

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

Summary of March 18, 2021 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, March 18, 2021 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were: Mark Ambrosen, Katie Becker, John Holcomb, Christine Ritchie and Superintendent Dennis Peterson, ex officio. Absent: Mike LeSage and Lisa Wagner.

REVIEW OF E-LEARNING OPTIONS

Assistant Superintendent for Instruction Amy LaDue led the discussion. She began by noting that during the 2020-21 school year, all Minnesota school districts were required to provide a virtual learning option. As part of School Board Goal 4 - Multimodal Learning, an e-Learning option was developed and provided to any interested E-12 students districtwide.

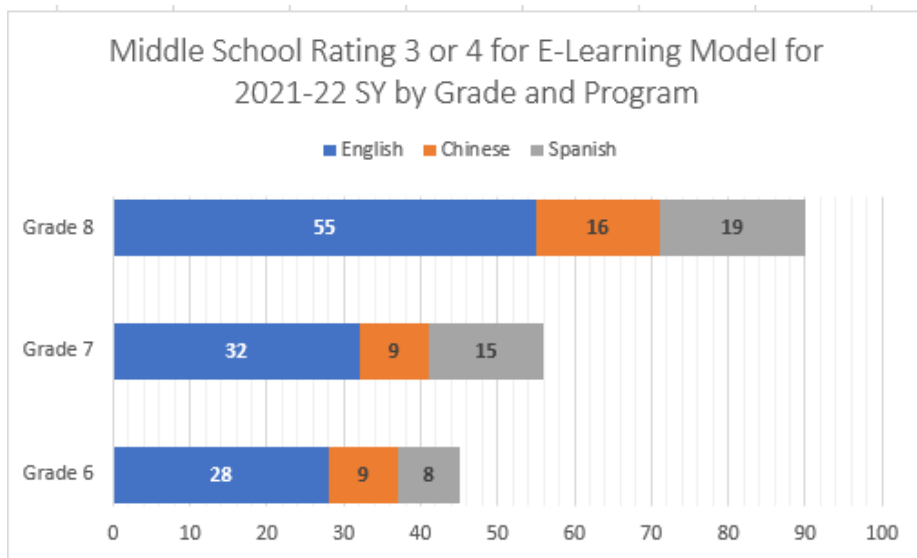
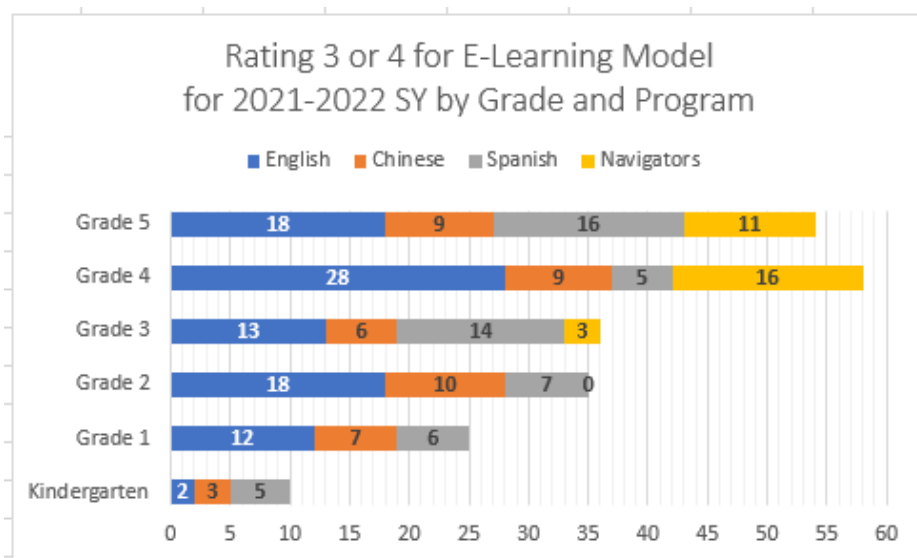
To ensure that we created a program that improved upon the e-Learning experience of the spring of 2020, we brought together a group of stakeholders to design the e-Learning program for the 2020-2021 school year. Parents and staff were included in this process. The group took a comprehensive look at the feedback collected from parents and staff regarding their experience in the spring of 2020 and designed the next iteration for e-Learning. To best design our model, in addition to reviewing the feedback, we consulted the literature and best practice research that was available at the time, albeit limited.

The group took a comprehensive approach to designing a program that would provide an outstanding learning experience, address the social and emotional needs of the learners, and create a sense of community during the global pandemic. While it has not been a perfect model, the intended outcomes have been accomplished. Throughout the year, parents have taken time to provide feedback and express their appreciation for the extraordinary work that is happening in our e-Learning classrooms. All in all, this experience has proven to be a positive option for many of our students and families.

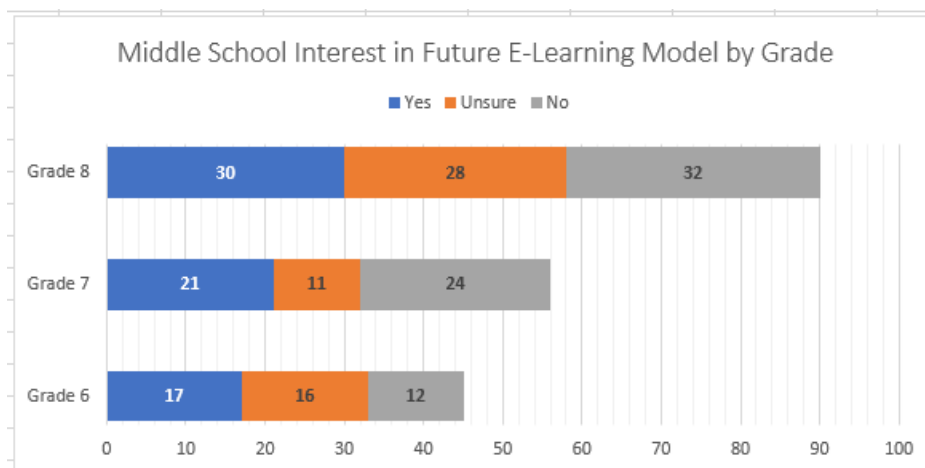
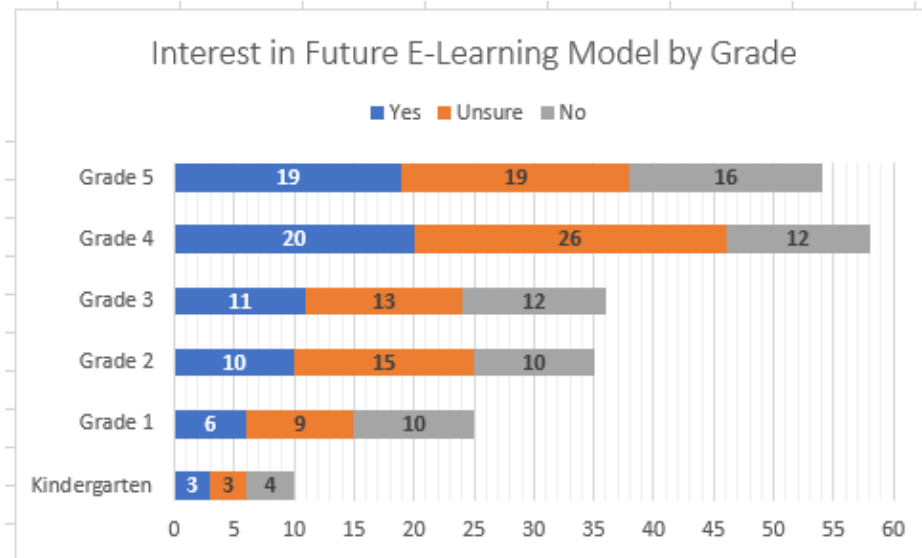
As we look to the future, for the 2021-22 school year and beyond, an e-Learning program option is being proposed to offer Minnetonka students, in kindergarten through twelfth grade, a full-time online learning option. An expansion application for a comprehensive K-12 online learning program has been completed and submitted to the Minnesota Department of Education for approval. Once approved, this will allow for the addition of an ongoing K-8 opportunity as well as expansion of the current 9-12 program.

