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

www.minnetonkaschools.org

November 3, 2022

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

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

(All times are approximate)

6:00		Recognitions: National Merit Semifinalists; National Merit Commended Students; AP Scholars with Distinction
7:00		World's Best Workforce Annual Meeting
7:15	I.	Call to Order
	II.	Pledge to the Flag
	III.	Adoption of the Agenda
7:15	IV.	School Report: Groveland
7:30	V.	Community Comments Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed at the end of this agenda.
7:35	VI.	Approval of Inclement Weather Procedures
7:45	VII.	Acceptance of Bid for MMW Science Lab Cabinets, Plumbing and Electrical Replacement
7:50	VIII.	CONSENT AGENDA a. Minutes of October 6, 2022 Regular Meeting b. Study Session Summary of October 27, 2022 c. Payment of Bills d. Recommended Personnel Items e. Gifts and Donations f. Electronic Fund Transfers g. Policy #722: Public Data and Data Subject Requests h. Collective Bargaining Agreement with MISA Employees

7:50	IX.	Board Reports
7:55	X.	Superintendent's Report
8:00	XI.	Announcements
8:05	XII.	Adjournment

GUIDELINES FOR *COMMUNITY COMMENTS*

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

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

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

REPORT

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

Title: World's Best Workforce Annual Meeting **Date: November 3, 2022**

OVERVIEW

Under Minnesota Statutes, Section 120B.11, school districts are required to hold an annual meeting regarding progress made toward World's Best Workforce (WBWF) goals. During the Annual Meeting, Director of Teacher Development Sara White will present the 2021-22 WBWF goals and results, along with the strategies and initiatives that the District engaged in to meet the goals. She will also present the District's 2022-23 WBWF goals and strategies to meet them.

The World's Best Workforce bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance – a strategic focus for Minnetonka School District since 2001.

The World's Best Workforce legislation requires districts to set goals focused on five key areas:

1. All children are ready for school.
2. All third graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

Each district is required to create their own plan to align curriculum and instruction so that students are college and career ready – another strategic focus for Minnetonka School District. The success of each plan will be measured by:

- Local assessment data
- Closing the gap by student group
- Early childhood assessment data
- MCA scores
- College entrance exams

The scope of the legislation has evolved and now is the umbrella under which several programs fall, including staff development, teacher and principal evaluation, Q-Comp, and high potential. Reports on those programs are shared with the board periodically. Equitable access to excellent teachers is unique to this report alone.

2021-22 Goals and Results

In the fall of 2021-22, World's Best Workforce goals were created through coordination with various District stakeholders, Director of Assessment Matt Rega, and Director of Teacher Development Sara White.

Minnetonka sets District goals based on District start values, which often is significantly higher than other Minnesota districts. These goals are shared with sites to guide the development of their Q-Comp goals and professional learning plans. The goals from 2021-22 and their results follow.

During the 2021-22 school year, Minnetonka School District teachers, staff, and administrators made extraordinary efforts to ensure high levels of learning as the COVID 19 Pandemic continued to impact student and teacher health and attendance. The Minnetonka community of parents, family members, and caregivers also took extraordinary measures to support their children's learning. Despite their persistence in these unprecedented times, COVID-19 negatively impacted educational outcomes in terms of performance on standardized assessments.

All Children Ready for School

Goal 1: The Minnetonka School District will increase the number of children screened at the age of 3 by **33%** in 2021-22, from **156** in 2020-2021 to **208** in 2021-2022.

Results: The number of children screened at the age of 3 increased from **156** in 2020-2021 to **159** in 2021-2022" which is a **2%** increase.

2021-22 State Results: The number of children screened at the age of 3 increased from 16,046 in 2020-2021 to 20,614 in 2021-2022, which is a 28% increase in the number of 3-year-olds screened.

Analysis: The District placed a heavy emphasis on ensuring that all children entering kindergarten in the fall of 2022 had an opportunity to complete early childhood screening. Therefore, several early childhood screening appointments were filled by 5- and 6-year-olds rather than 3-year-olds. Due to COVID, these students had missed the opportunity to be screened at a younger age. Four additional screening days were added to the district's screening calendar and appointment priority was given to those age-eligible for kindergarten in the fall of 2022. Therefore, the number of 5- and 6-year-olds screened in 2021-2022 increased 32% from 2020-2021 (152 to 200).

Goal 2: The percentage of Minnetonka Preschool PreK4* children who are meeting or exceeding age expectations** will increase by 1% across the following social-emotional objectives as measured by the Teaching Strategies GOLD assessment:

- "Manages feelings": increase from **91.08%** at the Spring 2020-21 benchmark to **92.08%** at Spring 2021-22 benchmark.

- “Makes friends”: increase from **89.19%** at the Spring 2020-21 benchmark to **90.19%** at Spring 2021-22 benchmark.
- “Solves social problems”: increase from **94.86%** at the Spring 2018-19 benchmark to **95.86%** at Spring 2020-21 benchmark.

*PreK 4 children are age eligible for Kindergarten in Fall 2022.

**Age expectations are defined as their PreK4 color band or Kindergarten color band, respectively

Results: PreK4 children met one of the three goals.

- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in “Manages feelings”: increased from **91.08%** at the Spring 2020-21 benchmark to **94.34%** at the Spring 2021-22 benchmark.
- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in “Makes friends”: decreased from **89.19%** at the Spring 2020-21 benchmark to **85.85%** at the Spring 2021-22 benchmark.
- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in “Solves social problems”: decreased from **94.86%** at the Spring 2018-19 benchmark to **83.97%** at the Spring 2020-21 benchmark.

2021-22 State Results: State data is not available on this goal.

Analysis: COVID mitigation strategies continued to negatively impact students' abilities to connect with one another. Making friends and solving social problems requires role-modeling, self-regulation and the ability to understand another person’s perspective. For the majority of the school year students and adults were wearing masks which impacted communication both verbally and nonverbally. Inconsistent attendance with both students and staff due to quarantines also contributed to inconsistent connections which may have adversely impacted the natural relationship building.

All Third Graders Can Read at Grade Level

Goal: By June 1, 2022, **71.5%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2021 on the MCA-III Reading assessment, **66.6%** of Minnetonka Public Schools students met this goal.

Results: By June 1, 2022, **64.8%** of students in Minnetonka Public Schools in Grade 3, met or exceeded proficiency on the MCA-III Reading.

2021-22 State Results: In 2022, **48.5**% of grade 3 students statewide met or exceeded proficiency on the MCA-III Reading assessment.

Analysis: It is difficult to understand all the variables that contributed to the drops in proficiency percentages, however, overall Minnetonka students have performed at high levels on the MCA Reading Test compared to the state, yet there is still room for improvement. Third Grade results showed a need to focus on the individual needs of

students related to Informational Text. This is common at the third grade level due to the fact that both language immersion and English scores are included in the overall performance on the MCAs. Comprehending informational text for immersion students is a challenge because they begin receiving explicit English instruction from an English Language Teacher (ELT) starting in Third Grade.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: To close the proficiency gap in reading by 2026, **72.7%** of Non-White students will be proficient on the MCA III in Reading in 2022, an increase from **69.9%** proficiency in 2021. White students will increase proficiency from **75.5%** in 2021 to **78.7%** in 2022.This will narrow the gap in proficiency from **5.6%** in 2019 to **5.0%** in 2022.

Results: On the MCA III in Reading in 2022, **70.1%** of Non-White students were proficient, an increase from **69.9%** proficiency in 2021. White students decreased proficiency from **75.5%** in 2021 to **74.1%** in 2022. This narrowed the gap in proficiency to **4.0%.**

2021-22 State Results: On the MCA-III Reading Assessment in 2021, **36.3** % of Non-white students were proficient and **59.3**% of White students were proficient, a proficiency gap of **23.0** %.

Analysis: Setting goals around closing the achievement gaps is complex. To reduce a gap, the minority student group increases achievement at a rate higher than the majority student group. On the MCA III in Reading Non-White students increased their proficiency slightly and White students decreased their proficiency resulting in a decreased gap. According to the results below, the gap has decreased by **1.6** % and is trending in the right direction. Students will continue to see improvement following the height of the pandemic as teachers differentiate to address skill deficits. In addition, there is a need for additional formative assessment work to ensure that teachers make timely adjustments to instruction in relation to the essential learnings that align to state standards.

The tables below illustrate the trajectory of closing the achievement gap in Reading.

Table 1: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Goal	2021 Actual	2022 Goal	2022 Actual	2024 Projected Target
White Students	83.5%	75.5%	78.7%	74.1%	83.6%
Non-White Students	79.8%	69.9%	72.7%	70.1%	82.1%
Proficiency Gap	3.7%	5.6%	5.0%	4.0%	1.5%

A comparison of Minnetonka to the state of Minnesota from the past two years is provided below for perspective. Both students in Minnetonka and the State of Minnesota experienced decreases in proficiency rates among all student groups due to the COVID pandemic. MInnetonka's proficiency gap decreased while Minnesota's proficiency gap increased. The table below illustrates that Minnesota's proficiency gap, **23.0%**, increased at a greater rate than Minnetonka's proficiency gap, **4.0%**.

Table 2: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Minnetonka 2021	Minnesota 2021	Minnetonka 2022	Minnesota 2022
All Students	74.5%	52.3%	73.3%	51.0%
White Students	75.5%	59.4%	74.1%	59.3%
Non-White Students	69.9%	37.0%	70.1%	36.3%
Proficiency Gap	5.6%	22.4%	4.0%	23.0%

While the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows proficiency on the MCA III in Reading by student group as compared to the state proficiency rates.

