior high school
 - High / Secondary school
 - School District Office
 - Non-Public school
 - Public Charter school
 - Other School Program (examples)
 Area Learning Center (ALC)
 Area Learning Program (ALP)
 Targeted Services
 Conventional
 Post-Secondary Education

- Public School Attendance Areas²**
- Elementary School Attendance Area (ELEM)
 - Middle School Attendance Area (MDDC)
 - High School Attendance Area (HSDA)

- Public School Districts³**
- School District
 - Adjacent School District
 - INSET - SEE MAP 2 OF 2 (if applicable)

- Other Features⁴**
- Brinkley Highway⁵
 - U.S. Highway⁶
 - State Highway⁷
 - County Highway⁸
 - Road/Trail⁹
 - Railroad¹⁰
 - Quarry¹¹
 - Lake/Pond¹²
 - Minor Civil Division¹³
 - ICRMs, Townships and Unorganized areas¹⁴
 - Public Land Survey Township Ranges¹⁵
 - Public Land Survey Section¹⁶

Data Sources:

- 1 Minnesota Department of Education, 2016, 2018
- 2 Minnesota Department of Education, 2016, 2018
- 3 Minnesota Department of Education, 2016, 2018
- 4 Minnesota Department of Education, 2016, 2018
- 5 Minnesota Department of Transportation, 2016
- 6 Minnesota Department of Transportation, 2016
- 7 Minnesota Department of Transportation, 2016
- 8 Minnesota Department of Transportation, 2016
- 9 Minnesota Department of Transportation, 2016
- 10 Minnesota Department of Transportation, 2016
- 11 Minnesota Department of Transportation, 2016
- 12 Minnesota Department of Transportation, 2016
- 13 Minnesota Department of Transportation, 2016
- 14 Minnesota Department of Transportation, 2016
- 15 Minnesota Department of Transportation, 2016
- 16 Minnesota Department of Transportation, 2016

Legend Note:
 The information presented on this map is for informational purposes only and does not constitute a warranty of any kind. The information is provided as a public service and is not intended to be used for any purpose other than that for which it was intended. The information is provided as a public service and is not intended to be used for any purpose other than that for which it was intended. The information is provided as a public service and is not intended to be used for any purpose other than that for which it was intended.

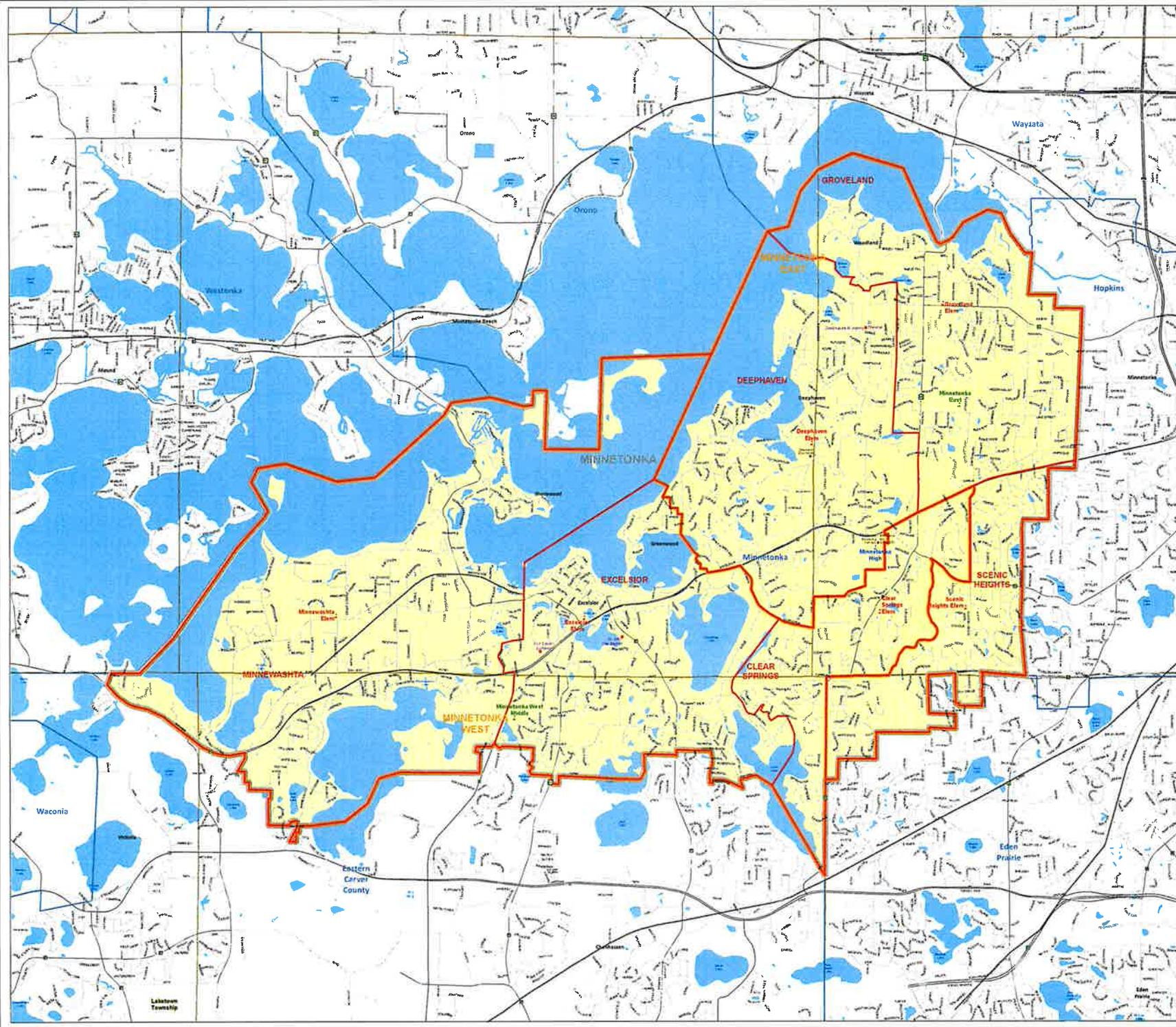
Liability Statement:
 The Minnesota Department of Education does not accept any liability for errors or omissions on this map. The map is provided without warranty as to its accuracy, including but not limited to, the accuracy of the information presented on the map. The information is provided as a public service and is not intended to be used for any purpose other than that for which it was intended. The information is provided as a public service and is not intended to be used for any purpose other than that for which it was intended.