Results of Interest Survey

Data was gathered from current K-8 e-Learning families regarding their potential interest in an e-Learning program for future years. The survey asked how likely families would be to select e-Learning over in-person learning if an e-Learning option were offered next year. Parents selecting 3-likely or 4-highly likely are included by grade level and program in the graphs below.



Families were also asked if they would still be interested in e-Learning when COVID is no longer an issue in our community with the option to respond yes, no or unsure. Below are those results by grade level.



Based on the data collected, the greatest level of interest exists for a K-8 English program, with potential interest in immersion programs. The level of interest post-COVID is somewhat uncertain based on the initial results.

Proposed Program Overview

The proposed e-Learning model would continue to provide a high-quality learning experience for our students whose families feel it is the best fit. The model will continue to reflect the high standards that Minnetonka families have come to expect. While the exact program and courses will be driven by registration, we can ensure that regardless of the courses, the level of learning would remain consistent.

In our elementary e-Learning program, our K-5 students will be exposed to a similar daily schedule as if in the building. The schedule will encompass the recommended daily number of minutes per core content area. The students will also have specialists and support systems as if they were in the building. Teachers would create a variety of

lessons using both synchronous and asynchronous learning opportunities. The asynchronous lessons would provide blocks of time for the teachers to work with small groups of students to provide more personalized instruction.

The middle school e-Learning program will offer interested students an opportunity to experience most core courses in an e-Learning format. For example, a student may have the opportunity to take language arts, math, science, social studies, physical education/music, and wheel classes with other middle school students in a dedicated section of e-Learners. As the students move through the grades, some offerings will be driven by registration and availability. For our students who have qualified for 2-year advanced courses (e.g., Accelerated Science), they will likely experience this learning opportunity through a Tonka Online type format. As with the elementary model, teachers would create a variety of lessons using both synchronous and asynchronous learning opportunities. The asynchronous lessons would provide blocks of time for the teachers to work with small groups of students to provide more personalized instruction.

The high school e-Learning program will incorporate the current options available through Tonka Online. These offerings will be expanded to provide students interested in a full-time e-Learning experience some core courses in an e-Learning format that blends synchronous with asynchronous instruction. For example, a student may have the opportunity to take language arts, math, science or social studies courses with other high school students in a dedicated section of e-Learners. More e-Learning structured courses will be offered during 9th and 10th grade with 11th and 12th grade students likely taking more Tonka Online courses to provide more options and opportunities. While students will still have many options, Tonka Online will offer a limited number of the courses available in the Skipper Log.

Differences Between Current and Future E-Learning Program

As we reflect on the past year, our reflections have driven the process of developing a program that includes what has been proven to work extremely well and to continue to refine and improve other areas. Throughout this year, we have worked to maintain the connection for students, families, and staff to their assigned school building. While this was logical during this school year, as we move forward, we will provide a different model.

To highlight some of the differences, please see the following table:

Current E-Learning Program	Future E-Learning Program
Streaming of some in-person courses	Dedicated sections
Home school assignment for students	Dedicated school/program assignment for

	students
Support services and programs provided by home school	Dedicated support services & programs <ul style="list-style-type: none"> ○ Special Education ○ EL ○ Intervention and academic support ○ Counseling/Social Work
Multiple school connections for staff	Dedicated connection to the e-Learning program for staff
Structured Schedule	Structured Schedule

In summary, one of the most notable changes will be to identify the e-Learning option as its own program. This would allow for a unique program identity to be created and fostered. By having staff that are identified as e-Learning staff, for at least part of their day, this will allow for a more comprehensive approach to providing instruction, interacting with families, and developing a sense of community within the program.

Next Steps

With regard to next steps, Ms. LaDue noted that the most timely and relevant step is to communicate with our families the details of the program and solicit a commitment from interested families. However, the intent to register process will continue to include a note that the ability to offer the e-Learning program will be dependent on registration. The initial planning process will continue during registration and will include evaluation of the current program and convening of the planning team. Once the level of interest is known, we will move forward with the following next steps:

- Finalize program model for each level
- Identify sections and schedule for courses
- Determine staffing needs, post and complete assignments
- Complete the budget process
- Identify needs and schedule curriculum planning and development
- Create professional development plan and schedule sessions

In the discussion that followed, Board member Holcomb asked that Ms. LaDue put together a mock schedule for all grade levels. He also asked for more information regarding the survey – how many respondents were residents and how many were open-enrolled. Board member Ritchie noted that the e-learning option could be a great fit for parents who currently homeschool their children. Board member LeSage asked whether a high school student would be able to fulfill all of their graduation requirements with the

e-learning option and was told yes. He also asked if the District was looking at a minimum number of students to run the sections and was told that hadn't been decided as of yet. Board member Becker asked for more information regarding future staffing and budgeting for the program.

UPDATE ON GOAL TWO TRAINING

Ms. LaDue updated the Board on student and staff training related to Goal Two. In the first year of this multi-year goal, the initial steps encompassed identification and planning of the scope and sequence for staff training and student learning. The Search Institute was identified as an organization that could support this goal.

The mission of the Search Institute is to partner with organizations to conduct research that promotes positive youth development and equity. Its *Developmental Relationships Framework* aligns with the Commitment to Excellence and Belonging and the District's direction and therefore provides a strong foundation for Goal Two. The core tenant of this framework is that intentional developmental relationships create the conditions that support and foster each student's academic, social and emotional growth in order to support each student in achieving excellence and becoming their best self.