Table 3: MCA III in Reading, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	**Asian**	**Black**	**Hispanic**	**White**
Minnetonka 2022	40.0%	83.6%	37.6%	63.8%	74.1%
Minnesota 2022	27.2%	46.35	30.2%	30.4%	59.3%

Table 4: NWEA Average RIT Scores in Reading for Black Students in Minnetonka

	Fall 2019 Black	**Fall 2020 Black**	**Fall 2021 Black**	**Fall Black National Norms**	**Fall White National Norms**
K	142.7	143.9	144.3	Norms begin Grade 3	Norms begin Grade 3
1	168.2	158.2	156.4		
2	165.5	177.6	178.9		
3	190.1	183.7	191.0	185.0	192.9
4	196.7	196.3	194.5	193.8	202.0
5	205.9	200.8	204.5	200.5	208.6

6	216.3	214.0	210.1	204.5	213.8

Table 5: NWEA Average RIT Scores in Reading for Hispanic Students in Minnetonka

	Fall 2019 Hispanic	**Fall 2020 Hispanic**	**Fall 2022 Hispanic**	**Fall Hispanic National Norms**	**Fall White National Norms**
K	142.1	147.7	143.6	Norms begin Grade 3	Norms begin Grade 3
1	164.1	164.0	161.6		
2	175.5	174.9	184.8		
3	186.1	189.9	189.8	182.7	192.9
4	203.0	197.4	202.5	191.8	202.0
5	212.9	206.9	208.3	198.2	208.6
6	218.6	217.2	215.0	203.1	213.8

Table 6: NWEA Average RIT Scores in Reading for Minnetonka Asian Students

	Fall 2019 Asian	**Fall 2020 Asian**	**Fall 2021 Asian**	**Fall Asian National Norms**	**Fall White National Norms**
K	149.7	153.7	154.4	NWEA does not have Asian norms	Norms begin Grade 3
1	171.7	174.1	171.0		
2	189.5	187.1	190.5		
3	200.0	204.9	202.8		192.9
4	212.9	207.6	211.9		202.0
5	220.5	219.1	217.9		208.6
6	228.3	224.9	227.0		213.8

Goal 2: To close the proficiency gap in math by 2026, **71.4%** of Non-White students will be proficient on the MCA III in Math in 2022, an increase from **66.0%** in 2021. The percent of White students who will be proficient will increase from **68.2%** in 2021 to **73.5%** in 2021. This will narrow the gap in proficiency from **2.2%** in 2019 to **2.1%** in 2021.

Results: On the MCA III in Math in 2022, **68.7%** of Non-White students were proficient, an increase from **66.0%** in 2021. The percent of White students who were proficient increased from **68.2%** in 2021 to **73.7%** in 2021. This increased the gap in proficiency to **5.0%**.

2021-22State Results: On the MCA III in Math in 2021, **27.7**% of Non-White students were proficient and **54.2**% of White students were proficient, a proficiency gap of **26.5**%.

Analysis:
Although both student groups increased their proficiency, the proficiency rates increased disproportionately resulting in an increase in the proficiency gap on the MCA III in Math. Overall, results for Minnetonka's ethnic student groups show solid performances compared to the state. Several student group performances can be highlighted. The American Indian population outpaced their state counterparts by a significant margin of **29.2 percent**. The African American population scored **14.4 percentage points** higher than African American students statewide compared to **18.8 percentage points** higher in 2019 and **18.6 percentage** points from 2018. Hispanic students outperformed their counterparts by **33.0 percent** compared to a **35.2 percent** difference from 2018 to 2019. Despite the smaller population, school staff have access to the pertinent data to make instructional decisions based on the students' individual needs.

Table 7: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Goal	2021 Actual	2022 Goal	2022 Actual	2024 Projected Target
White Students	81.4%	68.2%	73.5%	73.7%	81.5%
Non-White Students	77.4%	66.0%	71.4%	68.7%	79.5%
Proficiency Gap	4.0%	2.2%	2.1%	5.0%	2.0%

A comparison of Minnetonka to the state of Minnesota is provided below for perspective.

Table 8: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Minnetonka 2021	**Statewide 2021**	**Minnetonka 2022**	**Statewide 2022**
All Students	67.8%	44.0%	72.7%	44.6%
White Students	68.2%	52.2%	73.7%	54.2%
Non-White Students	66.0%	26.4%	68.7%	27.7%
Proficiency Gap	2.2%	25.8%	5.0%	26.5%

Again, while the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows proficiency on the MCA III in Mathematics by student group as compared to the

state proficiency rates. In the table below, it is evident that student groups in Minnetonka have much higher proficiency rates than their peers at the state level. The proficiency gap between Minnetonka's student groups and Minnesota's student groups ranged from **14.4%** (African-American student group) to **46.3**% (Asian student group).

Table 9: MCA III in Math, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	Asian	African-American	Hispanic	White
Minnetonka 2022	46.7%	88.1%	33.6%	54.8%	73.7%
Minnesota 2022	17.5%	41.8%	19.2%	21.8%	54.2%

Students in Minnetonka consistently surpass their student group peers nationally on the NWEA in Math as well. Each table below illustrates that the longer students are in Minnetonka, the greater their achievement. Scores that are in bold represent an increase in RIT score over the previous year. Except for Grade 7 Black students, Minnetonka Students of Color outperform their peer national norms. Fall scores are reported as NWEA does not have norms by ethnicity available for spring assessments. As noted in the bold numbers in the tables below, in 2021 students improved their RIT scores regularly over 2020, a positive indicator for future proficiency.

Table 10: NWEA Average RIT Scores in Math for Minnetonka Black Students

	Fall 2019 Black	Fall 2020 Black	Fall 2021 Black	National Norms: African-American	National Norms: White
K	138.3	147.8	146.5	Norms begin Grade 3	Norms begin Grade 3
1	168.6	159.6	**160.2**		
2	171.1	183.3	179.9		
3	193.0	187.0	**193.6**	188.4	195.0
4	202.0	196.4	**199.2**	198.7	205.6
5	206.8	208.4	**209.4**	206.8	214.1
6	218.2	213.3	213.1	212.2	221.2
7	231.7	224.6	214.8	217.2	227.2
8	237.3	233.3	222.5	222.3	232.3

Table 11: NWEA Average RIT Scores in Math for Minnetonka Hispanic Students

	Fall 2019 Hispanic	Fall 2020 Hispanic	Fall 2021 Hispanic	Fall Hispanic National Norms	Fall White National Norms
K	142.0	149.0	**150.2**	Norms begin Grade 3	Norms begin Grade 3
1	165.8	166.6	**168.9**		
2	183.9	183.8	**186.1**		
3	191.0	195.0	**195.3**	187.2	195.0
4	206.3	198.9	**206.2**	197.4	205.6
5	216.9	212.8	210.9	204.9	214.1
6	223.5	223.9	221.1	211.0	221.2
7	234.9	227.4	**228.4**	215.5	227.2
8	240.0	239.5	229.1	218.5	232.3

Table 12: NWEA Average RIT Scores in Math for Minnetonka Asian Students

	Fall 2019 Asian	Fall 2020 Asian	Fall 2021 Asian	Asian National Norms	White National Norms
K	151.0	159.3	**161.5**	NWEA does not have Asian norms	Norms begin Grade 3
1	177.6	176.6	**180.4**		
2	193.0	192.4	**196.0**		
3	205.9	207.9	207.1		195.0
4	222.6	215.0	**221.5**		205.6
5	232.3	233.1	231.6		214.1
6	242.1	237.2	**241.8**		221.2
7	246.6	248.2	245.0		227.2
8	259.7	253.2	**254.4**		232.3

Recognizing that the connection students feel towards their teachers, schools, and communities is integral to student learning and development, the District continued its commitment to excellence and belonging. In order to ensure each student experiences a sense of belonging as a valued member of our school community, the District provided professional learning for teachers and administrators. In the 2021-22 school year, the District continued its efforts on developing a foundation for each student to experience belonging through the Search Institute's Developmental Relationships Framework. Each staff member participated in two professional learning sessions focused on the Developmental Relationships Framework and how it supports Inclusive Relationships. These sessions provided staff with new learning to deepen their understanding and application of Developmental Relationships with a focus on creating

an inclusive environment where each young person feels known, validated by, and connected as a prerequisite to positive growth and development.

All Students Are Ready for Career and College

Goal: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from **94.4%** in 2021 to **94.5%** in 2022.

Results: The percentage of all students in Grade 12 at Minnetonka High School who took the ACT who met or exceeded the College Readiness Benchmark Composite Score (18) as measured on the ACT decreased from **94.4%** in 2021 to **93.9%** in 2022.

2021-22 State Results: Data not yet available.

Analysis:
With a decreased emphasis in post-secondary schools requiring or making admission decisions based on ACT scores, fewer Minnetonka students have participated in the ACT. Since 2018, the number of students taking the ACT Test has dropped from 760 students to 639 students. The number of students taking the ACT no longer reflects that of the graduating class. Additionally, the number of Minnetonka students taking the ACT multiple times to improve their scores has decreased. In 2019-20, 75.6% of graduating seniors to the ACT more than once; 71.6% of 2021 graduates took the ACT more than once, and 55.1% of 2022 graduates took the ACT more than once. Finally, the drop in overall composite is mainly due to the higher percentage of students scoring at lower levels, which has been a phenomenon since the state requirement for all juniors to be scheduled to take the ACT according to state legislation.