1 : 17,520



For further assistance with this map, contact:
 John Stok, jstok@mn.gov
 MN Department of Education
 Division of Information Technology
 1500 Highway 28 West
 Roseville, MN 55124



MINNETONKA ISD #276
 October 2023 Enrollment Projection Based on October 2022
 Actual MARSS Enrollment

Grade	Oct. 2017 Act 17-18	Oct. 2018 Act 18-19	Oct. 2019 Act 19-20	Oct. 2020 Act 20-21	Oct. 2021 Act 21-22	Oct. 2022 Act 22-23	Oct. 2023 Proj 23-24	Oct. 2024 Proj 24-25	Oct. 2025 Proj 25-26	Oct. 2026 Proj 26-27	Oct. 2027 Proj 27-28	Oct. 2028 Proj 27-28
RSK	98	100	107	87	101	97	97	98	97	97	97	97
K	739	835	814	777	756	799	788	787	786	786	789	788
Total Kdgt	837	935	921	864	857	896	885	885	883	883	886	885
1	808	754	851	803	783	781	809	800	799	799	799	800
2	832	829	779	860	786	798	788	816	808	805	808	807
3	817	857	851	806	858	822	820	809	839	829	829	831
4	815	817	869	842	786	858	816	814	804	833	824	823
5	856	825	820	863	829	807	861	821	818	809	838	829
6	832	871	823	834	842	854	845	844	845	845	846	845
7	849	845	879	834	828	869	865	857	857	857	859	858
8	821	856	870	892	828	834	875	872	863	862	863	865
9	827	864	894	873	900	847	875	873	871	873	870	872
10	811	824	872	896	870	891	844	872	869	867	869	866
11	814	818	825	869	898	884	896	850	878	875	874	875
12	824	791	803	818	847	895	871	885	839	866	864	863
In-Person K-12 Sub	10,743	10,886	11,057	11,054	10,912	11,036	11,050	10,998	10,973	11,003	11,029	11,019
Pre-K Hdcp	36	45	45	45	45	45	45	45	45	45	45	45
In-Person PH-12 Total	10,779	10,931	11,102	11,099	10,957	11,081	11,095	11,043	11,018	11,048	11,074	11,064
E-Learning K-12 Total					325	124	124	124	124	124	124	124
Total All PH-12					11,282	11,205	11,219	11,167	11,142	11,172	11,198	11,188

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

Study Session Agenda Item #5

Title: Review of Policy 707: Transportation of Public School Students

May 25, 2023

EXECUTIVE SUMMARY:

Policy 707: Transportation of Public School Students is presented for the School Board's review and consideration with several proposed adjustments.

These adjustments are related to the placement of students at care and treatment facilities with the purpose of aligning Policy 707 with Minnesota Statutes and the recent Minnesota 8th Circuit Court ruling in the case of *[Student] v. Eveleth-Gilbert Public Schools* regarding the transportation of Open-Enrolled Special Education Students.

ATTACHMENTS

Draft Policy 707: Transportation of Public School Students

RECOMMENDATION:

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

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

Concurrence: 
David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY 707: TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

The Minnetonka School District recognizes that transportation is an essential part of the District's services to students and parents. It is the policy of the District to provide for the transportation of students in a manner which will protect their health, welfare and safety.

III. REGULATIONS

- A. Transportation by the District is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the District's discipline policy. When a student's bus riding privileges are revoked the parent or guardian is responsible for the student's transportation to school. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 USC § 1415 (Individuals with Disabilities Act), 29 USC § 794 (the Rehabilitation Act), and 42 USC § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)
- B. Requests to modify the District's transportation policies or procedures will be very carefully evaluated by taking into consideration student needs, the financial impact of the request, and the impact on existing district transportation procedures and practices.
- C. District responsibility for students begins when the child boards the bus for the start of the school day and ends when the child leaves the bus at the end of the school day.
 - 1. It is the legal obligation of parents/guardians to assume the supervision of students when walking either to or from the bus stop and home, at the bus stop, and to and from school and home.
 - 2. If a student, either eligible or ineligible for District transportation service, elects to walk to school, the District does not assume responsibility for the safety of the student when walking to and from school.

IV. RESIDENT ELIGIBILITY

- A. Two or More Miles from School: The District shall provide transportation to and from the school in which they are enrolled, at the expense of the District, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. Less Than Two Miles from School: Students who live less than two miles from the school in which they are enrolled are not eligible for free transportation under State law and will be required to pay a transportation fee set annually by the School Board.

Eligibility is determined by measuring the distance using the most direct route between the student's residence and the respective school of enrollment. Distances are electronically calculated with the assistance of ~~Edulog~~ **the current** bus routing software that incorporates detailed mapping capabilities. If the measurement is appealed, the District will re-measure the distance from the driveway of the school to the driveway of the student's residence using a global positioning system (GPS).

- C. "Fee for Service" Criteria and Rate Structure: Students who live less than two miles from the school to which they are assigned are required to pay a transportation fee set annually by the School Board.

Exceptions:

1. Bus service at the entire expense of the District will be provided to special education students who require transportation as part of their Individual Education Plan (IEP), regardless of where they live. Special education students riding a designated special education bus will be transported at no charge. Note: All students, including special education students, riding a regular school bus and residing less than two miles from school will be required to pay a fee for bus service.
2. If a middle school student resides within the Middle School West (MMW) attendance area and is more than two miles from MMW, and has accepted the District's offer to attend Middle School East (MME), a transportation fee will not be assessed even if the student's residence is within two miles of MME.
3. Under the Optional Pupil Transfer (OPT), a pupil may be assigned by the Superintendent from the regularly assigned school to another school under the Optional Pupil Transfer (OPT) to achieve better class attendance.
 - a. The Superintendent will identify for possible reassignment, pupils who are located near adjacent borders or within areas which minimize transportation costs and/or disruption of multiple neighborhoods.

- b. The District will provide transportation for OPT students.
- D. Adjustment for Ability to Pay: The bus fee will be waived for students who are eligible for free or reduced price meals. If not eligible for free or reduced price meals, the District will consider an application to waive or reduce the transportation fee on a case-by-case basis. Special consideration will be given to students whose family is experiencing severe financial hardship (for example, unusually high medical expenses.)
- E. Other Policy Considerations:
- 1. Non-Public Students: All students, both public and non-public, residing less than two miles of their school will be required to pay the transportation fee.
 - 2. Bus Pass Required: A bus pass will be issued to each student paying for bus service and to each student residing two or more miles from school. A pass will be required to ride the bus.
 - 3. Prorated Fees: Purchase of a bus pass requires that space be reserved for that student. Therefore, the fee will cover a full year's service and will not be prorated should the student elect not to ride every day or to ride only part days. If the student moves from the District prior to the start of the final quarter or a student begins service after the start of the first quarter of the year, a prorated refund or charge will be provided. There will be no reduced fee if the student starts before the beginning of second quarter and no refund if the student withdraws after the start of the final quarter.
 - 4. Ready Start Kindergarten: Eligibility for free transportation will be determined based on the distance from the child's residence and the school in which the Ready Start program is located. If the distance is two miles or more free bus service will be provided. If the distance is less than two miles the parents will be required to pay fee to ride the bus.
- F. Parent Option Program: The Parent Option Program is an option which allows any parent or guardian to request that a student attend school at a District school other than that student's regularly assigned school.
- 1. The parent/guardian has the responsibility for the transportation of a POP student.
 - 2. Students attending a District school under POP may use existing District transportation services on a space available basis. The District will not alter existing bus routes to travel into another attendance area to pick up a student enrolled under POP.
 - 3. A fee will be assessed if the student's residence is less than two miles from the school the student is enrolled in under the POP program.

G. Kindergarten Transportation:

1. Kindergartners riding regular elementary school buses in the morning and afternoon will use the same bus stops as the first grade through fifth grade students.
2. Kindergartners riding mid-day buses either to or from school will be picked up/dropped off in front of their houses whenever possible. In the event that road configurations, time constraints or other factors make this that impossible, the District will designate another nearby, safe location as the official bus stop.