According to the Search Institute's research, when young people experience high levels of these developmental relationships, they will have higher levels of:

- a sense of belonging
- motivation and perseverance
- school climate - feeling connected
- feelings of inclusion
- higher GPAs
- a strong sense of mattering and feeling valued
- personal responsibility

The initial staff learning experience occurred on February 12, with staff attending one of two sessions. The training introduced Intentional Developmental Relationships. Prior to the session, Dr. Peterson and Chairperson Vitale introduced Goal Two and the training plan through a video sent to all staff.

The outcome for this initial staff learning was centered on systematically creating the conditions for each student to experience a sense of belonging within our school community. As a result of this common experience and common language, each adult in the Minnetonka school community understands the importance of being both intentional and inclusive in building relationships with young people and knows the difference between the two concepts. They view their work through the lens of the five elements of the Developmental Relationships Framework. Through this staff training, the goal is to consistently prepare adults to intentionally create developmental relationships.

The interactive webinar featured videos, polls, and self-assessment and reflection. Dr. Kent Pekel, CEO and President of Search Institute introduced the partnership and

connected the Developmental Relationships Framework with Goal Two. All available District staff participated in the live webinar, and staff who were unable to attend participated in a make-up session.

The Search Institute offers the Developmental Relationships Framework in both English and Spanish. In advance of the webinar, Teacher Instructional Coach Qingling Mendenhall translated the Framework into Chinese to ensure Chinese Immersion teachers could access the content in their primary language.

At the conclusion of this initial webinar, participants were assigned this homework to continue their reflection on and commitment to Developmental Relationships:

- Please record 5-10 ways that you observe yourself and others using the 5 elements and 20 actions in the Developmental Relationships Framework.
- Please make note of which Developmental Relationship element you find yourself using the most. Which one do you find you practice the least? This is a starting point to be more intentional.
- Who showed up for you? Who is showing up now? Reach out & connect. Let them know the positive impact they made on your life.

Feedback from the initial training was overwhelmingly positive. The comments reinforced the why and the how of this work. The responses below highlight the themes of staff responses.

- Being Intentional is a powerful way to choose how to interact with others. (Buildings and Grounds)
- Being mindful of the 5 elements and where you are and what kind of role you play at a specific point in time. (Clerical)
- Bringing what I do as a career into focus again. It has gotten so bogged down by the expectations of teaching in a pandemic and at times has lost its meaning. Thanks for bringing me back to what is important- relationships with my students, my own children, and my family/friends. (MMW Teacher)
- Expressing care isn't enough--I need to work on Sharing the Power with students. (MMW Teacher)
- Great presentation. This goes well with our Social Emotional Pyramid model where we believe supportive and meaningful relationships are at the base of the pyramid. (Groveland Teacher)
- Great professionalism and organization - I loved the video about the student and the percussion/tapping. Really hit home! I am going to work on being more purposeful in building relationships and more intentional! Loved it! (MMW Teacher)
- I gained insight into some practices I already do, and inspiration to do them better and to ensure that I'm doing them for all students. (Excelsior Teacher)
- I learned a lot about how I can contribute my services to others. (Buildings and Grounds)
- It is important to provide care and support but also important to hold kids accountable and help them learn and grow from mistakes. Also finding a

connection for kids and help them to find their unique strengths. (Clear Springs Paraprofessional)

- Relationships are the BASE for learning and being successful! (Excelsior Teacher)
- Shared Power can be the hardest to intentionally use but can be the most impactful. (MCEC Parent Educator)
- The DR Elements really helped organize and affirm for me what I can continue to do to support all of my students inside and outside of the classroom. (MHS Teacher)
- Very informative. It is nice to have a framework and vocabulary for building intentional relationships with students. (MME Teacher)
- We have to be seriously intentional before we can be genuinely inclusive. (Nutrition Services)

A Professional Learning Community (PLC) reflection activity was created as a follow-up to this webinar and as a precursor to the April 26 webinar. Teachers viewed a short video produced by the Search Institute called, “Deeper Connections: Modeling Strong Relationships Among Staff Members.” Following the video, they completed a Developmental Relationships self-assessment through the lens of their peer relationships. As a team, they were challenged to identify their strengths and opportunities for growth and to consider to what degree their collegial relationships mirror the relationships they have with students.

Next Steps

Staff Training

During the April 26 late start, all district staff will participate in the second session on the Developmental Relationships Framework. Session two will help participants learn to intentionally build developmental relationships with young people to powerfully benefit youth learning and development. As a result of this webinar, staff will understand the essential and positive role that developmental relationships (DR) play in youth development. They will know the definitions of and the differences between DR activities and DR approaches, and know what the district needs to implement both strategies to help all young people succeed. At the conclusion of the webinar, participants will be asked to identify the DR element they want to become more intentional with for the final weeks of the school year. Again, additional opportunities to attend the session will be provided to staff who are unable to participate during the live webinar in order to ensure all staff have participated in this foundational training.

Student Learning

Student learning related to Board Goal Two: Excellence and Belonging is focused on the role of students in contributing to creating the conditions for each student to experience a sense of belonging within our school community. During the month of March, all Kindergarten through Grade 8 students will be introduced to the concept of belonging in

order to develop a common understanding of what it means to belong and how to help others feel that they belong. Students in Grades 9 through 12 are focusing on inclusion.

During the months of April and May Kindergarten through Grade 8 students will focus on empathy. Empathy is defined as the ability to understand and share the feelings of another. Students in grades 9 through 12 will focus on Minnetonka High School core values with an emphasis on standing up for respect. These learning opportunities will include texts, videos, class discussions and reflective writing. High school learning will also include class meetings and grade level retreats.

Ms. LaDue also shared an overview of the upcoming student lessons:

Overall outcome for student lessons: Through common learning experiences and common language, create the conditions for each student to experience a sense of belonging within our school community.

Lesson 1: Introduction to Board Goal Two: Excellence and Belonging

Outcome:

- Understand the importance of "Belonging."

Introduction: Belonging (Delivered by School Principal)

- A Goal for our District and for our school is to make sure that each student feels they belong.
- Our District has defined belonging as....
- Feeling a strong positive connection, feeling accepted and that each student feels they are an important part of each classroom and the school community.
- We want to create a school community where everyone feels they belong and to ensure that each student feels safe, welcome, supported and accepted.

Lesson Activity

- K-2: Read Book - How Full is Your Bucket
 - Class discussion about what belonging looks like, feels like, and sounds like
 - Students will be asked to - Draw a picture and/or write about one action they can take or something they can do to practice helping others to feel they belong.
- 3-5: Read Book-A Kids Book to Belonging
 - Class discussion about what belonging looks like, feels like, and sounds like
 - As a follow up to the lesson, each student will be asked to complete a writing task identifying one commitment they can make (action) to allow them to contribute to our school community of belonging.