All Students Graduate from High School

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **97.7%** in 2020 to **97.8%** in 2021.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March.

Results: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education decreased from **97.7%** in 2020 to **96.4%** in 2021.*

2020-21 State Results: The 4-year graduation rate for students in the class of 2021 graduating in 2021 or earlier as determined by the Minnesota Department of Education was **83.3**%.

The Minnesota Department of Education prefers that districts use their graduation rates in the World's Best Workforce report. The four-year graduation rates for the past year are not available in the early fall so these goals are based on the previous sets of years. As of October 6, 2022, Minnetonka's 4-year graduation rate according to the Minnesota Report Card decreased from **97.7%** in 2020 to **96.4%** in 2021**.** The Minnesota graduation rate in 2021 was **83.1%**.

The MDE identified that 2.5% (20 students) of Minnetonka High School's class of 2021 are continuing their education, 0.6% (5 students) dropped out, and 0.5% (4 students) are unknown.

Table 13: 2021 Graduation Rates by Student Group*

Student Group	Minnetonka Graduation Rate	Minnesota Graduation Rate
Asian	96.7%	87.4%
Black	90.0%	70.4%
Hispanic	97.4%	69.3%
White	96.7%	88.3%
Two or More Races	93.5%	74.6%

*American Indian/Native Alaskan student group had too few students to be reported.

Analysis: The difference in Minnetonka's graduation rates between 2020 and 2021 can be attributed to the wide-ranging impact of Covid-19. Students experienced the transition to e-learning in a variety of ways, with some families choosing to pursue alternative settings in order to maintain student/family safety once Minnetonka's in-person instruction resumed in February, 2021. The impact of the pandemic on Minnetonka's graduation rate between 2020 and 2021 is minimal, reflecting only a 1.3% difference.

Equitable Access to Effective and Diverse Teachers

World's Best Workforce requires districts and charters to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The Minnesota Department of Education defines these categories as follows:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

In the 2021-22 school year, there were no Minnetonka teachers on performance plans due to not meeting professional teaching standards as defined in the Minnetonka

Teacher Evaluation and Growth Model (TDE system). Of the 85 teachers new to Minnetonka in 2021-22, thirty-nine of them had three or fewer years of experience. These teachers worked in a range of content areas and grade levels, none disproportionately impacting low income families, students of color, or American Indian students.

Minnesota's Professional Educator Licensing and Standards Board (PELSB) no longer recognizes non-licensed community expert waivers and limited licenses. PELSB created four (4) license tiers: Tier One, Tier Two, Tier Three and Tier Four. A Tier One candidate has a minimum of a bachelor's degree with supported evidence from an employing school district meeting requirements to teach in a specific content area. A Tier Two candidate must hold a bachelor's or master's degree and have advanced studies, experience or licensure from another state or country as certified by transcripts and verification forms. A Tier Three candidate must have a bachelor's or Master's degree, passing scores on the MTLE tests (Minnesota Teacher Licensing Exams) and completion of an approved teacher preparation program in addition to two to three years of teaching experience. Finally, a Tier Four candidate meets all the requirements of a Tier Three candidate, plus has three full years of teaching experience in Minnesota and most recent summative evaluation must not have resulted in an improvement plan.

Teachers who will be teaching in an out-of-field area are required to work with their employing school district to obtain an "Out of Field Permission" or OFP. A teacher can have up to five (5) OFP's in their teaching career. In Minnetonka in 2021-22, there were thirty teachers, or around 5% of our staff, teaching one or more classes in an area outside of their underlying license. About one-third of them (8) were either teachers in Minnetonka's Immersion or English Language Learning program. In all of these cases, the teachers were licensed in the language (Chinese or Spanish or English language) and also teaching a content area (social studies or language arts or ELL) in the target language. This year, six teachers were teaching reading on a OFP and another six were in technology, business or family and consumer studies, which are very difficult areas to staff. Of the remaining ten teachers, three were working in special education roles (adaptive physical education, autism spectrum disorders, academic and behavioral strategist). While these teachers had underlying licenses in special education, they did not have these specific licenses. The remaining out-of-field teachers were in the areas of theater and health. These out-of-field teachers did not work disproportionately with low-income families, students of color, or American Indian students.

Minnetonka prides itself on hiring the very best teachers to meet the needs of our students. In 2021-22, Minnetonka employed 904 classroom teachers across the district, and about 13% of these hail from diverse backgrounds; by comparison just a bit more than 20% of our students are from diverse backgrounds. In order to achieve better alignment between staff and student demographics, Minnetonka is actively focusing its recruiting efforts on these populations, while still seeking out the very best teachers in the market to join our team.

To this end, in 2021-22, with impetus from the School Board's Goal #2, the Human Resources Department sought and received a grant from MDE that was meant to help onboard diverse teacher candidates from out of state. The District initially secured funding to assist three, eligible hires with relocation costs. We were more successful than envisioned and actually managed to hire four diverse candidates from out-of-state. Minnetonka successfully petitioned the MDE to increase the grant accordingly and they agreed to fund this effort at $20,000 or $5,000 per candidate. Minnetonka was one of two districts among sixteen grantees who successfully brought in diverse candidates from outside Minnesota.

At the same time, Minnetonka has maintained a more visible presence in recruiting events that would expose teaching opportunities to a wider, more diverse audience. This year, Minnetonka's human resource department actively recruited in twelve recruitment events that offered the widest possible exposure to under-represented groups. Human Resource administrators met over 300 candidates in this effort and about 28% of them were from target communities. When looking at the District's current demographics, the student population diversity exceeds the staff diversity count by about 8%. It is anticipated that natural dynamics in the labor market will help bring student and staff demographics into alignment within the next four years or so. Still, the District plans to continue casting the wider net that began in the 2020-21 school year.

Advisory Committee

World's Best Workforce plans and updates were shared regularly with the District Advisory Committee. Advisory Committee members provided feedback and insights into the plans. Those members were:

- Krista Adewumi, Parent, Community Member
- Mark Ambrosen, School Board Director, ended December 2021
- Christine Breen, Executive Director of Special Education
- Maria Chopite, Spanish Immersion Teacher & Department Chair, Minnewashta Elementary
- Kruthica Dama, MHS Student, '22
- Serena Harad, Parent, Community Member
- Paule Hocker, Parent, Community Member, Scenic Heights Elementary Paraprofessional
- Sara Hunt, Parent, Instructional Technology Coach
- Stephanie Johnson, Parent, Community Member
- Paige Koehnen, Clear Spring Elementary Grade 1 Teacher
- Erin Kopischke, Groveland Elementary Wilson Reading Specialist
- Dr. Amy LaDue, Assistant Superintendent of Instruction
- Bryan McGinley, Deephaven Elementary School Principal
- Julius Nurse, MHS Student, '22
- Dr. Matt Rega, Parent, Director of Assessment
- Diane Rundquist, Parent, Director of Advanced Learning
- Steve Urbanski, Director of Curriculum

- Lisa Wagner, School Board Director (starting January 2022)
- Sara White, Director of Teacher Development

2022-23 Goals and Strategies

The goals for 2022-23 are developed collaboratively and include involvement of stakeholders including administrators, teachers, parents, and students.

Strategies to meet each goal have been developed and will continue to be refined throughout the 2022-23 school year.

All children are ready for school.

Goal 1: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from **82.4%** in fall 2022 to **85.0%** by October 2023.

Strategies

For the past two years, Minnetonka kindergarten students have taken the Fastbridge Early Reading Screener. On this assessment, students are identified as Low Risk, Some Risk, and High Risk. The fall screener score reflects an overall composite based on four subtests: letter sounds, onset sounds, concepts of print, and letter names. Students are reassessed in winter and spring to gauge growth.

Table 14: Percentages of Students by Risk Rate on the Fastbridge Early Reading Screener

Fall Screener	Percent at Low Risk (Green)	Percent at Some Risk (Yellow)	Percent at High Risk (Red)
2021-2022 All	82.4%	15.1%	2.4%
2021-2022 English	75.9%	20.1%	4.0%
2021-2022 Immersion	89.6%	9.7%	0.7%
Spanish	90.3%	9.4%	0.3%
Chinese	87.5%	10.6%	1.9%
2022-2023 All	82.4%	15.5%	2.1%
2022-2023 English	78.7%	17.8%	3.5%
2022-2023 Immersion	85.9%	13.2%	0.9%
Spanish	85.9%	12.9%	1.2%
Chinese	85.7%	14.3%	0%

To promote early literacy, Minnetonka Early Childhood and Early Childhood Special Education teachers will continue to deepen their understanding of the Teaching

Strategies GOLD assessment and tools. They will use common language and expectations to increase student literacy. Teachers will leverage their professional learning communities (PLCs) to discuss the data collected and how that data will inform practice. In addition, staff expose students to pre-literacy activities through the use of Heggerty, Creative Curriculum, as well as partnering with parents to promote early literacy development in the home environment for those students who are enrolled in ECFE or Early Intervention. To better understand the impact Minnetonka Preschool has on pre-literacy development, the building leadership team is exploring alternative assessment options, such as the Individual Growth Developmental Indicators (IGDIs) which is shown to correlate to literacy development in 3rd grade.