V. **TRANSPORTATION SCHEDULING PROVISIONS**

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the School Board. (Minn. Stat. § 123B.88, Subd. 1)

- A. **Delivery to School**—Under normal circumstances, students should be delivered to their schools five to fifteen minutes prior to the start of school. Shuttle buses running runs between schools may create an exception to this rule.
- B. **After School Delivery Runs**—Under normal circumstances, buses shall depart from the school within ten minutes of school dismissal.
- C. **Shuttle Runs**—Shuttle routes may be utilized to transport students from one school attendance area to another attendance area in order to expedite routes.
- D. **Bus Stops**—Whenever possible, bus stops will be located at a corner or intersection Bus stops will be located to maximize bus route safety and efficiency.
 1. Standard maximum walking distances for students to bus stop are as follows:

Grades K-5:	.4 Mile
Grades 6-12:	.6 Mile

Shorter walking distances may be afforded to students where possible, but the distances noted here may be used.
 2. Location of bus stops shall take into consideration visibility of the bus stop from oncoming traffic, traffic flow, impact of seasonal variations, traffic conditions, construction activities, and ensuring the bus can safely navigate the street without a back-up maneuver.
- E. **School Bus Capacity**—Buses must adhere to the seating capacity limitations indicated on the vehicles.
- F. **Length of Ride**—Regular bus runs shall not exceed the following maximum riding times:

1. Senior High School—45 minutes
2. Middle Schools—35 minutes
3. Elementary Schools—25 minutes
4. Nonpublic Schools—45 minutes
5. Special Education within District—50 minutes
6. Special Education outside District—70 minutes

VI. NON-PUBLIC SCHOOLS TRANSPORTATION

A. Within School District

1. Equal Treatment—Students attending nonpublic schools shall receive equal, but not necessarily identical, transportation services as provided to public school students.
2. School Hours—The nonpublic school is responsible for coordinating its calendar and starting and dismissal times with those of the District. The District shall determine the times that students will be transported to non-public schools and the dates of such transportation. Non-public schools will be expected to conform with these decisions.
3. Bus Routes—When separate routes for public and non-public students are used, nonpublic school routes shall operate within the same parameters as the District's public school routes.

B. Outside the District

1. District residents whose child/children attend a state certified nonpublic school outside the District are eligible for limited transportation or reimbursement for transportation expenses.
2. The Superintendent will determine whether the District will provide the student with transportation services or financial reimbursement for other transportation services.
3. Option to Reimburse—When the District elects to reimburse the student for transportation costs, it is responsible only for costs incurred in transporting the student from his/her residence to the District boundary.

VII. VIDEOTAPING ON SCHOOL BUS

A. Placement

1. Each and every school bus owned, leased, contracted, and/or operated by the District shall be equipped with a fully-enclosed box for placement and operation

of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded on tape.

2. A video camera will not necessarily be installed in every school bus owned, leased, contracted, and/or operated by the District, but cameras may be rotated from bus-to bus without prior notice to students.
3. Video cameras will be placed on a particular school bus, to the extent possible, where the District has concerns about possible inappropriate behavior.

B. Use of Videotape

1. A videotape of the actions of student passengers may be used by the District as evidence in any disciplinary action brought against a student, arising out of the student's conduct on the bus.
2. A videotape will be released to the public only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 USC §1232g, and the rules and/or regulations promulgated there under.
3. Videotapes will be viewed by District personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the School District.
4. A videotape will be retained by the District for a period of two (2) weeks, or until the conclusion of disciplinary proceedings in which the videotape is used for evidence.

VIII. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If it is determined to be within the best interests of the District to transport nonresident students from within the student's resident district such transportation shall be provided to a nonresident student at the same level of service that is provided to resident students. The District shall determine when the decision is made to transport nonresident students the appropriate fee for the service.
- B. If the District decides to transport a nonresident student within the student's resident district, the District will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the nearest bus stop within the Minnetonka School District during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))

IX. TRANSPORTATION OF RESIDENT STUDENTS TO NON-DISTRICT SCHOOLS

In general, the Minnetonka Public School District shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. (Minn. Stat. § 124D.03, Subd. 8)

X. SPECIAL EDUCATION/DISABLED STUDENTS/STUDENTS WITH TEMPORARY DISABILITIES

- A. A resident disabled student who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the District and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident disabled students whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the District. The District shall determine the type of vehicle used to transport disabled students on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the District. (Minn. Rules Part 7470.1600)
- C. Resident disabled students who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the District, shall be provided transportation, by the District to and from said board and lodging facilities, at the expense of the District. (Minn. Stat. § 125A.65)
- D. When a disabled student or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the Minnetonka School District during the care and treatment, the Minnetonka School District shall provide the transportation, at the expense of the Minnetonka School District, to that student. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

1. Before the placement of a pupil for care and treatment, the district of residence must be notified and provided an opportunity to participate in the placement decision. (See Minn. Stat. §125 A. 51(c). It is reasonable for the school district to refuse or delay transportation to a care and treatment program if the school district administration has been denied the opportunity to participate in the placement decision.

2. Consistent with the authority granted by Minnesota law, the purpose of this policy is to establish reasonable restrictions on the transportation of students who are temporarily placed for care and treatment in a day program and who continue to

live within the boundaries of Minnetonka School District (“District”) during the care and treatment. In adopting this policy, the School Board has given consideration to various social, political, economic, and educational factors.

Reasonable Transportation Restrictions:

- a. Closer Facility: The district may refuse to transport a student to a care and treatment facility if another care and treatment facility is at least ten miles closer to the student’s home and is sufficient to meet the needs of the student. The following exception applies: The District will provide transportation to the next closest facility that is covered by the student’s insurer and has an opening if:
 - i) The student’s parent or legal guardian submits written documentation to the District showing that the insurer has formally denied coverage for a requested placement at the closest facility or
 - ii) The student’s parent or legal guardian submits written documentation to the District office showing that the closest facility has denied a requested placement.
- b. Ten Mile Radius: The District may refuse to transport a student to or from a care and treatment facility that is located more than ten (10) miles outside the District’s geographic boundaries.
- c. Regular Operating Hours: The District may refuse to transport a student to or from a care and treatment facility outside the District’s regular operating hours.
- d. Non School Days: The District is not responsible for and may not provide transportation when its schools are not in session, although transportation may be provided for special education students who receive extended school year services.
- e. The district may limit the number of trips to 2, in a given day, and will be based on the timing and location of the education services provided while the child is placed at care and treatment.

- E. When a nonresident disabled student or a student with a short-term or temporary disability is temporarily placed in a residential program within the Minnetonka School District, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the District shall provide the necessary transportation at the expense of the District. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))

F. Any parent of a disabled student who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

G. Special transportation is provided within the student's enrollment area for that school or special program. If the student residing outside of the school district is accepted through open enrollment, the district may provide special transportation from the district's boundary area in accordance with the Minnesota 8th Circuit Court Ruling *[Student] v. Eveleth-Gilbert Public Schools* re: Transportation of OE Special Education students (Minn. Stat. § 124D.03, subd. 8).

XI. DISTRICT #287-288 SECONDARY VOCATIONAL PROGRAM TRANSPORTATION

The District will provide and pay for shuttle service between Minnetonka High School and the Hennepin Technical College Southwest Metro Career and Technical Program locations facility for students enrolled in the District #287-#288 Secondary Vocational Program.