- 6-8: Video - Embrace the Shake
 - Additional Outcomes:
 - Understand what it means to embrace who you are
 - Understand the importance of belonging to yourself
 - Understand how to utilize your gifts
 - Reflection/Discussion
 - What does it mean to belong at MME/MMW? Each student will be asked to identify a few words or phrases that describe this.

Lesson 2: Empathy-Activities and lessons are being finalized

K-5 outcomes: Empathy, the ability to understand and share the feelings of another

- I can understand how someone else is feeling.
- I can understand why someone is feeling a certain way.
- I can relate to other people's situations.

6-8 outcomes: Empathy shows "I feel with you." Empathy helps us feel connected.

- Empathy is connecting with others and helps each of us to know that we're not alone when we are in struggle.
- Empathy is a way to connect to the emotion another person is experiencing; it doesn't require that we have experienced the same situation that they are going through.

In the discussion that followed, Board members asked questions regarding possible PLCs becoming part of this work. Chairperson Vitale noted that Board members would also be receiving this training.

CITIZEN INPUT

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. He also read the guidelines for Citizen Input, for the benefit of those who wished to comment. The following people then addressed the Board:

- Minnetonka resident Cynthia Eyden read a letter of support for the Minnetonka Coalition for Equitable Education (MCEE) from St. Luke Presbyterian Church in Minnetonka
- Minnetonka resident James Bullington spoke of his concern regarding capacity at District buildings, specifically overcrowding during lunch periods and in the hallways
- Minnetonka resident Barbara Post read a letter of support for MCEE from Minnetonka United Methodist Church
- Minnetonka resident Heidi Calhoun-Lopez called upon the Board to commit fully to its goal of Diversity, Equity and Inclusion, including leading by example and being accountable for their actions

- Minnetonka resident Sherrie Byron spoke about the need for the District to think critically about those initiatives that they want to implement, including making sure that the current excellence of the District is maintained
- Eden Prairie resident Sarah Jackson began to address the Board regarding the complaint process regarding District employees. Chairperson Vitale told Ms. Jackson that personnel matters are not discussed at Board meetings or Study Sessions, per the Community Comments/Citizen Input guidelines.

REVIEW OF GOAL 3

Dr. Peterson said he looked forward to tonight's discussion regarding Goal 3. The Goal states the following:

Goal 3: District Strategic Plan

Create and publish a five-year Strategic Plan for the district with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap. Update will be presented for review by April 2021 including new learnings.

Key components should include:

- *Space and capacity plans for students, classrooms and non-instructional spaces*
- *Facility upkeep and maintenance plans for education and non-instructional spaces*
- *Technology plan for fixed assets (infrastructure) and variable (students, staff, vendors) needs and expenses*
- *Curriculum that is demonstrably meeting the needs of tomorrow's workforce*
- *District budget that considers the effects of enrollment trends, facility needs and provides options that deal with fluctuations of state/local funding and enrollment.*

Dr. Peterson, along with Ms. Ladue and Executive Director of Finance and Operations Paul Bourgeois, then updated the Board on the following key content areas of Goal 3:

- Updated budget considering the effect of enrollment trends and facility needs
- Capacity numbers for each building, based upon the ATS&R Report from 2020
- Longer-term plans for buildings and use of newer facilities
- Needs of the students of tomorrow
- Growing the MOMENTUM and VANTAGE programs

With regard to the first bulleted item, Mr. Bourgeois presented the following information:

Minnetonka Independent School District 276 has consistently projected out the General Fund budget for five years in addition to the current year. The purpose of having this continually rolling 5-year projection is to provide the School Board with insight into the general pattern of revenues and the long-term impact of current-year budgetary decisions absent any adjustments in the future. This long-range projection information is strategically important because it helps to ensure that the School Board has an eye on the future while overseeing the present.

The 5-year projection is updated biannually, first as part of the Adopted Budget and then as part of the Amended Budget.

There are two key, critical assumptions that are driving the latest General Fund five-year projection based on the FY2021 Amended Budget.

1. Enrollment gets up to the 11,100 K-12 Board-mandated cap in FY2022 and stays there in later years
2. Salaries and benefits for staff, which account for 87%-88% of General Fund expenditures every year, are adjusted back down to pre-COVID-19-pandemic levels for what would be considered more normal school operations for FY22 and later years calculates a surplus for FY22 of approximately \$1.1 million

Along with those critical assumptions, on the revenue side of the equation, the proposed revenue increases presented in the Governor's FY22-FY23 Budget Proposal were used. Once the 2021 Legislature and Governor approve final E-12 Funding legislation for the biennium, the updated funding levels will be used to calculate the next update of the 5-year projection as part of the FY2022 Adopted Budget process.

There are two important macro factors that will take a more significant role in driving the 5-year projection now that enrollment is capped and additional incremental revenue from enrollment growth is no longer available to the District.

The first factor is the inflation rate on Basic Formula Revenue and the Operating Referendum Revenue. Basic Formula revenue accounts for approximately 57% of all General Fund Revenue and Operating Referendum revenue accounts for approximately 16% of all General Fund Revenue, for a total of 57% of all revenue. Basic Formula Revenue per pupil has typically gone up no more than 2% on an annual basis, while Operating Referendum revenue is tied to the Consumer Price index, which typically has been centered right around 2% annually. Most other revenues in the General Fund Budget stay approximately flat, with increases well below 2% annually.

As a synopsis of revenue, going forward under capped enrollment approximately 73% of General Fund Revenue will increase at approximately 2% per year and the remaining 27% will increase at a rate of less than 2% per year.

The second factor is the rate of increase in salaries and benefits in the General Fund Budget. Salaries and benefits make up approximately 87%-88% of the General Fund Budget in any given year. Those line items typically go up at a rate between 3% and 4% annually.

As a result, the basic challenge for the District going forward is 73% of General Fund revenues increasing at 2% annually while 87% of General Fund expenditures increasing approximately 3.5% annually.

These two key factors are the reason the 5-year projection shows a gradual reduction in the difference of revenues to expenditures, dropping from a surplus in FY2022 of approximately \$1.1 million (0.8% of expenditures) down to a deficit in FY2023 of approximately \$6.0 million (-3.8% of expenditures).

It is important to note that in the General Fund, the other 13% of annual expenditures - Purchased Services, Supplies and Transportation - all need a base level of funding to operate the District.

Additionally, an ongoing layer of \$2 million was removed from Purchased Services and Supplies as a part of the FY18 Amended Budget process, with those reductions carrying forward. The District is very efficient in maintenance areas which includes approximately \$2 million in utilities, spending \$197 less per pupil in those areas than the State average. The District is also efficient in Transportation, spending \$315 less per pupil than the State average. It is of note that the Purchased Services, Supplies and Transportation budgets typically go up less than 2% per year on average.