As a part of communication with families of future kindergarten students, elementary principals will also promote pre-literacy play strategies that families could engage in with their children. Rhyme games, including reading books with rhymes and singing songs with rhyme, are one fun way to practice phonemic awareness. Creating awareness with first sounds in words through alphabet books or songs is another way families may promote early literacy.

An additional goal of increasing participation in Minnetonka Preschool will be developed during the 2022-23 school year. Baseline data of the number of 5-year-old students previously served in Minnetonka Preschool who then enrolled in Minnetonka kindergarten during the past five years will be identified. Minnetonka Preschool, ECFE & Jr. Explorers Coordinator Molly Bahneman and Early Childhood Special Education Coordinator Angie Kleinedler will use this data to project how many additional students they may serve. Currently, they serve 333 students and have capacity for 400 students.

Pre 3's enrollment is 22 out of 24 (91.6 % full)
Our 3-year-old enrollment is 118 out of 138 (85.5% full)
Our 4-year-old enrollment is 193 out of 234 (82.5% full)

While the morning preschool classes are at capacity, there is room for growth in the afternoon preschool offerings. Working to educate families about the benefits of afternoon learning for students has been a priority and will continue to be a priority for this year. Other strategies will include increasing and differentiating our marketing strategies and increasing our partnership with the District to educate families on the benefits of preschool and to showcase what Minnetonka Preschool has to offer.

Data Sources:
Teaching Strategies GOLD; MARSS; District Census; ECS report; Enrollment data from Annual Reports, Fastbridge Early Reading - English

All third graders can read at grade level.

Goal: By June 1, 2023, **67.2%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2021 on the MCA-III Reading assessment, **64.8%** of Minnetonka Public Schools students met this goal.

Strategies

As noted in Minnetonka's Local Literacy Plan, through high quality core instruction and differentiation, students will be supported to make growth based on grade level expectations and individual goals. Furthermore, based on the outcomes of the assessments, students may qualify for additional support through Minnetonka's MTSS process. Classroom and tiered instruction are informed by an analysis of the data from common summative and formative assessments.

Students' reading fluency is assessed in the fall, winter, and spring in grades k-5. Each child is assessed three times a year to measure progress in oral reading fluency. Oral reading fluency is a measure of reading accuracy and rate. It also has a high correlation with students' reading comprehension. There are different measures for fluency depending on the child's grade level and primary language of instruction.

Additionally, Minnetonka Public Schools has taken a proactive approach in addressing Dyslexia. In addition to a comprehensive English language curriculum with a strategic system of district-wide assessments and universal screeners, Minnetonka Schools has added specific, research-based screeners and interventions to identify and respond to Dyslexia. All District reading specialists and one to two special educators at each building have been trained in the Wilson Reading System.

Tier One instruction is the foundation for achieving the *Read Well by Grade Three* goals. Core instruction represents the instruction that all students receive and is the model for all home classrooms at the elementary level. The images and tables below outline the "core" elements of literacy instruction at the elementary level and the expected delivery model.

Table 15: Balanced Literacy Model

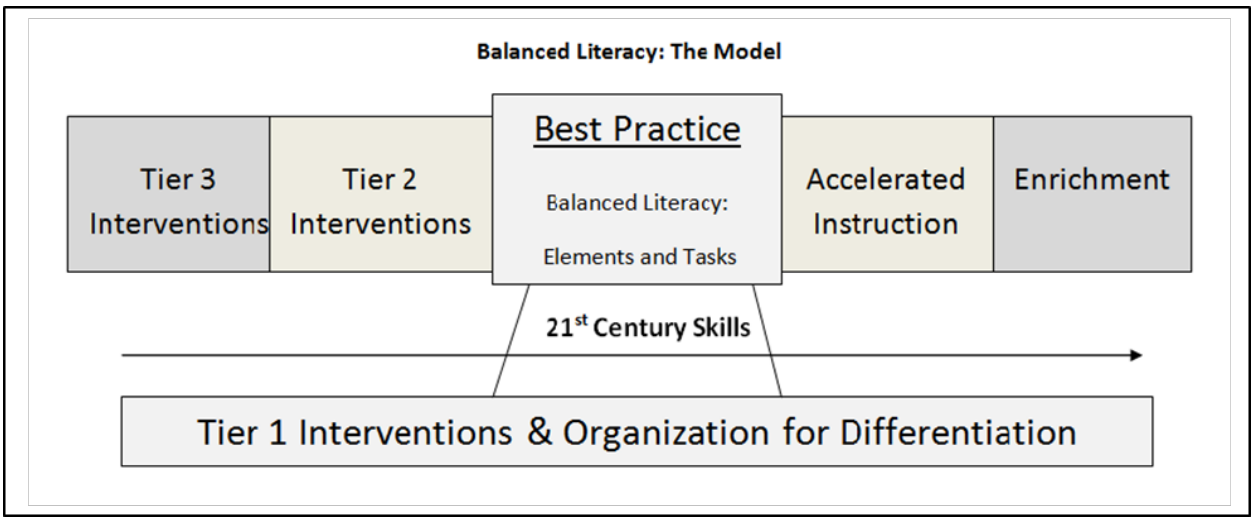

Table 16: Balanced Literacy Elements

Balanced Literacy: The Elements	
Comprehension	Students must acquire the ability to make meaning of texts and produce meaningful texts. We want our students to understand what they read and make significant connections before, during, and after literacy tasks. Students must apply strategies, construct background knowledge, and monitor their understanding while reading appropriately leveled texts and engaging in meaningful writing activities.
Phonemic Awareness and Phonics	Students must acquire the ability to apply skills and strategies in the areas of phonemic awareness and phonics. We want our students to read accurately to increase the ability to understand and make connections. Writing should reflect students' mastery of phonics. Foundational skills and consistent precision allow students to engage in more complex tasks and process with higher order thinking skills.
Vocabulary	Students must acquire a wide selection of words in order to engage in literacy tasks. We want our students to identify and apply new and interesting words to strengthen their understanding and expression. Vocabulary instruction should build each year and encourage connections across the curriculum and between subject areas.
Fluency	Students must interact with text in multiple contexts to read and write with purpose, clarity, controlled speed, and accurate expression and inflection. We want students to approach literacy tasks in terms of tone and style to articulate thoughts and ideas thoughtfully and confidently.
Modeled Literacy Tasks	The teacher instructs students using a read aloud or "write aloud" technique to demonstrate correct use of a strategy or skill. The teacher is able to model his/her thinking out loud, providing students with the opportunity to watch a master reader and writer apply his/her techniques and tactics effectively. This usually takes the form of a "focus lesson" and students will refer to the modeling session and/or product for guidance.

Shared Literacy Tasks	Both the teacher and students interact with a text during a read aloud or "write aloud" session. While the teacher will model strategies and skills for student observation, he/she will also invite the students to read or write and model their own thinking with guidance. This usually takes the form of a "focus lesson" and involves "Big Books" or a class read-aloud and student reading materials.
Guided Literacy Tasks	The teacher utilizes flexible grouping to meet with small groups or individual students for reading and writing at their instructional levels. Students spend the majority of their time on a reading or writing task and the teacher introduces strategies and skills for application. These strategies and skills will meet the needs of each student in a group, stressing the importance of individualized literacy instruction. (This usually takes place while other students are working on Independent Literacy Tasks).

Table 17: Balanced Literacy Tasks

Balanced Literacy: The Tasks	
Receptive Tasks	**Productive Tasks**
● Listen effectively to gain insight and find solutions ● Read and engage in a variety of texts to gain knowledge and make personal and global connections ● Develop competencies in reading narrative and expository texts ● Seek out multiple diverse resources to develop understanding and global awareness	● Communicate effectively to provide perspective and evidence of critical thinking ● Use appropriate communication for a variety of purposes. ● Write with purpose to convey a message appropriately and accurately ● Understand and use media to most efficiently and effectively communicate ideas

In addition to expanding upon data analysis strategies, groundwork has been laid to improve upon the Reading and Writing experience at the elementary level. This will impact results through the secondary level. Implementation of the *Making Meaning* and Reading program began for Grades 2-5 during the 2015-16 school year. This program

is aligned to the Common Core State Standards. In addition to an aligned Reading program, *Being A Writer* was implemented as well for Grades 1-5 the previous year. Four years ago, *Wilson Fundations* was introduced District-wide in Grades K-1 and among intervention classrooms. The new assessments utilized with these programs are more authentic and diagnostic by nature. This allows teachers the ability to more accurately pinpoint students' strengths and areas for growth in writing and reading comprehension.

Students will demonstrate reading proficiency throughout the primary grades and by grade 3 through the results of both screening and diagnostic measures. The Fastbridge Early Reading/CBM-Reading assessments and the NWEA reading assessments will serve as benchmark assessments administered 2-3 times per year. Additional work will be continued by staff to study the common core components to the assessment. Students are tested in the two areas of Literature and Informational Text.

Data Sources: MCA-III Reading, NWEA MAP for Primary in Reading, NWEA MAP Common Core State Standards 2-5, edSpring CES Fluency, Making Meaning and Being a Writer Assessments, Fountas and Pinnell Leveled Literacy Intervention, CAREI MTSS evaluation

All racial and economic achievement gaps between students are closed.