XII. WORK EMPLOYMENT/COOPERATIVE EDUCATION PROGRAM (WE/CEP)

No transportation will be provided for pupils enrolled in WE/CEP, unless the program provides transportation funding.

XIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the District. (42 USC § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))

B. Upon request by the student's parent, guardian, or homeless education liaison, the District shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a shelter location or has other non-shelter living arrangements within the District shall be provided transportation to and from the student's school of origin and the shelter if the shelter is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 USC § 11432(g)(1)(J)(iii)(I))

2. A resident student who becomes homeless and is residing in a shelter location or has other non-shelter living arrangements outside of the Minnetonka School District shall be provided transportation to and from the student's school of origin and the shelter if the shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the District and the school district in which the student is temporarily placed agree

that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 USC § 11432(g)(1)(J)(iii)(II))

XIV. AVAILABILITY OF SERVICES

A. When Provided

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, at the discretion of the District, on staff development days or other non-school days. (Minn. Stat. § 123B.88, Subd. 21)

B. Field Trip Transportation

The District will provide free transportation services for field trips when the field trips are an integral part of a required course of study.

C. Interscholastic/Co-curricular/Community Service Activity Transportation

There is a broad variety of transportation needs associated with interscholastic/cocurricular activities/Community Education sponsored activities. Not all activities or programs have District-provided transportation. At the start of the program's activities, participants will be informed of the scope of District-provided transportation services.

D. Transportation of Students by Staff

Transportation of students by staff shall occur only when all criteria mandated by the state have been met, including licensing, and vehicle inspection.

Legal References:

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.88 (Independent Minnetonka Public School Districts, Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
- Minn. Stat. Ch. 125A (Children With a Disability)
- Minn. Stat. § 125A.02 (Children With a Disability, Defined)

Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
20 USC § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 USC § 794 (Rehabilitation Act of 1973, § 504)
42 USC § 2000a (Prohibition Against Discrimination or Segregation in Places of Public Accommodation)
42 USC § 11431, et seq. (McKinney-Vento Homeless Assistance Act of 2001) 42 USC § 12132
(Americans With Disabilities Act)

Cross References:

~~Policy 307: Compliance with Minnesota Data Practices Act~~

Policy 506: Student Discipline and Code of Conduct

Policy 535: Students: Assignment to Schools

Policy 709: Student Transportation Safety

Policy 722: Public Data and Data Subject Requests

Policy F-5: Field Trips

Adopted: May 4, 2006

Reviewed: May 25, 2023

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

Study Session Agenda Item 6

Title: Review Of Proposed Second Floor Infill of VANTAGE MOMENTUM Building To Accommodate MOMENTUM Aviation Strands May 25, 2023

EXECUTIVE SUMMARY

Providing Premier Space For Tonka Flight School Strand and Tonka Drone Academy Strand
Utilizing MOMENTUM Wing of VANTAGE MOMENTUM Building

Following is a concept proposal to provide facilities and equipment that would result in Minnetonka ISD 276 having the premier Flight School strand and Drone Pilot strand in the State of Minnesota, if not the Midwest region or nationally, as part of the MOMENTUM Design and Skilled Trades Program.

These programs would make use of the currently undesignated MOMENTUM space on the south wing of the VANTAGE MOMENTUM Building, including installing the future second floor as the building was designed to accommodate.

Please note that we are using the term “Tonka Flight School” for the strand that involves students working to obtain a fixed-wing pilot license, and the term “Tonka Drone Academy” for the strand that revolves around the operation and maintenance of drones. The ultimate actual names are likely to be something different.

OVERVIEW OF THE MOMENTUM AVIATION PATHWAY

The MOMENTUM Design and Skilled Trades program launched at Minnetonka High School in the 2020-21 school year. This program was designed to offer a variety of pathways for students who are passionate about real world, hands-on learning that can lead to opportunities in the skilled trades. During the current school year, with the construction for future expansion, the MOMENTUM leadership team, along with stakeholders, has created a vision for the MOMENTUM program and further development of it. This includes the identification of additional pathways that are responsive to student interests and needs while aligning to the research completed for this program.

One result of this work is the creation of the Aviation/Aeronautics pathway that is being introduced for the 2023-24 school year. This initial launch will include the Introduction to Aviation I and II courses, each a half-credit, which the Board approved in January 2023. During registration students expressed significant interest in this new opportunity, with 179 students registering for Introduction to Aviation I and 99 students registering for Introduction to Aviation II.

The initial program will include two defined strands, a Private Pilot License strand and an Unmanned Aerial Systems (UAS) Drone strand. In addition to these two opportunities, Maintenance, Air Traffic Controller, along with other aviation careers are being further explored as

additional future strands. Within each strand, the courses that will make up the program are also being developed, using Aircraft Owners and Pilots Association (AOPA) as a key resource. In keeping with the current design of MOMENTUM and VANTAGE courses, the goal will be to pair required courses with aviation-specific content to make up the courses within each strand. Curriculum development and acquisition of the materials and resources to support this will be underway beginning this summer. Targeted instructional staff will also participate in AOPA professional learning.

To support this new pathway, an initial instructor with significant experience teaching aviation has been secured to fill this important role. This instructor will serve as a member of the team to further develop and implement these initial courses as well as further development of future opportunities. In addition to the District team, an Aviation Advisory Board has been formed to provide insights and guidance for this new program. The inaugural meeting for this board will be held June 1, 2023.

VANTAGE MOMENTUM BUILDING AVIATION WING PROPOSAL

Tonka Flight School – Housed On “The Flight Deck”

The upper floor will need to be installed in the MOMENTUM wing to house “The Flight Deck” of the Tonka Flight School.

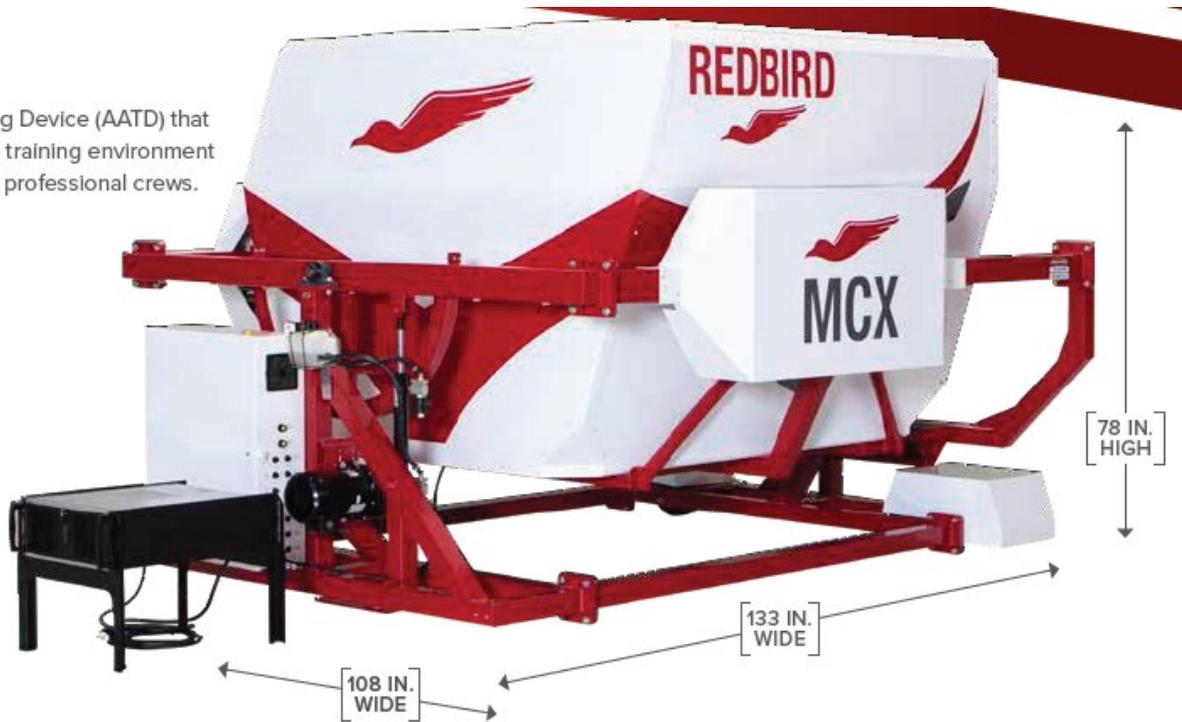
This facility would have the following features:

Three Red Hawk MCX FAA-certified Flight Simulators with dual controls – exactly as in a real airplane - to enable students to accrue flight time towards their fixed-wing pilot license. These simulators would provide the core of Tonka Flight School. They are programmable to operate as a Cessna 172 and several other Cessna, Piper and Beechcraft airplanes.

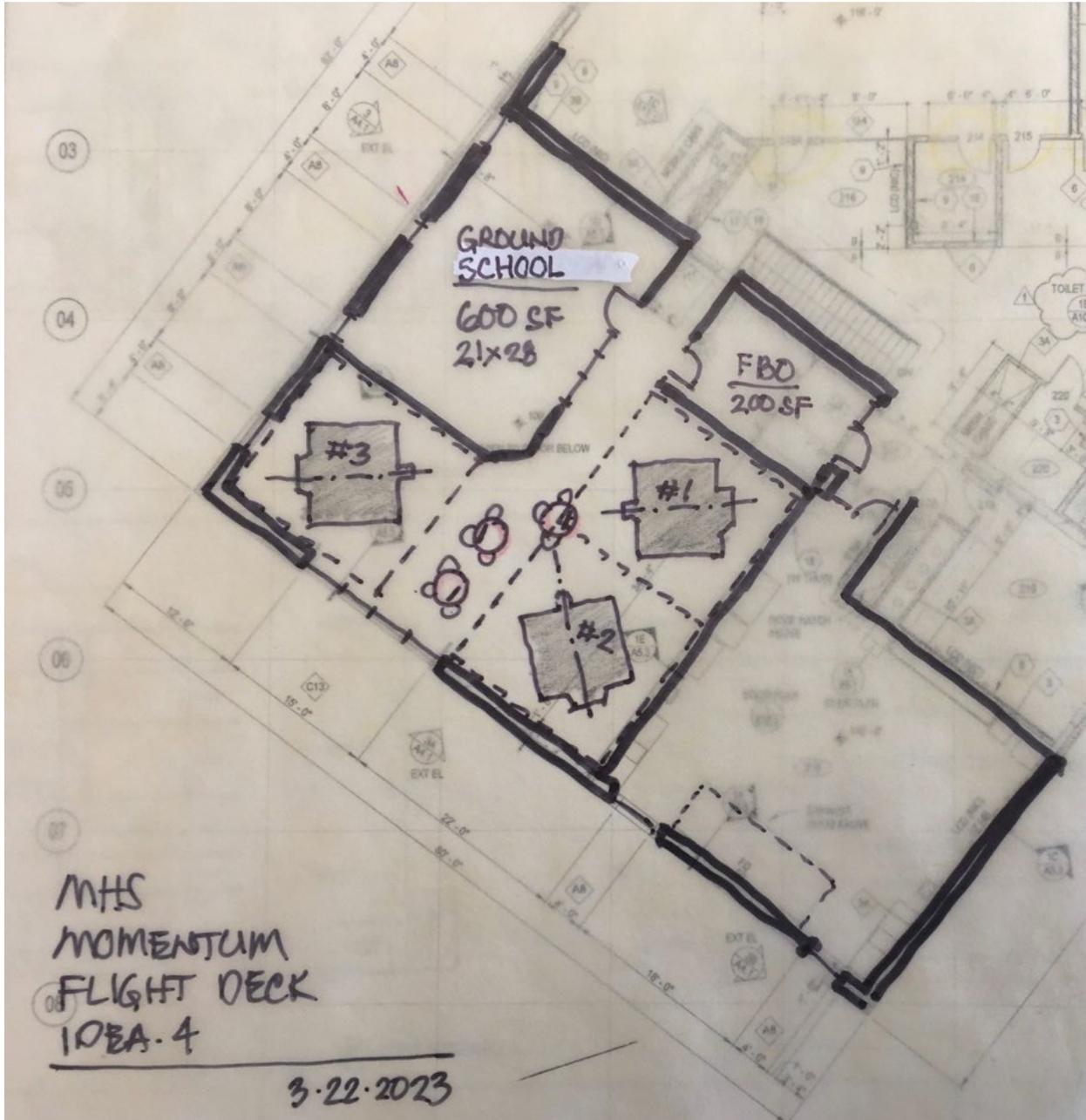
Fixed Base Operator (FBO) Station for students to check weather conditions and file flight plans, as well as functioning as the airport tower for any instructions regarding takeoff and landing.

Ground School – All student pilots must have extensive classes related to operating in the aviation environment.

Training Device (AATD) that
ffective training environment
es, and professional crews.



Below is the tentative scale layout of The Flight Deck to house the Tonka Flight School.



Following is the initial architectural conceptual rendering of a portion of Tonka Flight School showing two simulators. (The third one is behind the viewer in this view.) This perspective is standing adjacent to the Ground School classroom looking out toward the large exterior window.



Target in-service date for Tonka Flight School operation on The Flight Deck of the VANTAGE MOMENTUM Building is September 3, 2024.

Tonka Drone Academy – Housed On “The Hangar Deck”

The main floor will consist of the following components to support the Tonka Drone Academy.