It is imperative that the areas of Purchased Services, Supplies and Transportation continue to be operated very efficiently to hold down costs, and any small incremental budget savings will help to balance future budgets, but there are not enough expenditures in those categories to balance the General Fund budget if annual deficits of ongoing revenues to ongoing expenditures start to slip into the multiples of \$1.0 million.

The District has an ongoing effort to lobby the Minnesota Legislature to lift the Operating Referendum Cap so that the District would be able to petition the voters of the District for additional Operating Referendum Revenue. A \$300 increase in the cap would generate approximately \$3.63 million in ongoing revenue, and a \$600 increase in the cap would generate approximately \$7.25 million in ongoing revenue.

The District does have the ability to request an increase in the Capital Projects Referendum Revenue. An increase in the rate of 1.0%, from 6.569% to 7.569% would generate an additional approximately \$1.05 million in Capital Projects Revenue. This revenue must be expended on very specific areas per statute, but there are approximately \$512,000 in annual expenditures in the General Fund for Textbooks and classroom equipment that can qualify for payment from the Capital Projects Revenue, thereby relieving the General Fund of those obligations.

On the expenditure side, the key driver going forward will continue to be how many people the District employs and how much compensation they are paid, which is in the 87% portion where expenditures will increase at a faster rate than the increase in revenues under capped enrollment.

With regard to Facilities Capacity, Mr. Bourgeois presented the following information:

In the Spring of 2020, the District undertook a capacity study of the facilities of the District, led by the architectural firm of ATS&R. This report was presented to the Board on April

23, 2020. The study determined that total room capacity of the District for Grades K-12 is 14,012. A summary is as follows:

Facility	Capacity	October 2020 Enrollment
Minnetonka High School	4,190	3,456
MME	1,580	1,318
MMW	1,592	1,242
Clear Springs	1,120	863
Deephaven	892	653
Excelsior	1,046	802
Groveland	1,160	920
Minnewashta	1,262	899
Scenic Heights	1,170	901

The District also utilizes two off-campus facilities for the VANTAGE Program:

Facility	Capacity	Usage per Half-Day Session
VANTAGE Baker Road	135	100-125
VANTAGE Hwy 7	150	110-140

The District also runs a Community Education program as follows:

Facility	Capacity	Usage per Half-Day Session
MCEC	680	450

With regard to Space Plans and Facility Funding, Mr. Bourgeois presented the following information:

Since 2008, Minnetonka Independent School District 276 has been able to successfully meet the facility needs of District programs without having to run a School Building Bond Referendum Election. Since 2008 and through the end of Calendar Year 2021, the District will have completed \$78,590,000 facility utilizing financing paid for with Operating Capital revenue, Lease Levy revenue, and for a few select projects, revenue from fees, rentals and donations.

As the District has reached the School Board's enrollment cap of 11,100 K-12 students, the need for additional new facility construction is declining. In addition, since both Operating Capital revenue and Lease Levy revenue are provided annually on a per-pupil basis, the enrollment cap of 11,100 K-12 students also places an effective limit on those revenue sources that is available to make payments on building bonds. As a result, the enrollment cap will also limit the amount of "payment capacity" available for any potential new facility construction.

In Calendar Year 2021, two projects are underway to meet program needs- one that will be financed from remaining Operating Capital bond payment capacity and one that will be financed from remaining Lease Levy bond payment capacity.

The first project is the purchase of the 8,149 square foot Shorewood Professional Building at 19685 Highway 7 in Shorewood and conversion of the building to house the District's Transition to Adult program. This project requires the issuance of \$2.2 million in 2021C Certificates of Participation (COP) Bonds to fund the \$1.7 million purchase and the \$500,000 conversion project. This project will be completed by August 15, 2021 in time for use at the start of school on September 8, 2021.

To be able to make the annual \$143,360 payment on the 2021C COP Bonds, it was necessary to refund and restructure the 2013A COP Bonds that were originally issued to fund the Excelsior Elementary School multipurpose room. The 2021B Refunding COP bonds lowered the annual payment by an average of \$88,402. That lower amount is sufficient to allow the annual 2021C COP Bonds payment to be paid for out of ongoing Operating Capital Funds.

The second project is the construction of a 10,322 square foot addition on to the Pagel Activity Center to house various strands of the MOMENTUM Minnetonka Design and Skilled Trades Program. This building will require \$4,000,000 in Certificates of Participation Bonds to design and construct. The COP bonds will be issued in an initial tranche of \$1,250,000 2021D COP bonds and a second tranche of \$2,750,000 2021E COP Bonds.

The payment of the 2021D and 2021E COP Bonds will be from Lease Levy revenue. Lease Levy revenue is capped at \$212 times District Adjusted Pupil Units annually. At the District enrollment cap of 11,100 K-12 students, the District Lease Levy revenue cap is approximately \$2,567,735 annually. All payments of bonds from Lease Levy revenue must fit under that cap.

In order to be able to make the annual average payments of \$79,918 for the 2021D COP Bonds and \$175,583 for the 2021E COP Bonds - a combined \$255,501 annually - from Lease Levy revenue, it is necessary to refund and restructure three COP Bonds that are currently paid for out of Lease Levy revenue - the 2012A COP Bonds originally issued to fund classrooms at the middle schools and Groveland Elementary School, the 2013D COP Bonds originally issued to fund a music room and classrooms at Scenic Heights Elementary School, and the 2014C COP Bonds originally issued as a second tranche to construct All Day Kindergarten classrooms at 5 elementary schools.

The average payments for the 2012A, 2013D and 2014C COP Bonds are as follows - \$234,023, \$80,421, and \$337,189 for a total for the three COP Bonds of \$651,633.

Upon refunding and restructuring, the average payments of the new 2021H, 2021I and 2021J Refunding COP Bonds will be an estimated \$135,351, \$53,006, and \$201,870 for a total of the three refunding COP Bonds of \$390,227. This is a total of \$261,406 lower each year than the former bond payments.

The \$261,406 difference is then "payment capacity" created in Lease Levy with which to annually pay the estimated \$255,501 combined annual payments of the 2021D and 2021E COP Bonds for the MOMENTUM project.

Upon completion of the issuance in June and July 2021 of the 2021D and 2021E COP bonds for the MOMENTUM project, and the issuance of the 2021H, 2021I, and 2021J Refunding COP Bonds in September 2021, the District payments from Lease Levy starting in FY2023 will be approximately \$90,000-\$100,000 below the Lease Levy revenue limit.

At current interest rates, this would fund approximately \$1.0 million in additional Lease Levy funding immediately, which by itself is not a large enough dollar amount for a project of material significance. However, in Fiscal Year 2023 and Fiscal Year 2024, there are two bonds that can be refunded to generate additional capacity to fund approximately \$500,000 worth of construction projects, meaning that in late calendar 2023 there would be sufficient Lease Levy payment capacity to support a project of approximately \$1.5 million.