Goal 1: To close the proficiency gap in reading by 2026, **73.3 %** of Non-White students will be proficient on the MCA III in Reading in 2023, an increase from **70.1%** proficiency in 2021. White students will increase proficiency from **74.1%** in 2022 to **76.5 %** in 2023.This will narrow the gap in proficiency from **4.0%** in 2022 to **3.2%** in 2023.

Goal 2: To close the proficiency gap in math by 2026, **72.0%** of Non-White students will be proficient on the MCA III in Math in 2023, an increase from **68.7%** in 2022**.** The percent of White students who will be proficient will increase from **73.7%** in 2022 to **74.5%** in 2023**.** This will narrow the gap in proficiency from **5.0%** in 2022 to **2.5%** in 2023**.**

Strategies

One tool that teachers can currently use is Sourcewell's Proliftic software. This is a tool that will help teachers diagnose which students are performing far below standards, performing slightly below standards, meeting standards, or exceeding standards. An important feature of this tool is to give teachers the ability to review all student data to help them create a clear profile for each of their students related to a specific content area. Teachers can align what they learn from the MCA and NWEA results in a timely and user-friendly manner to determine students' instructional needs. Teachers will need to analyze the results, and then use the instructional resources available to them to best meet the students' needs based on the data.

In addition to using the Sourcewell software, teachers will have resources available to them from the Minnesota Department of Education (MDE). MDE partnered with

Pearson several years ago to provide online testing for all students statewide. One of the improvements made in recent years is the ability for schools and families to utilize the Pearson Perspective system to provide instructional resources to students using the students' unique learning locator number. Teachers can use the data from this assessment to provide targeted activities that are aligned to standards. Between the Minnetonka instructional resources and the resources that are available from MDE and Pearson, our teachers will have the ability to personalize instruction with the goal of moving students to the next level. Instructions to use these resources are made clear during individual school data retreats scheduled near the beginning of the school year.

Additionally, professional development learning opportunities will be identified and offered throughout the year to further support teachers in addressing barriers to student learning. This will include professional development sessions focusing on Tier I literacy and math intervention and intensive sessions focusing on Tier II and Tier III intervention, including Wilson Reading strategies. New intervention teachers will also receive more intensive coaching as they begin working with intensive intervention programs such as the Wilson Reading System.

Finally, in addition to the robust MTSS programming, supplemental programming such as tutoring and enrichment opportunities will be offered throughout the year for students.

The following tables illustrate the path to a zero percent proficiency gap:

Table 18: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Actual	2022 Goal	2022 Actual	2023 Goal	2024 Target	2026 Target
White Students	75.5%	78.7%	74.1%	**76.5%**	78.0%	**79.0%**
Non-White Students	69.9%	72.7%	70.1%	**73.3%**	76.5%	**79.0%**
Proficiency Gap	5.6%	5.0%	4.0%	**3.2%**	1.5%	**0.0%**

Table 19: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Actual	2022 Goal	2022 Actual	2023 Goal	2024 Target	2026 Target
White Students	68.2%	73.5%	73.7%	74.5%	75.8%	**76.8%**
Non-White Students	66.0%	71.4%	68.7%	72.0%	74.8%	**76.8%**
Proficiency Gap	2.2%	2.1%	5.0%	2.5%	1.0%	**0.0%**

Data Sources: NWEA in Reading; NWEA in Math; MCA-III Reading; MCA-III Math; EdSpring

All students are ready for career and college.

Goal: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT will increase from **62.9%** in 2022 to **63.9%** in 2023.

Strategies

In 2022-23, baseline data will be collected for students demonstrating readiness for post-high school studies and careers in two of the three following benchmarks by the end of 12th grade: (1) demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT; (2) demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses; (3) demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course. Ultimately, these benchmarks will be predictive of student preparedness for post-high school studies and careers. Minnetonka students will be better equipped to pursue a fulfilling pathway after high school due to greater exposure to rigorous coursework, and a wider range of trades-based learning experiences.

Minnetonka Public Schools is committed to ensuring that all parents have the knowledge and tools to support their children as they make decisions about their future plans. The school district continues to support personalized pathways to success E-12. Beginning in middle school, through the web-based resource called *Naviance Student*, students:

- Explore their strengths and interests with a variety of self-discovery assessments
- Get involved in the planning of their future based on these strengths and interests
- Build a portfolio, complete online surveys, understand the intricacies of making decisions about colleges and careers
- Research colleges and careers
- Set goals for the future

Naviance Student has been foundational in creating a path for school counselors at the secondary level to engage with and support their students as they plan for college and career. Counselors developed unit plans and lessons based on developmental milestones for students. The following is a summary of the “touch points” at each grade level. In addition, counselors meet regularly with students to ensure that they understand pathways and course options, including, at the high school level, trades, technical schools, and higher education options.

Grade Six:

1. About Me Survey
2. Meet the Counselor
3. Positive Climate
4. Learning Styles Lesson and Inventory
5. End of Year

Grade Seven:

1. About Me Survey
2. Courage Retreat
3. Strengths Explorer Lesson and Inventory
4. Positive Climate
5. End of Year

Grade Eight:

1. About Me Survey
2. Career Key Lesson and Inventory
3. Career Day
4. Positive Climate
5. Ninth Grade Transition and Registration Lesson
6. End of Year

Grade Nine:

1. Ninth Grade Individual Meetings
2. Strengths Explorer Review

Grade 10:

1. Career Interest Profiler
2. Review of Past Inventories
3. Counselor Meetings

Grade 11:

1. My Game Plan
2. Road Trip Nation
3. Career Clusters
4. Do What You Are
5. Counselor Meetings

Grade 12:

1. Seminar and Applications
2. Counselor Meetings

High school counselors use information from the middle school assessments to facilitate student planning conversations throughout the year. Additionally, the Career Interest Profiler in Grade Ten and the Game Plan Survey in Grade Eleven provide a road map for career and college. The Career Interest Profiler allows students to discover career clusters that are a good fit for them, and subsequent careers that they found interesting. This may also be used as a foundation for selecting courses or programs for junior and senior years. The Game Plan survey is designed to launch the post-high school process. In their senior year, students are also invited to participate in the National College Fair field trip. School counselors and administration continue to communicate how the Naviance tools and counseling programs support students, encouraging families to engage with the tools before, during and after key learning experiences.

In support of Minnetonka School Board Goals, the district has engaged in a careful exploration of student interests and needs surrounding post-secondary opportunities in the skilled trades. A comprehensive process involving student focus groups, a trades advisory board, staff and administrators has resulted in the creation of the Momentum: Minnetonka Design and Skilled Trades program and the following opportunities:

- Two new courses that fulfill core requirements (Metal Sculpture [art credit] and The Physics of Home Renovation [science physics credit])
- The introduction of Automotive I, Automotive Steering and Suspension Systems, and Automotive Electric-Electronic Systems designed to provide hands-on lab experience in diagnostic techniques and the maintenance of vehicles
- A proposed course connecting transportation careers to global commerce (The Business of the Automobile: From Individualized Auto Services to Global Economic Impact [social studies credit]**)**
- Professional guest speakers and panel presentations
- Connections to local businesses
- Increased awareness of trades and technical school offerings
- A Senior Capstone experience for students who complete an advanced-level course

The District continues to prioritize personalizing learning for students and creating multi-modal, inquiry-based, and experiential learning experiences for students. Each of these areas will be addressed throughout the revised curriculum review process during the 2021-22 school year. In addition, these experiences for students will continue to expand as new science standards, new courses, and updated curriculum and resources are introduced.

Data Sources: PSAT; ACT; Skyward (for IB/AP enrollment data); Naviance

All students graduate from high school.

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **96.4%** in 2021 to **97.1%** in 2022.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March.

Strategies

Minnetonka High School administrators, counselors, teachers, and academic support staff are committed to ensuring that each student has the supports and scaffolds they need to find both academic and social success. To that end, high school counselors meet individually with each senior to gauge their progress towards graduation and identify any areas that may need additional support. Counselors also monitor student academic progress regularly to identify students who are struggling. In 2022-23, they are piloting an on-site tutoring program with licensed teachers at no additional cost to the students. Additionally, MHS has affinity groups for traditionally marginalized student populations in order to create stronger connections to the school and to increase the sense of belonging.

Data Sources: Skyward; edSpring; Minnesota Department of Education

SUMMARY

The World's Best Workforce legislation aligns with Minnetonka's vision for all students' extraordinary achievement in the classroom and in life. World's Best Workforce provides a template for the District to report on its goals, strategies, and results. In 2021-22, Minnetonka met or partially met goals in one of the strategic areas. Goals and strategies for 2022-23 have been set.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:_____
Sara White, Director of Teacher Development

Concurrence:_____
Amy LaDue, Associate Superintendent

Concurrence:_____
David Law, Superintendent

REPORT

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

Board Agenda Item IV.

Title: School Report: Groveland **Date: November 3, 2022**

EXECUTIVE SUMMARY:

Groveland Elementary Principal Andrew Gilbertson will share ways that he and his staff are building a unified community built on common expectations, student leadership and strong instructional practices.

Submitted by: _____
David Law, Superintendent

APPROVAL

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

Board Agenda Item VI.

Title: Weather-Related School Closures **Date: November 3, 2022**

OVERVIEW:

The State of Minnesota allows school districts to provide e-learning days due to inclement weather. This requires districts to adopt a locally developed plan. A school district may have up to five weather-related e-learning days during a school year that can be counted as instructional days in the school calendar.