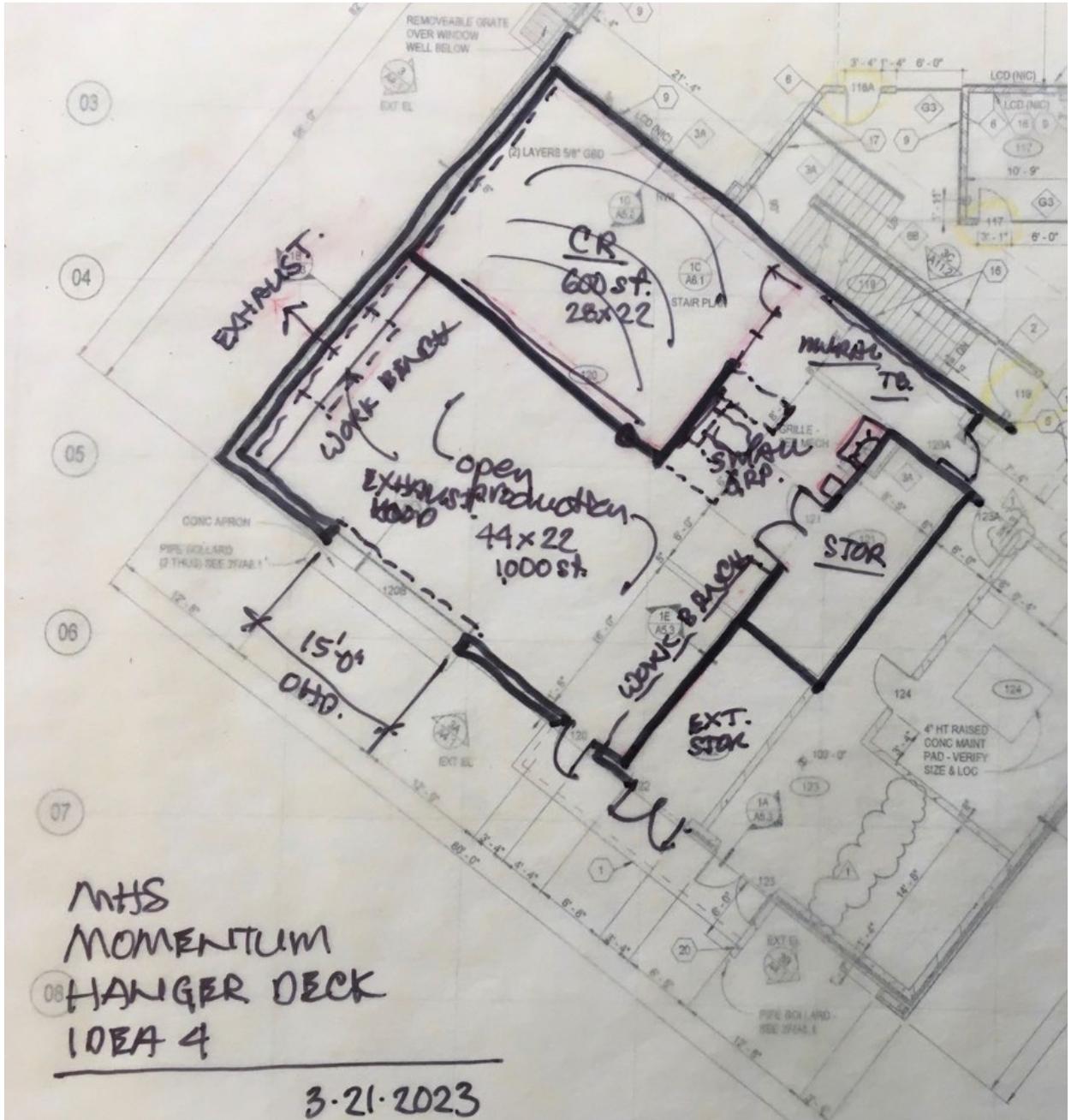
Hangar Bay – A large open area equipped with moveable tables and workbenches where drones can be prepared for flight, serviced for maintenance, and prepared to be returned to storage. Tables and workbenches are proposed to be the same high-quality equipment as those in the Maker Bay of the MOMENTUM Addition at Pagel Activity Center.

Ground School – Space for classes on all of the various facets of operating and maintaining drones and a drone-service business can be held.

Drone Fleet Storage – Space to safely house and recharge a wide variety of drones needed for instructing students on the piloting of various types of drones.

Garage Door Access – Ability to back in trailers to load drones for field trips.

Following is the tentative scale layout of The Hangar Deck to house the Tonka Drone Academy.



Target in-service date for Tonka Drone Academy operation on The Hangar Deck of the VANTAGE MOMENTUM Building is September 3, 2024.

Estimated Costs and Funding Source

The estimated cost of construction of the infill of the south wing of the VANTAGE MOMENTUM Building is \$1,165,000.

FAA-Certified Simulator purchase and installation for three units is estimated at \$300,0000.

Additional equipment for both programs is estimated at \$300,000 for a total of \$1,765,000.

Funding will be provided by the 2023B Certificate of Participation Bond for the construction and equipping of the project with payments coming out of the Operating Capital Fund.

The annual payments will be approximately \$143,000, with the first payment in July 2024 in FY2025.

Several bonds will be restructured over FY24 and FY25 to create payment capacity to offset a portion. The 2016G, 2016L, 2016N and 2017C bonds all have the potential for refunding as interest rates peak in Calendar 2023 and start to decline in Calendar 2024.

General Fund Revenue Opportunity Via Community Education Indirect Costs

The Tonka Flight School and Tonka Drone Academy will be set up in such a manner that they can be utilized for Community Education classes on evenings, weekends, and during the summer. It is financially prudent to utilize the investment in these programs to generate revenue for the District.

Community Education has the ability to set fees at a level necessary to cover costs and to cover costs of overhead. This will ultimately benefit the General Fund because the General Fund has the statutory authority to assess the unrestricted indirect cost rate for all District support of Community Education for any and all Community Education programs.

Timeline

The target in-service date is September 3, 2024.

To meet that date, the following tentative schedule would be necessary.

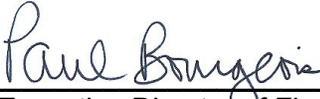
School Board approval of the project	June 1, 2023
School Board authorization of the sale of bonds	June 1, 2023
Construction design work	June 1 August 31, 2023
City approval of project	August 31-November 30, 2023
Project out to market for bid	December 1, 2023
Bid Opening	January 4, 2024
Construction	January 4, 2024-August 4, 2024

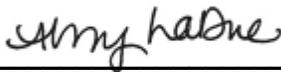
Summary

Minnetonka Independent School District 276 has the financial capacity to construct the premier space and facilities for the Tonka Flight School strand and Tonka Drone Academy strand, as well as the Instructional Program Human Resources capacity to develop the program for these strands to have them available for students for the start of school on September 3, 2024.

RECOMMENDATION:

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

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

Submitted by: 
Amy LaDue, Associate Superintendent for Instruction

Concurrence: 
David Law, Superintendent

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

Study Session Agenda Item #7

**Title: Review of Proposed Marketing Agreement for MOMENTUM Products May 25, 2023
With Minnetonka Diamond Club**

EXECUTIVE SUMMARY

Minnesota Statutes require that all school district surplus property must be offered to the public for sale so that the public has access to purchase an item.

The MOMENTUM Design and Skilled Trades program is up and running and annually is constructing an ice-fishing shanty on a trailer (Ice Castle) and four storage sheds as part of the annual curriculum. Technically these structures are the property of Minnetonka ISD 276, so if they are to be sold, they must be offered to the public.

The District has access to a State of Minnesota auction site. However, it is such a large site that bids on surplus property are somewhat sporadic.

For items such as the Ice Castle and sheds, it is thought that posting them for sale on another auction site that is open to the public but used by various District booster clubs will generate more interest through the ability to promote the items through District booster club networks and thereby result in the items being sold for a higher bid than would be obtained on the State of Minnesota web site.

The Minnetonka Diamond Club (MDC) has proposed a partnership agreement with the District for the MOMENTUM items that have been and will be produced annually. They are proposing to work to post the items on the Greater Giving auction site, which is used frequently by various District booster groups.

Under this proposed partnership, MDC and MOMENTUM would agree on starting auction prices. The items would be listed on Greater Giving, and MDC would promote the items through its extensive network of members, former members, the business community and the community at large.