Looking to the future, there is one significant construction project to better support programs. The VANTAGE program has seen steady growth over 10 years, both in student participation and in the number of strands offered, and the MOMENTUM program is also starting to grow steadily.

It would be possible to build a facility to support both the VANTAGE and MOMENTUM programs on the District-owned property at 5735 Highway 101. The location in the District would be beneficial to students and parents in the programs, being located only 1.4 miles from Minnetonka High School, which is a short 2-to-3-minute bus ride away, or a 2-to-3-minute car ride for those students who drive themselves. The location would be more convenient for students in the VANTAGE and MOMENTUM programs who wish to participate in after-school activities. For students that are driven to the morning programs by their parents, the location in District would also likely prove to be more convenient.

A purpose-built facility would also allow for future growth in number of strands offered in both the VANTAGE and MOMENTUM programs, all conveniently located near Minnetonka High School but in a purpose-built facility that would continue to maintain the professional ambiance expected for the VANTAGE and MOMENTUM programs.

Bonding resources for a purpose-built facility can be made available from Operating Capital revenue through a combination of restructuring two COP bonds to lower their annual payments and by utilizing approximately \$320,000 annually in lease payments for the current VANTAGE Baker Road space to instead make COP bond payments once the VANTAGE Baker Road lease expires at the end of FY2024.

The current annual COP payment for the 2016F COP Bonds and the 2016G COP Bonds average \$341,344 and \$70,634, respectively, for a total of \$411,978 for the two COP bonds. These two bonds can be refunded and restructured in late FY2021, which would

drop the payments on the new 2021K Refunding COP Bonds and 2021L COP Bonds to an estimated \$222,553 and \$50,205, respectively, for a total of \$272,758 for the two Refunding COP Bonds. This frees up \$139,220 in Operating Capital revenue to make payments on a new 2022A COP Bond that would provide resources to construct a purpose-built VANTAGE/MOMENTUM building.

Augmented by \$320,000 in redeployed Operating Capital revenue in FY2025, there is sufficient payment capacity to support payments on a COP Bond of \$8.0 million.

These bond proceeds coupled with \$250,000 remaining from the 2020D COP Bonds issued for site acquisition and site work at the 5735 Highway 101 site would provide a total of \$8.25 million in COP bond proceeds to construct an 18,000-square-foot facility on that site. The \$8.25 million is sufficient to cover the current estimated cost of \$8.0 million for the 18,000 square foot project building and site work. Included in the \$8.0 million estimate is site work for the base 18,000 square foot building and future expansions.

An \$8.0 million COP Bond for a VANTAGE/MOMENTUM facility will maximize the payment capacity in the Operating Capital Fund for the next several years. "There are several COP Bonds that will be reaching their call dates in FY2024 and FY2025, and it may be possible to restructure those bonds to free up payment capacity to support \$2.0-\$3.0 million in future COP Bonds at that time.

An additional option to expand the size of the base VANTAGE/MOMENTUM building by 8,000 square feet up to 26,000 square feet would require a total of \$10.8 million, or \$2.6 million over the available bond proceeds. One source of potential funds could be excess assets in the Revocable Trust Fund over and above those needed for funding the OPEB Liability.

One important fact to point out is that the 18,000 square foot building for \$8.0 million is more expensive per square foot than the 8,000 square foot addition for \$2.8 million is because the \$8.0 million base building project includes all the core mechanical spaces for the future 8,000 square foot addition and it also includes all the site work - grading, paving, stormwater pond capacity - for the future 8,000 square foot addition. The 8,000 square foot addition will increase available space for programs by 50%.

Another potential project to be considered is the replacement of the four temporary classrooms at the front of Clear Springs Elementary School. The four metal-sided classrooms at the front of Clear Springs Elementary School are temporary buildings that can be picked up off their wall foundation and transported to another site if necessary. They are of wood frame construction and were constructed in 1995.

Replacement of the four classrooms has been challenging because all the room capacity at Clear Springs is needed for students - there are no "excess" rooms. However, the potential construction of a VANTAGE/MOMENTUM building starting in spring of 2022 with completion in summer 2023 would create a window of opportunity to relocate students out of the temporary buildings for one year. The elementary students that are

served in the temporary rooms could be housed for one year in a portion of the VANTAGE/MOMENTUM building.

This would allow for a one-year window to remove the temporary classrooms and build a permanent addition that would be ready by the summer of 2024 for the elementary students to move back to the permanent replacement classrooms at Clear Springs. The summer of 2024 is when the VANTAGE Baker Road lease is scheduled to expire, and VANTAGE Baker Road operations would be moving to the VANTAGE/MOMENTUM Building. The replacement classrooms could be an equal number of four. An option to build an additional four on a second story could also be considered.

The estimated cost of a one-story 4-classroom addition is approximately \$3.0 million, and a second story would add an additional \$2.8 million.

These costs are higher than in the past for classroom additions primarily for one reason. In Fall 2020 the State of Minnesota adopted new building codes that requires any new construction for school buildings housing 50 or more students - both new buildings and additions - to have a tornado shelter that will withstand an F5 tornado (250 mile-an-hour winds) built integrally in the new construction. The shelter must have its own generator and ventilation system so that ventilation can continue if the power is out, and it must have enough new restroom capacity to serve 100% of the occupant capacity of the tornado shelter.

These additional requirements add significant cost to any addition that will have 50 or more students in it, as well as new construction. These costs are also embedded in the VANTAGE/MOMENTUM building estimates.

In 2023, the District will be fully utilizing payment capacity for Operating Capital. The District will have payment capacity in Lease Levy for between \$1.0 million and \$1.5 million of new COP Bonds. Additional payment capacity for sufficient bonds to construct either four or eight replacement classrooms will have to come from other sources, such as the General Fund or from excess assets in the Revocable Trust Fund.

With regard to the students of tomorrow, Ms. Ladue shared the following information:

The mission of the Minnetonka School District is to “ensure all students envision and pursue their highest aspirations while serving the greater good.” The district is committed to providing a comprehensive instructional program that prepares students for the future by providing curriculum that meets the needs of tomorrow’s workforce in support of School Board Goal 3.

Minnetonka Schools has introduced, expanded, and revised programs and resources to ensure that they are meeting the needs of tomorrow’s workforce. The District’s instructional programs, its Teaching and Learning Framework, its robust innovation process, its expansion of personalized pathways, and its continuous improvement

process all work to ensure that students are prepared for the future. A comprehensive analysis and report outlining this was presented to the Board on May 21, 2020.

Updated Curriculum Review Process

The District employs a broad continuous improvement process that includes curriculum writing, curriculum review, and ongoing unit development in order to maintain, enhance, and build upon existing programs. Minnetonka program leads and department chairs, under the direction of building and district leadership, evaluate programmatic needs each year, implementing new standards, curriculum and instructional resources. During the previous three years, the curriculum review process was placed on hold to facilitate unit plan development and the implementation of the Teaching and Learning Framework.