E-Learning Due to Inclement Weather

The District has developed a plan that allows e-learning days to be offered as an option should we have snow or cold days that do not allow students to attend school in person. As a part of this planning process leadership has consulted with the teacher's association as required by state statute. The planning process has included the circumstances under which e-learning days may be used at each level and the delivery model for these days. This consists of a progressive instructional plan depending on the frequency of weather-related school interruptions.

Plan Overview

The goal for this plan is to provide students with instruction after a minimal number of school interruptions due to winter weather as well as to eliminate the possibility of needing to add additional school days at the end of the current school year calendar.

The first two weather-related closures will be a traditional "snow day" with no instruction for all students.

In the event that there is a third day following the first two closures, elementary students will have an additional snow day and secondary students (grades 6-12+) will have an asynchronous instruction day. Teachers will be asked to post asynchronous lessons and materials by 9:00 a.m. on such a day.

If there are additional inclement weather days beyond the first three days, starting with the fourth day, teachers at all levels will be expected to provide asynchronous or synchronous instruction, which may include office hours. The format for the instructional model for these days will be determined considering multiple factors that may include frequency of snow days, number of days in a given time period, timing in the semester,

number of days in a row. If such days occur, school will follow a two-hour late start schedule to allow teachers time to prepare.

If e-learning days are utilized families will be notified at least 2 hours prior to the start of the day that students need to follow the e-learning plan.

Information about the e-learning plan for inclement weather will be communicated with staff, families and students as a part of the annual inclement weather communication.

RECOMMENDATION/FUTURE DIRECTION:

This report is provided for the Board's approval.

Submitted by: _____
Amy LaDue, Associate Superintendent

Concurrence: _____
David Law, Superintendent

Weather Related School Closures

MINNETONKA
PUBLIC SCHOOLS

E-learning Due to Inclement Weather

- Allowed by State Statute
- Up to 5 Days Per Year
- District Must Adopt a Locally Developed Plan

District Developed Plan

Goals:

- Provide students with instruction after a minimal number of school interruptions due to winter weather
- Eliminate the possibility of needing to add additional school days at the end of the current school year calendar

District Developed Plan

- First two weather related closures - traditional “snow day”
- Third day
  - Elementary - additional snow day
  - Secondary - asynchronous instruction day; lessons and materials posted by 9:00 a.m.
- Fourth day and beyond
  - All levels - asynchronous or synchronous instruction
  - Instructional model format determined considering multiple factors
    - frequency of snow days
    - number of days in a given time period
    - timing in the semester
    - number of days in a row
  - School day will follow a two-hour late start schedule

District Developed Plan

Logistics

- E-Learning plan for inclement weather will be communicated through annual inclement weather communication
- Families will be notified of e-learning days at least 2-hours prior to the start of the day

ACTION

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

Board Agenda Item VII.

Title: Acceptance of Bid for MMW Science Room Cabinets, Plumbing and Electrical Replacement for Summer 2023 **Date: November 3, 2022**

EXECUTIVE SUMMARY:

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of the original cabinets, plumbing and electrical systems in two science rooms at Minnetonka Middle School West is scheduled for summer 2023.

The budget estimate for the project is $695,000.00 which is a 20% increase from an identical project at MME in summer 2022.

Bids were opened at 2:00 PM on Thursday, October 27, 2022. Four (4) bids were received as follows:

Dering Pierson Group	$882,000.00
Parkos Construction	$884,000.00
Construction Results Corporation .	$899,101.00
Versacon	$900,500.00

While the bids have come in over budget, the reality of construction inflation shows with the relatively tight grouping that the price is the market price at this time. In addition, science at eighth grade in the middle schools is switching from earth science to physical science in September 2023 in Fiscal Year 2024. The changes to be accomplished by this work are necessary for those rooms to be able to support physical science instruction.

The District has had numerous summer 2023 project bids come in under budget estimates, so the Long Term Facilities Maintenance Fund has the resources to fund the low bid for this project.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of Dering Pierson Group in the amount of $882,000.00 for replacement of science room cabinets, plumbing and electrical systems at Minnetonka Middle School West in summer 2023.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Dering Pierson Group in the amount of $882,000.00 for replacement of science room cabinets, plumbing and electrical systems at Minnetonka Middle School West in summer 2023.

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

Concurrence: _____
David Law, Superintendent

CONSENT

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

Board Agenda Item VIII.

Title: Resolution Pertaining to Consent Agenda **Date: November 3, 2022**

OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for November 3, 2022:

a. Minutes of October 6, 2022 Regular Meeting
b. Study Session Summary of October 27, 2022
c. Payment of Bills
d. Recommended Personnel Items
e. Gifts and Donations
f. Electronic Fund Transfers
g. Policy #722: Public Data and Data Subject Requests
h. Collective Bargaining Agreement with MISA Employees

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____
David Law, Superintendent

CONSENT

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

Board Agenda Item VIII. a

Title: Meeting Minutes **Date: November 3, 2022**

OVERVIEW:

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

1. October 6, 2022 Regular Meeting

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: Carrie Voeltz

Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Minutes of October 6, 2022 Regular School Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, October 6, 2022 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, Patrick Lee-O'Halloran, John Odom, Meghan Selinger, Lisa Wagner and Superintendent David Law, ex officio. The meeting was also livestreamed on the District's YouTube channel.

Chairperson Vitale called the regular meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the Flag.

1. **AGENDA**

   Wagner moved, Becker seconded, that the School Board approve the agenda as presented. Upon vote being taken thereon, the motion carried unanimously.

2. **SCHOOL REPORT: DEEPHAVEN**

   Deephaven Elementary Principal Bryan McGinley provided an update on the first five weeks of school and how staff have worked to ensure a sense of belonging for every student. Chairperson Vitale asked whether the start to the school year has been positive because we've turned the corner on COVID or there are other factors influencing this great start to the year. Principal McGinley said we learned from the years of COVID and are pulling positive things forward from it, and we see a very positive energy as all are back together, as well.

3. **COMMUNITY COMMENTS**

   Chairperson Vitale noted that this opportunity for comment was available to community members who wished to address the Board on any item on that night's agenda. No one responded to this invitation to speak.

4. **BACK-TO-SCHOOL HIGHLIGHTS**

   Superintendent Law said that since the start of the school year had been so positive, time was being set aside tonight for district administrators to share highlights. Associate Superintendent for Instruction Dr. Amy LaDue presented an overview, and then the following administrators provided updates to the Board:

   - Angie Kleinedler, Early Childhood Special Education Coordinator

- Minnewashta Principal Cindy Andress and Deephaven Principal Bryan McGinley
- MMW Principal Freya Schirmacher
- MHS Principal Jeff Erickson
- Erin Valenta, SAIL Program Coordinator

5. **ENROLLMENT REPORT**

Enrollment of students is vital for all school districts in Minnesota, and growing districts have a distinct advantage over declining districts. Minnetonka welcomes open-enrolled students to enjoy the benefits of Minnetonka's programs and staff. The success of Open Enrollment means the District has been able to stabilize enrollment at all neighborhood elementary schools and increase overall revenue to sustain all programs.

As Executive Director of Communications JacQui Getty shared with the Board, the District will continue efforts to attract new families to maintain target enrollments at all schools. The District's efforts largely focus on welcoming early childhood, preschool and Kindergarten families, as resident enrollment for early grades remains below the District's capacity.

The addition of the Tonka Online K-12 full online school option allows for additional capacity for student enrollment across the grades, and beginning in the 2023-24 school year, the addition of the VANTAGE/MOMENTUM Building will provide more space for high school students, as well.

This year, the District accepted open enrollment applications for Kindergarten from 62 different school districts. As families mature and/or more homes are available in the District for purchase, it is expected, as has occurred in years past, that many of our currently open-enrolled families will choose to move into the District.

6. **ADOPTION OF ANNUAL REPORT**

Continuing a tradition of accountability and transparency, the Administration is recommending the Minnetonka Public School District publish an Annual Report on Student Achievement each October. This report includes the State's required World's Best Workforce Annual Report Summary. Minnetonka uses this report as a primary tool to communicate District goals, results and accountability to parents and citizens of the District.

Per the direction of the School Board, Minnetonka's Annual Report is far more comprehensive than the report of most Districts and includes financial data, reports on innovation initiatives and student achievement beyond test scores. Per state guidelines, the report also includes elements required by the World's Best Workforce bill, which was passed in 2013 to ensure every school district in the state is making strides to increase student performance. The Board is also required to hold a public

meeting to discuss the World's Best Workforce. That public meeting will be held in November, in conjunction with the School Board Meeting.

As Dr. Getty shared, following this board meeting, the 2022 Annual Report will be mailed to every District parent and resident, distributed to staff and included in welcome packets for new families. It will also be posted as an online interactive publication, with additional multi-media to relay the incredible success stories of our students, staff and District.

Ambrosen moved, Wagner seconded, that the Board approve the annual report. Board member Wagner thanked Dr. Getty and her team for the outstanding report. She said it is a vital document to keep residents informed about the District and asked what additional pieces the online version will have. Dr. Getty said the online version will link to program videos, articles and publications to further explain and highlight the various programs throughout the Annual Report.

Upon vote being taken thereon, the motion carried unanimously.

7. APPROVAL OF SALE OF 2022C GENERAL OBLIGATION REFUNDING BONDS

Executive Director of Finance and Operations Paul Bourgeois presented the next eight agenda items to the Board. He explained that at the Board meeting of May 5, 2022, the Board had authorized the sale of the 2022C General Obligation Refunding Bonds to refund the 2013H GO Refunding Bonds that refunded the accrued savings for the taxpayers of the District through lower interest rates and lower payments.