In return for this promotional service, the proposed split of any sale proceeds would be:

MOMENTUM Design and Skilled Trades	50%
Minnetonka Diamond Club	30%
Minnetonka ISD 276 Baseball	20%

The agreement is proposed to last for 5 years for FY23 through FY27, with one additional extension term of 5 years, subject to mutual agreement of the parties.

The Minnetonka Diamond Club has the ability to rescind the rights in this agreement after July 31, 2024. This clause makes the agreement essentially a two-year trial agreement.

ATTACHMENTS

Draft Minnetonka ISD 276 and Minnetonka Diamond Club Marketing Agreement For MOMENTUM Products

RECOMMENDATION:

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

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

Concurrence: 
David Law, Superintendent

**MARKETING AGREEMENT
MINNETONKA ISD 276 and MINNETONKA DIAMOND CLUB
FOR AUCTION OF MOMENTUM DESIGN AND SKILLED TRADES PRODUCTS**

This Agreement dated June __, 2023 is intended to serve as Marketing Agreement between the Minnetonka Diamond Club (MDC) and Minnetonka Independent School District 276 (School District) for product(s) marketed and sold by Minnetonka Diamond Club, which are constructed by Minnetonka School District's MOMENTUM Design and Skilled Trades Program.

The intent of this agreement is to detail the timeframe and structure of payment to School District and MDC.

The components of the Marketing Agreement are as follows:

- A. **Length of Term of the Agreement:** The term of this agreement shall run from June 1, 2023, through June 30, 2027.
- B. **Option for 5 Year Time Extension:** MDC has the option to extend the time of this agreement under all terms of the agreement for one 5-year period, subject to mutual agreement of the parties. MDC shall submit a letter of intent to extend the agreement to the School District by December 31, 2026.
- C. **Finished Product:** MDC will market and sell all finished product(s) from the MOMENTUM Construction Program via their online auction website. MDC will work with MOMENTUM Program to agree upon the opening bid amount to start the auction. This is to ensure both parties are comfortable with any potential selling price. Auction House will be Greater Giving (greatergiving.com)
- D. **Auction Proceeds Payout:**
 - School District MOMENTUM Program – 50%
 - MDC – 30% Funds will be used for Veterans Field projects and other needs and other District baseball facilities in accordance with the Veterans Field Operating Agreements
 - Minnetonka Varsity Baseball Program – 20%
- E. **Bill of Sale:** School District and MDC will work together to create a Bill of Sale for all product(s) sold via this agreement. The agreement will state all product(s) will be sold "As Is" with no warranty or liability to School District or MDC.
- F. **Option to Rescind:** MDC shall have the option to rescind the right to this Marketing Agreement after July 31, 2024. MDC shall notify the School District by December 31, 2023, of its intent to rescind its marketing rights on August 1, 2024.

Minnetonka Diamond Club

Minnetonka ISD 276

Its President Date

Its School Board Chair Date

Its Vice President

Its Deputy Clerk

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

Study Session Agenda Item #8

**Title: Review of MMW Roundabout Proposal From The
City of Chanhassen**

May 25, 2023

EXECUTIVE SUMMARY:

Minnetonka Middle School West is sited along State Highway 41 with a single entrance for buses and automobiles that opens up directly on to State Highway 41.

When the school was originally constructed, the area was largely rural and exurban in its makeup, but in the ensuing decades there has been significant residential growth around the school site, as well as business and industry locating along State Highway 41.

As a result, traffic has increased significantly over the years and the school has also grown, with an enrollment of 1,260 in FY22.

Over the years, the District has tried to develop other alternatives for the current intersection of the school site driveway with State Highway 41. The District has requested that a traffic light be installed on several occasions, with the Minnesota Department of Transportation (MnDOT) indicating that traffic at the location does not warrant a traffic light. The District has worked with MnDOT on restriping the lane lines in the vicinity of the MMW driveway to increase traffic safety, as well as having speed restrictions in place during school start times and end times to facilitate traffic to and from the school site being able to access State Highway 41.

All of these solutions have improved the traffic circumstances at MMW. However, there is continued dissatisfaction being expressed by parents and residents of Chanhassen about the traffic conditions at MMW start times and end times.

As a result, two years ago, the City of Chanhassen assumed the role of champion for improving the situation on behalf of Chanhassen residents and the traveling public. The city applied and was awarded \$2.2 million in MnDOT funding to construct a roundabout at the intersection of State Highway 41 and the MMW driveway.

The total cost of their proposed project is \$2.8 million, inclusive of \$2.2 million in MnDOT Funding and \$200,000 in City of Chanhassen funding, with \$400,000 remaining unfunded.

The City of Chanhassen initially inquired on April 11, 2022 as to whether the School District would consider funding the remaining \$400,000.

The City of Chanhassen PowerPoint is attached to this Board Item. Visualizations of the AM and PM functioning of the proposed roundabout produced by the City of Chanhassen will also be viewed.

ATTACHMENTS:

Minnetonka Middle School West Intersection Improvements

RECOMMENDATION:

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

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

Concurrence: 
David Law, Superintendent

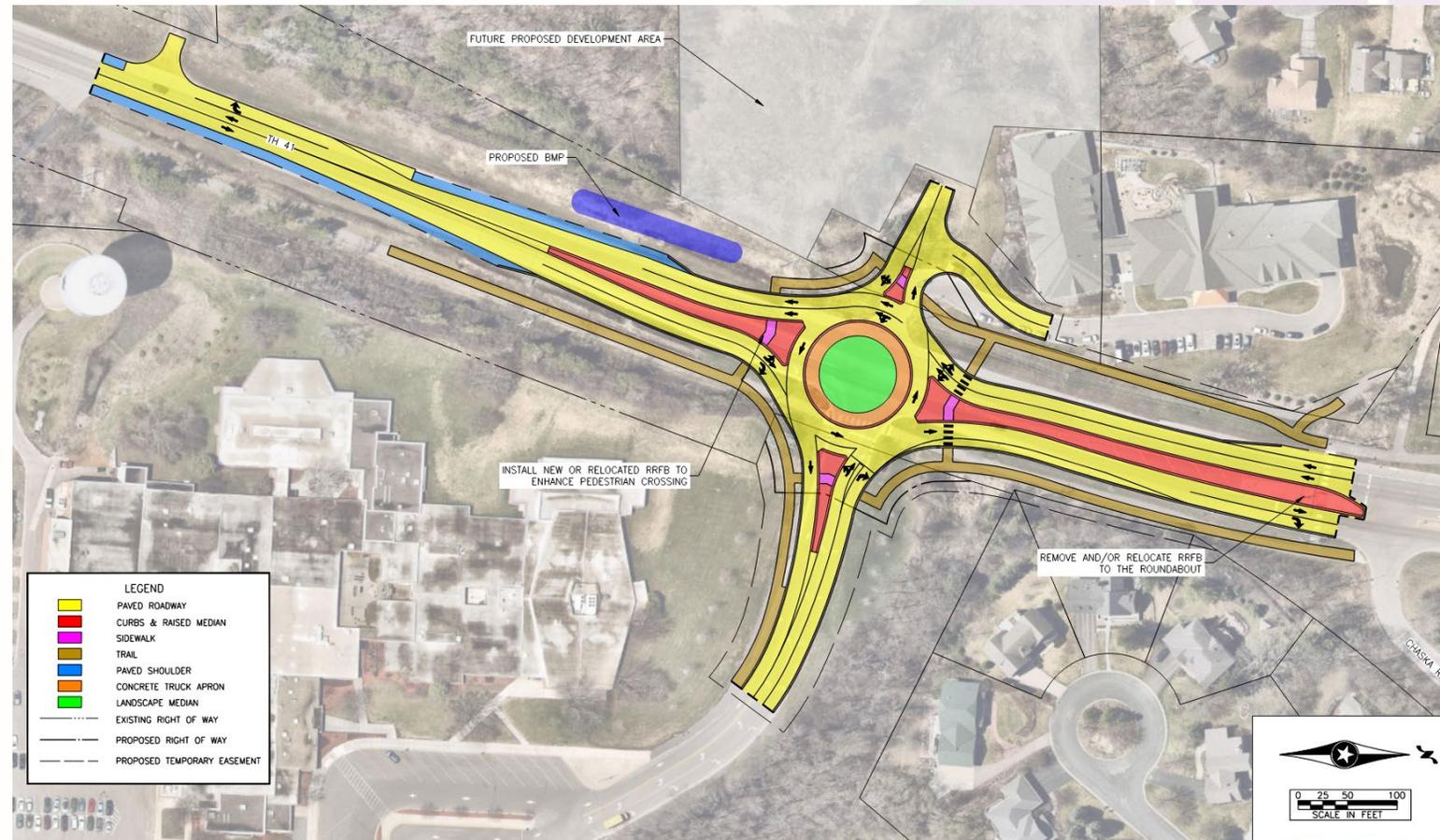
INFORMATIONAL UPDATE – not an action item