The Curriculum Review Process is reviewed regularly to ensure that it incorporates and advances district goals. As described in School Board Policy 603, “The goal of the instructional review and improvement 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.” Content areas and programs undergo comprehensive evaluations using this process. During the 2020-21 school year, this process was evaluated and updated, with specific consideration of Board Goal Two.

Articulation of Courses and Programs

This year, several new courses were proposed to further advance career and college readiness opportunities for students. For the 2021-22 school year, Family and Consumer Science options will expand to include a new discipline, Exploring the Teaching Profession; science options will include calculus-based AP Physics C: Mechanics and the Tonka Online Fundamentals of Neuroscience courses; the MOMENTUM pathway will include Advanced Automotive I; and VANTAGE will include a new Public Policy strand. The comprehensive description of new courses was approved by the School Board. Course development has begun and will continue throughout the summer.

Technology Education (MOMENTUM)

During the 2020-21 school year, the MOMENTUM program was introduced as an expansion of technology education and as a pathway for students to explore the skilled trades. Planned growth for this program has continued with introduction of additional courses and a plan for dedicated space through an addition to MHS.

Tonka Online Expansion and Proposed Tonka K-8 e-Learning Academy

Tonka Online is a supplemental online learning program approved by the Minnesota Department of Education in 2016 to provide additional opportunities for students in seventh through twelfth grade. Tonka Online offers more than 50 courses, all of which offer students Minnetonka District high quality curriculum. Through this program,

students engage in interesting and rigorous coursework, add flexibility to their schedule and gain experience with online classes in a supportive environment.

For the 2021-22 school year, an e-Learning program option is being proposed to offer students in kindergarten through twelfth grade a full-time online learning experience. An expansion application for a comprehensive K-12 online learning program has been completed and submitted to the Minnesota Department of Education for approval. Once approved, this will allow for the addition of a K-8 opportunity as well as expansion of the current 9-12 program.

VANTAGE

The VANTAGE program is preparing to implement a new full-year strand called Public Policy. This strand will include a College in the Schools course titled American Democracy in a Changing World, as well as the existing AP Seminar course.

CCR DATA INDICATORS

MTSS Review

The District is partnering with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota to collect information on our district's implementation of a Multi-Tiered System of Support (MTSS) framework, often referred to in Minnetonka as Response to Intervention (RTI). The results of this comprehensive evaluation will assist the District to prioritize, plan, and implement the framework with fidelity to ensure we are meeting student needs and improving student outcomes. The implementation review will be conducted under the framework of a continuous improvement process to create a roadmap. Rather than imposing judgments as to whether practices are "good or bad," the goal is to provide information that will help facilitate our District's efforts to move to the next level of performance.

This review, completed during the 2020-21 school year, will provide information on implementation for each building with information also summarized by elementary, secondary, and at the District level. Following the review, CAREI will facilitate the development of a multi-year implementation plan at the District level. During the 2021-22 school year, CAREI will offer a coaching and technical assistance component which will focus on helping the District ensure the MTSS framework is being implemented with fidelity.

In the discussion that followed, Board members discussed the possibility of raising the enrollment cap that is currently in place, possible future budget cuts, the current referendum cap, lobbying efforts at the Legislature to raise the cap, capacity numbers in the ATS&R report, and the possibility of gathering input from teachers regarding those numbers.

Chairperson Vitale thanked Dr. Peterson, Ms. LaDue and Mr. Bourgeois for the wealth of information presented this evening. He said these discussions would continue at further Board meetings and Study Sessions this spring.

REPORT ON SECONDARY SCHOOLS' BELONGING COMMITTEES

MMW Principal Freya Schirmacher, MME Principal Pete Dymit and MHS Principal Jeff Erickson reported on the work of their respective schools' Belonging Committees. Highlights included the following:

MMW VIBE Team (Values of Inclusion, Belonging, and Equity)

- What we are: we are a team of MMW students and staff committed to creating a school that is inclusive, welcoming, and equitable for all
- What we do: we will meet monthly (or as needed) to discuss and share concerns, solutions, and celebrations related to the values of inclusion, belonging, and equity at MMW
- What is going well at MMW?
 - Teachers
 - Students and staff handling the pandemic
 - Students working together/cooperation
 - Programs/groups at MMW
- What could be better at MMW?
 - Getting to know each other more
 - Making friends and connecting
 - More inclusivity and belonging (people of color and the LGBTQ+ community)
 - Helping kids who are feeling stress/anxiety
 - Knowing the difference between joking and hurting someone
- Parent Feedback:
 - Students feel connected and safe
 - Students are accepted for who they are
 - Continue with this work
- Next Steps: further increase team membership to represent a wider range of MMW students and families

MME Belonging Team

- Makeup: 24 students, all counselors/admin.
- Bi-monthly meetings
- Guiding questions for the team:
 - What are the biggest barriers preventing students from belonging?
 - What communication strategies work best for a hybrid/e-learning school environment?
 - How can we best gain support for our work and messages?
- Biggest barriers identified by team:

- Exclusion/feeling left out
- Teasing/bullying
- Rumors
- Mental health
- Appreciation/support of student differences (racial, ethnic, religious, LGBTQ+)
- Belonging Team Subgroups:
 - Friendship Group
 - Bullying Group
 - Inclusion Group
 - School Policies/Activities Group
- Cerebro Peer Mentorship Program
 - What does it mean? Cerebro is a derivative of cerebral or cerebrum
 - Name came from student leaders who were tasked by Mr. Dymit with the challenge of addressing the mental health and wellness of the student body
 - What it's about – harnessing the power of community, leaning on each other, a bridge for students seeking support in tough times, an approachable space for students to connect, an older student to be a guide and a friend

The Minnetonka Experience (MHS)

- Cultivate and support student wellness through a caring, relationship-based community where all students feel connected
- Empower each student to drive their learning through authentic, experiential learning opportunities that go beyond MHS into the broader community
- Create meaningful, innovative, and effective classroom experiences that allow students to engage in deeper learning
- Do the right thing and represent us well
- Find support:
 - Emergency resources (Crisis Support, Suicide Prevention, local Crisis Teams)
 - Non-emergency resources (MHS Counseling Office, MHS Counseling Google Meet Room, Well-being website)
- Report a concern or incident (inform a teacher, counselor, dean, administrator)
- Utilize the District's confidential reporting tool through TIPS276
- Belonging Committee has been separated into two groups: students and parents
- Focus on Educate: staff development on November 30 that focused on ensuring that the classroom environment is safe, respectful and inclusive
- Staff walked through various scenarios and applied the following process: Interrupt, Question, Educate, Echo
- Focusing on inclusion in the month of March:
 - Ask students what they think inclusion is
 - Teachers may bring in personal or historical examples
 - Think, pair, share

- Could use PearDeck or Padlet if students would prefer to engage anonymously
- Focus on Community:
 - April 13—Ninth Grade Class Meetings
 - April—Tenth Grade Class Meetings
 - Late May—Seniors
 - June 4-5—Unity Retreat with Juniors
- Student Voice: Do I belong here? Am I seen and heard? Can I do this?