Sale of the $3,725,000 2022C General Obligation Refunding Bonds took place on September 26, 2022. The interest rate environment has changed significantly with much higher interest rates than in May 2022 when the bonds were authorized. Nonetheless, the District was able to sell the 2022C bonds at a Total Interest Cost of 3.83%, which was a reduction from the 2013H Coupon Rates of 4.00%. This transaction results in savings to the taxpayers of the District of $24,839.34 over the last three payments on the bonds which reach their maximum maturity on February 2, 2026. The bonds were originally sold in 1996 as the 1996B GO Bonds after the last building bond referendum election run in the District. The transaction also was structured so that the outstanding principal was reduced by $195,000, from $3,920,000 on the 2013H to $3,725,000 on the 2022C.

It is of note that the 2013H bonds refunded the 1996B Bonds at a savings to the taxpayers of $571,278, and at that time a call date of February 2, 2023, was set with the intention of the District having one more opportunity to refund the successors to the 1996B bonds before their final maximum 30-year maturity date of February 2, 2023. It is also worth noting that the 2022C General Obligation Refunding Bonds are the 48th refunding bonds issued by the District from 2008 through 2022. These refunding transactions have benefited the taxpayers of the District by a total of $25,616,434.

Becker moved, Lee-O'Halloran seconded, that the Board approve the resolution approving the sale of the 2022C General Obligation Refunding Bonds as prepared by the District's bond counsel Dorsey & Whitney, LLP. Upon vote being taken thereon, the motion carried unanimously.

8. **ACCEPTANCE OF BID FOR CLEAR SPRINGS UNIT VENTILATOR REPLACEMENT**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, the replacement of unit ventilators at Clear Springs Elementary School is scheduled for summer 2023. The budget for this project was estimated at $1,120,000 inclusive of architect fees and permits. Bids were opened at 11:00 AM on Tuesday, September 27, 2022. Five bids were received as follows:

Dering Pierson Group	*$ 939,000.00*
Versacon, Inc.	*$1,130,000.00*
Morcon Construction Company, Inc.	*$1,187,000.00*
Jorgenson Construction, Inc.	*$1,199,000.00*
CM Construction Company, Inc.	*$1,288,000.00*

Wagner moved, Odom seconded, that the Board approve the following motion:

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Dering Pierson Group in the amount of $939,000.00 for unit ventilator replacement at Clear Springs Elementary School in summer 2023.

Upon vote being taken thereon, the motion carried unanimously.

9. **ACCEPTANCE OF BID FOR SCENIC HEIGHTS UNIT VENTILATOR REPLACEMENT**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, the replacement of unit ventilators at Scenic Heights Elementary School is scheduled for summer 2023. The budget for this project was estimated at $670,000 inclusive of architect fees and permits. Bids were opened at 2:00 PM on Tuesday, September 27, 2022. Two bids were received as follows:

Burnn Boiler & Mechanical	*$537,000.00*
Nasseff Mechanical Contractors	*$592,850.00*

Selinger moved, Ambrosen seconded, that the Board approve the following motion:

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Burnn Boiler & Mechanical in the amount of $537,000.00 for unit ventilator replacement at Scenic Heights Elementary School in summer 2023.

Upon vote being taken thereon, the motion carried unanimously.

10. **ACCEPTANCE OF BID FOR DEEPHAVEN UNIT VENTILATOR, CABINET AND WALL SURFACE REPLACEMENT**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, the replacement of unit ventilators, cabinets, and wall surfaces at Deephaven Elementary School is scheduled for summer 2023. The budget for this project was estimated at $1,275,000 inclusive of architect fees and permits. Bids were opened at 11:00 AM on Tuesday, September 29, 2022. Six bids were received as follows:

Dering Pierson Group	*$ 962,000.00*
Weber, Inc.	*$ 983,000.00*
Parkos Construction Company	*$ 997,000.00*
Versacon, Inc.	*$1,010,000.00*
Jorgenson Construction, Inc.	*$1,012,000.00*
Morcon Construction Company, Inc.	*$1,107,570.00*

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

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Dering Pierson Group in the amount of $962,000.00 for replacement of unit ventilators, cabinets, and wall surfaces at Deephaven Elementary School in summer 2023.

Upon vote being taken thereon, the motion carried unanimously.

11. **ACCEPTANCE OF BID FOR MINNETONKA HIGH SCHOOL ROOFTOP HVAC REPLACEMENT**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, the replacement of three rooftop HVAC units with banned R-22 coolant at Minnetonka High School is scheduled for summer 2023. The budget for this project was estimated at $475,000 inclusive of architect fees and permits. Bids were opened at 1:00 PM on Thursday, September 29, 2022. Six bids were received as follows:

Cool Air Mechanical, Inc.	*$233,200.00*
Northland Mechanical Contractors, Inc.	*$248,900.00*
General Sheet Metal Company	*$251,700.00*
Modern.	*$255,800.00*

Alliance Mechanical Services	*$256,775.00*
PSM Peterson Sheet Metal	$291,500.00

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

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Cool Air Mechanical, Inc., in the amount of $233,200.00 for rooftop HVAC replacement at Minnetonka High School in summer 2023.

12. **ACCEPTANCE OF BID FOR GROVELAND UNIT VENTILATOR, CABINET AND WALL SURFACE REPLACEMENT**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, the replacement of unit ventilators, cabinets, and wall surfaces in the west 1958 section of Groveland Elementary School is scheduled for summer 2023. The budget for this project was estimated at $1,390,000 inclusive of architect fees and permits. Bids were opened at 2:00 PM on Thursday, September 29, 2022. Two bids were received as follows:

Dering Pierson Group	*$ 976,000.00*
Parkos Construction	*$1,038,000.00*

Ambrosen moved, Selinger seconded, that the Board approve the following motion:

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Dering Pierson Group in the amount of $976,000.00 for replacement of unit ventilators, cabinets, and wall surfaces at Groveland Elementary School in summer 2023.

13. **ACCEPTANCE OF BID FOR ROOFING AT MHS**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, the replacement of 41,479 square feet or 0.952 acres of roof at Minnetonka High School is scheduled for summer 2023. The budget for this project was estimated at $1,000,000 inclusive of architect fees and permits. Bids were opened at 3:00 PM on Tuesday, October 4, 2022. Seven bids were received as follows:

Lakes Area Roofing & Construction, Inc.	*$1,440,793.00*
McPhillips Brothers Roofing	*$1,500,000.00*
Central Roofing Company	*$1,514,915.00*
B&B Sheet Metal & Roofing, Inc.	*$1,696,000.00*
Berwald Roofing Company, Inc.	*$1,723,000.00*
Palmer West Construction Company, Inc.	*$1,807,000.00*
John A. Dalsin & Son, Inc.	*$2,257,817.00*

Mr. Bourgeois noted that even though the bids had come in high, the recommendation was to accept the low bid. He then explained the situation in more detail for the Board:

Two years ago, the Texas polar vortex occurred and we could not get roofing supplies, so we only were able to get one small roof done at MME. This past summer there were still supply chain issues and we were only able to get one small roof done at MME. We delayed the MHS roof because it is a large project – just under an acre - and with scarce roofing supplies the last two summers, materials were not available. The cost estimates were increased 50% from where they had been, but as can be seen from the bids, current market prices are much higher than those cost estimates.

Given continued ongoing inflation, plus the impact of rebuilding from Hurricane Ian in Florida, which will take vast amounts of building materials over the next several years, it is unlikely that pricing will go down, and this project is already overdue.

Mr. Bourgeois noted that for future years, the District will have to double the Long-Term Facilities Maintenance Budget for roofing projects because with Hurricane Ian impacting the demand for building materials for the next several years, prices are not likely to retreat much, if at all.

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

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Lakes Area Roofing & Construction, Inc., in the amount of $1,440,793.00 for roof replacement at Minnetonka High School in summer 2023.

Upon vote being taken thereon, the motion carried unanimously.

14. **ACCEPTANCE OF BID FOR MHS FREEZER REPLACEMENT**

The large kitchen freezer at Minnetonka High School is in need of replacement, being of an age where it is difficult to obtain spare parts to repair compressors and fans.

Replacement of the freezer is needed. It will be funded out of the Nutrition Services Fund. The Nutrition Services Fund usually operates at a slight operating margin so that equipment can be replaced when needed. The budget for this project was estimated at $500,000.00 inclusive of architect fees and permits. Bids were opened at 1:00 PM on Tuesday, September 27, 2022. Five bids were received as follows:

CM Construction	*$400,800.00*
Dering Pierson Group	*$429,000.00*
Versacon, Inc.	*$440,000.00*
Morcon Construction	*$443,541.00*
JPMI Construction	*$562,000.00*

Ambrosen moved, Wagner seconded, that the Board approve the following motion:

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of CM Construction in the amount of $400,800.00 for replacement of the large kitchen freezer at Minnetonka High School in summer 2023.

Upon vote being taken thereon, the motion carried unanimously.