Minnetonka Middle School West (MMSW) Intersection Improvements

November 22, 2021

The Project

- Improve congestion at the MMSW/TH41 intersection during peak times (AM drop off and PM pick up)
- Private driveway on TH (not public)
- Roundabout concept IS supported by MnDOT (signal is not)
- Overall project cost ~\$2.8M



What is our role

We've assumed the role of Champion for the improvement

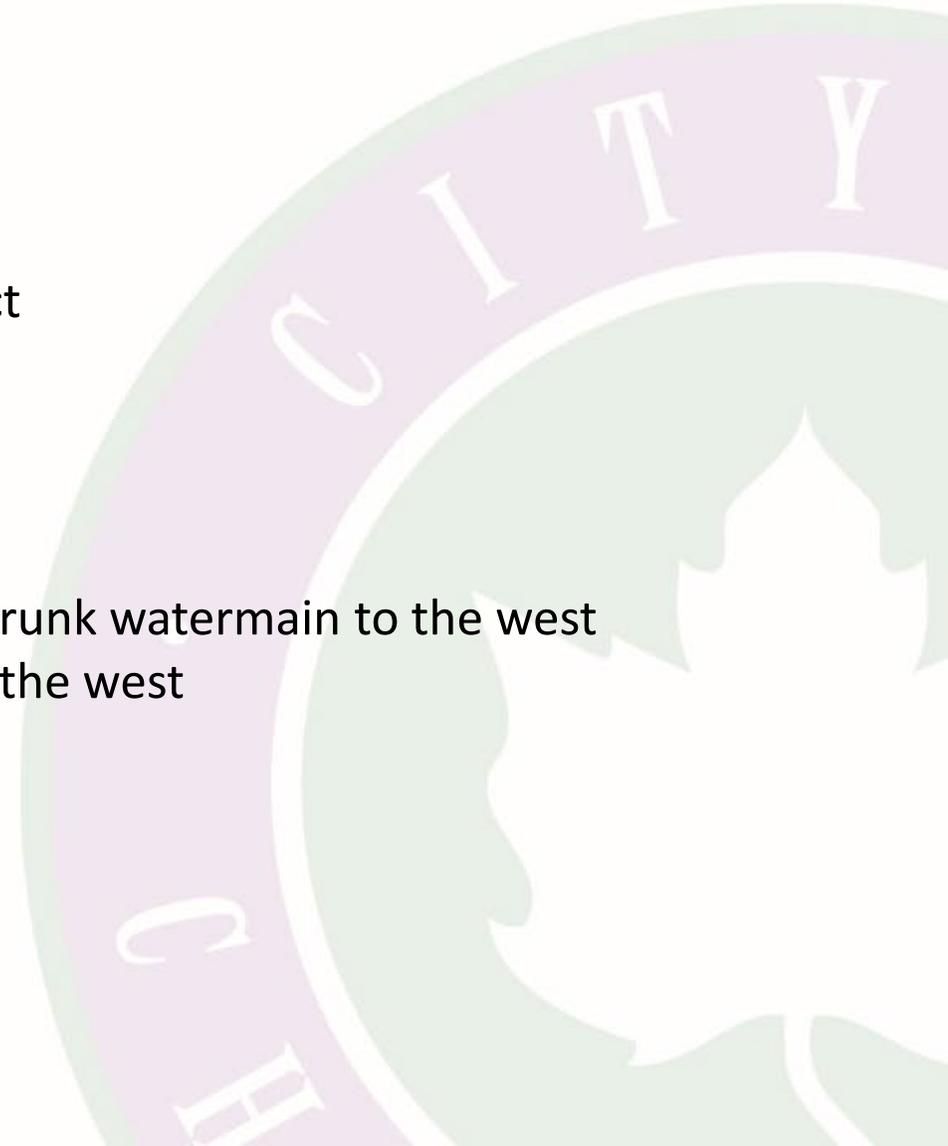
- Acting on behalf of our residents and the traveling public

We would contribute staff time to lead and administer the project

We have included \$200k in our 5-yr financial plans to contribute

Value Adds

- Use the project as an opportunity to replace undersized trunk watermain to the west
- Setup the intersection to support future development to the west



Project Costs

Partner	Amount
MnDOT (LRIP Earmark)	\$ 1,500,000
MnDOT (LPP)	\$ 700,000
City (PMP)	\$ 100,000
City (SWMP)	\$ 100,000
Unfunded	\$ 400,000
TOTAL	\$ 2,800,000



Schedule

To Date:

- 2018 – Operational (traffic) analysis and intersection concept review (City funded)
- 2020 – Project received \$700k partnership grant (LPP) from MnDOT (City funded)
**ended up declining the grant due to funding gap*
- 2021 – Legislature apportioned a \$1.5M earmark for the project (LRIP)
- 2021 – Project added to Draft 2022-2026 CIP

Next Steps:

- 2022 – Fill funding gap (re-open communication with ISD 276, other private parties)
- 2022 – Meet with MCES
- 2022 – Submit LPP application to MnDOT (same one as previously awarded)
- 2023 -- Design
- 2024 -- Construction
**LRIP Earmark funding expires on 6/30/2025*

Challenges

1. Fill the funding gap
2. Prioritizing this quazi private improvement project vs. Chanhassen public improvement projects
3. Access to MMSW and Beehive during construction
4. Proximity of MCES Interceptor Forcemain



Strategic Priorities

Development/Redevelopment

- Fiscally responsible (partnerships)
- Value-adds

Communications

- Engagement with external stakeholders

Operational Excellence

- Level of service for our residents and the traveling public



CITY OF CHANHASSEN

A Community For Life.
Providing for Today and Planning for Tomorrow.

Questions and Comments?