In the discussion that followed, Board members thanked Ms. Schirmacher, Mr. Dymit and Mr. Erickson for their great work in bringing the Belonging Committees to fruition. Board member Ambrosen noted how extremely powerful it was to see the students actually leading the work. Chairperson Vitale said it was gratifying to see the work on Board Goal Two making it into the classroom. Board member Holcomb thanked Mr. Dymit for his excellent leadership over the past month.

REVIEW OF FEES

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He explained that the District maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each educational level of the District, and any changes in the fee schedules require School Board approval. He said that the following proposed fee changes are for Fiscal Year 2022.

At the high school level, the following recommended fee changes are for new or existing classes or activities:

<i>MOMENTUM</i>	<i>At cost</i>	<i>New fee</i>
<i>25 cent transaction charge – e-ticketing</i>	<i>\$0.25</i>	<i>New fee</i>
<i>Debate</i>	<i>\$80</i>	<i>New fee</i>
<i>DECA</i>	<i>\$80</i>	<i>\$5 increase</i>
<i>E-sports</i>	<i>\$80</i>	<i>New fee</i>
<i>Marching Band</i>	<i>\$80</i>	<i>\$5 increase</i>
<i>Math Team</i>	<i>\$80</i>	<i>\$30 increase</i>
<i>Mock Trial</i>	<i>\$50</i>	<i>New fee</i>
<i>Model UN</i>	<i>\$50</i>	<i>New fee</i>
<i>Robotics</i>	<i>\$80</i>	<i>New fee</i>
<i>Speech</i>	<i>\$80</i>	<i>New fee</i>
<i>Strength Training</i>	<i>\$140</i>	<i>\$15 increase</i>

At the middle school level, there is one recommended new activity fee:

<i>Strength Training</i>	<i>\$140</i>	<i>\$15 increase</i>
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At the elementary school level, there are no recommended changes.

Mr. Bourgeois also noted that for Nutrition Services, a 10-cent per meal increase is being recommended due to increasing food costs driven by increasing transportation costs. The increase will result in prices of \$2.95 for an Elementary Lunch, \$3.05 for a Middle School Lunch, \$3.25 for a High School Lunch, and \$4.15 for an Adult Lunch. These would be the first meal price increases since FY2019. Also, Mr. Bourgeois noted that Tonka Dome fees are recommended to increase by \$5 for each category.

In the discussion that followed, Mr. Bourgeois noted that fees can be waived at the principal's or Activities Director's discretion, and scholarships are also available if needed.

REVIEW OF BUILDING PROJECT FOR TRANSITION TO ADULT PROGRAM

Executive Director of Special Education Christine Breen offered an update on the purchase of the Shorewood Building, located at 19685 Highway 7 in Excelsior, to support the creation of the Minnetonka Transition Program, serving students with disabilities age 18-21. She noted that since the approval by the Board in January, the Special Education department has been working tirelessly to ensure all voices are heard with regard to the design, planning, and implementation of the new transition program. Focus groups with staff and parents of current and future transition students as well as current 9-12th grade special education staff were held virtually in February to gather information about what is working well, areas for improvement, and what are the hopes and dreams for our new program. We had tremendous participation in each focus group and look forward to holding several more as we progress through the process, specifically seeking student voice in our next meetings.

Additionally, we have met with local businesses in order to begin partnerships around future employment opportunities for our students in the community. We have received interest and support from our community. We feel confident in our ability to place students in job opportunities based on ability and interests. To support this unique task of building out community partnerships, Minnetonka became a member of the Employment Capacity Building Cohort (ECBC) through the Minnesota Department of Education (MDE) in the Fall of 2020. The *vision* of the ECBC is that all youth with disabilities are equipped by the time they graduate to reach their employment goals and have had experiences in competitive integrated employment that matches their skills and interests, provides a living wage and maximizes their potential. Its *mission* is that Community teams build robust, person-centered systems for all students with disabilities to prepare for and enter into competitive integrated employment. As teams complete this work, they are receiving high quality technical assistance, training, resources and evaluation tools within a learning community.

We are also working to expand our presence with Vocational Rehabilitation Services (VRS) for students in grades 9 through age 21. VRS is a state run program that prepares students to get, keep or regain employment. VRS services continue with students and families long after educational services end, therefore, it is our goal to incorporate them in the IEP team with our students and families in 9th grade to lay the foundation for a long-term relationship.

As we worked with ATS&R to design the new building, our focus was centered around the required transition areas as directed by the Minnesota Department of Education. These areas include post-secondary education, employment, independent living, recreation and leisure, and community participation.

On-site, students will engage in:

- Utilization of the Practical Application Exploration System (PAES) lab for structured and supported job exploration and skill building activities
- Independent living opportunities, including personal hygiene and self care, through the use of our apartment space and laundry rooms
- Cooking and preparing nutritious meals in the new kitchen
- Setting up a mock business from creating, marketing and selling of student created items
- Recreation and leisure activities in the large multi-purpose space
- Job application completion, resume writing, and interview skills in the large classrooms
- Expanding academic support through engagement, participation, and enrollment in post-secondary institutions
- Horticulture and gardening experience in the greenhouse, with potential for job opportunities as well as recreation and leisure
- Video editing, production and broadcasting

Off-Site, students will engage in:

- Interests based volunteer, internship, and/or paid employment opportunities through identification of baseline skills and level of independence
- Student researched and proposed recreation and leisure activities within the community, focusing on access, appropriate engagement and generalization of skills across multiple environments
- Exploration of local living opportunities ranging from fully supported to independent
- Identification of post secondary opportunities and matching institutions to meet student needs
- Direct education regarding local transportation options suited to student needs

The naming of this program is an integral next step in our process. Our team spent time researching surrounding transition program names, working to identify the connection to their district or the program itself. The options below were shared with or came out of our focus groups:

Harbor Program: A Skippers final educational safe haven before charting the seas independently

SAIL Program: Students Achieving Independent Life

Minnetonka Transition Program

In conclusion, Ms. Breen noted that her team looks forward to the continued work ahead in order to deliver on the promises of creating an outstanding transition program for the District. The building should be ready to go by the beginning of the 2021-22 school year.

In the discussion that followed, Board members noted how exciting it was to be on the cusp of offering a “home-grown” program to these students. Board member Holcomb weighed in on the possible names for the program, noting that he preferred the Minnetonka Transition Program name.

ADJOURNMENT

The Board adjourned to Closed Session to discuss a legal matter at 9:10 p.m.

/cyv