15. **CONSENT AGENDA**

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

- Minutes of September 1, 2022 Regular Meeting and September 23, 2022 Special Meeting
- Study Session Summary of September 15, 2022
- Payment of Bills—in the amount of $8,464,908.18.
- Recommended Personnel Items
- Gifts and Donations for September 2022: $33.32 from FrontStream and $135.00 from the Blackbaud Giving Fund, both to be placed in the Groveland Elementary Principal Discretionary Fund. $60.00 from Target c/o Cyber Grants to be placed in the Deephaven Elementary Principal Discretionary Fund. $97.24 from Brent Rickenbach, $50.00 from Ramar Tan, $200.04 from Kurt Hoddinot, and $35.00 from B of A Charitable Foundation; all to be placed in the Scenic Heights Elementary School Principal Discretionary Fund. $8,500.00 from the Deephaven Elementary PTA to be placed in the Deephaven Elementary School Curricular Choice Grants Fund. $350.00 from the Deephaven Elementary PTA to be placed in the Deephaven Elementary School Playground Equipment Fund. $127.20 from the Blackbaud Giving Fund to be placed in the Excelsior Elementary School Principal Discretionary Fund. Various furniture items from Furniture Distributors to be placed in Excelsior Elementary School. $15,000.00 from the Excelsior Elementary PTO to be placed in the Excelsior Elementary School Staff Allocation Fund. $5,000.00 from the Excelsior Elementary PTO to be placed in the Excelsior Elementary School Summer Program Fund. $4,695.51 from the MME PTA to be placed in the MME Student Planner Fund. $200.00 from the Blackbaud Giving Fund to be placed in the MME Principal Discretionary Fund. $16.80 from the Blackbaud Giving Fund to be placed in the MMW Principal Discretionary Fund. $46.28 from U'Sagain, LLC to be placed in the Minnewashta Elementary School Principal Discretionary Fund. $400.00 from ERDI and $500.00 from Mike LeSage and family, both to be placed in the Dr. Dennis Peterson Scholarship Fund. A 2008 Chevy Cobalt from Dawn Bennett to be placed in the MHS Momentum Program. $500.00 from Steve and Heather Roberts to be placed in the MHS Girls Tennis Fund. Total Gifts and Donations thus far for 2022-23: $343,510.51.

- Electronic Fund Transfers
- Approval of Policy #430: Reserve Teachers
- Approval of Policy #431: Wage Rates: Substitute or Event-Specific Employees
- Approval of Easement for Met Council at Deephaven Elementary School

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

16. **BOARD REPORTS**

Board Treasurer Becker shared that she had attended the recent Community Education Conference in St. Cloud, and some Minnetonka Community Ed representatives, including its executive director, Tim Liftin, presented at the conference talking about engagement. She said it was great to see the team collaborating there and to come back with great ideas and to also highlight some of the great things that community education is doing here in Minnetonka!

17. **SUPERINTENDENT'S REPORT**

Superintendent Law mentioned conferences are next week. He also said he'd had the opportunity to attend at least one game/meet/match/event for all the District's fall activities teams. He said it was great to see the students engaged and finding success within their activities. He also reminded the viewing public of the fall musical, Grand Hotel, coming up and noted that tickets sell out fast to district theater events.

18. **ANNOUNCEMENTS**

There were no announcements this evening.

19. **ADJOURNMENT**

Becker moved, Wagner seconded, adjournment at 8:35 p.m. Upon vote being taken thereon, the motion carried unanimously.

Lisa J Wagner

Lisa Wagner, Clerk

CONSENT

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

Board Agenda Item VIII. b

Title: Study Session Summary **Date: November 3, 2022**

OVERVIEW:

The summary of the proceedings of the Minnetonka School Board's October 27 Study Session is attached.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: Carrie Voeltz

Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Summary of October 27, 2022 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, October 27, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were Katie Becker, John Odom, Meghan Selinger, Lisa Wagner and Superintendent David Law, ex officio. Absent: Mark Ambrosen and Patrick Lee-O'Halloran.

FALL NWEA UPDATE

Superintendent Law noted that many districts find the NWEA test helpful for assessment, as it provides immediate feedback on how students are doing, which allows teachers to tailor their programming to meet individual students' needs. He called upon Dr. Matt Rega, Director of Testing and Assessment, to present the item. Dr. Rega presented the following key summary points in the analysis of the data:

- According to Math non-cohort data, students surpassed their same grade counterparts from the Fall of 2021 in 16 of 27 areas compared to 18 a year ago
- With an average RIT score of 187.0 (down from 199.5), Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading
- According to Reading non-cohort data, students surpassed their same grade counterparts from the Fall of 2021 in 8 of 21 measured areas compared to 9 of 21 a year ago
- Immersion and English Reading cohort data show that students met their Fall-to-Fall growth targets in 12 of 19 areas, compared to 12 of 19 a year ago. Cohorts that did not meet the Fall-to-Fall targets are as follows: K-1 Chinese Immersion and English, 1-2 Chinese Immersion and English, and 2-3 English
- Immersion and English Math Cohort data show that students met their Fall-to-Fall growth targets in 19 of 24 areas, except for the Kindergarten to First Grade English, Chinese and Spanish Immersion cohorts as well as the Second to Third Grade cohort
- The longer students are in Minnetonka Schools the more likely they are to make more than a year's worth of growth in one year. The acceleration becomes evident in Third and Fourth Grade and then accelerates greatly after Fourth Grade
- More students are reaching the upper limits of the NWEA Test by middle school more than ever before ("Beyond Twelfth Grade"). The average Seventh Grader is performing at or beyond the Twelfth Grade level in Math and Reading

Gr	Subject	New Norms 2015	2016	2017	2018	2019	New Norms 2020	2021	2022	Mean Performance Compared to the Nation
K	Math	150	151	149	148	148	153	152	*150*	Mid-Year K
K	Read	147	148	148	148	147	148	146	*145*	Mid-Year K
1	Math	172	171	172	169	172	169	172	*171*	Mid-Year Gr 1
1	Read	168	167	167	167	168	165	165	*164*	Mid-Year Gr 1
2	Math	187	187	187	187	186	186	187	**188**	Beginning Gr 3
2	Read	183	182	181	181	180	180	182	*180*	Mid-Year Gr 2
3	Math	202	203	202	202	201	199	200	200	Beginning Gr 4
3	Read	198	198	196	196	195	195	196	*194*	Mid-Year 3
4	Math	216	214	214	214	214	209	211	**212**	Mid-Year Gr 5
4	Read	210	209	209	209	208	206	207	207	Mid-Year Gr 5
5	Math	228	227	225	226	225	221	222	222	Beginning Gr 7
5	Read	219	218	216	217	216	214	215	215	Beginning Gr 7
6	Math	233	235	234	232	231	229	230	230	Beginning Gr 10
6	Read	223	224	224	222	222	222	221	221	Beginning Gr 10
7	Math	239	241	242	242	241	237	235	**237**	Beyond Gr 12
7	Read	228	228	229	228	227	227	225	**226**	Beyond Gr 12
8	Math	247	247	249	251	250	244	240	**242**	Beyond Gr 12

The past two years, Minnetonka students out-performed their same grade counterparts in 11 out of 18 areas and 7 of 18 three years ago

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	Mathematics				Reading			
	Student Count	**Fall 2020 Mean RIT**	**Fall 2021 Mean RIT**	**Fall 2022 Mean RIT**	**Student Count**	**Fall 2020 Mean RIT**	**Fall 2021 Mean RIT**	**Fall 2022 Mean RIT**
Grade K		Math Primary Grades				Rdg Primary Grades		
English	431	150.0	149.8	*148.0*	430	146.8	144.9	*142.9*
Chinese Immersion	119	157.5	157.0	*154.3*	119	154.0	150.3	*149.9*
Spanish Immersion	[illegible]	153	153.5	*150.4*	*	*	*	*
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	[illegible]	[illegible]	171.0	*168.4*	370	165.2	165.3	*163.1*
Chinese Immersion	[illegible]	[illegible]	[illegible]	**176.3**	103	165.5	164.6	**167.6**
Spanish Immersion	[illegible]	[illegible]	[illegible]	*171.7*	*	*	*	*
Grade 2	[illegible]	[illegible]	[illegible]	[illegible]		2-5 Common Core		
English	[illegible]	[illegible]	[illegible]	[illegible]	383	180.4	182.6	*181.1*
Chinese Immersion	[illegible]	[illegible]	[illegible]	[illegible]	109	179.0	175.7	**176.8**
Spanish Immersion	[illegible]	[illegible]	[illegible]	**187.2**	*	*	*	*
Grade 3	[illegible]	[illegible]	[illegible]	[illegible]		2-5 Common Core		
English	[illegible]	[illegible]	[illegible]	[illegible]	420	195.3	196.8	*196.2*
Chinese Immersion	[illegible]	[illegible]	[illegible]	[illegible]	109	195.8	196.9	*193.5*
Spanish Immersion	[illegible]	[illegible]	[illegible]	**199.6**	286	193.6	193.1	*192.2*
Grade 4	[illegible]	[illegible]	[illegible]	[illegible]		2-5 Common Core		
English	[illegible]	[illegible]	[illegible]	**210.7**	453	205.4	205.3	**206.5**
Chinese Immersion	[illegible]	[illegible]	[illegible]	**221.0**	110	205.5	208.2	**210.1**
Spanish Immersion	[illegible]	[illegible]	211.3	*211.1*	301	205.7	208.2	*206.2*
Grade 5		2-5 MN 2007				2-5 Common Core		
English	[illegible]	218.[illegible]	220.6	220.6	415	213.1	214.1	*213.7*
Chinese Immersion	[illegible]	227.4	230.8	*228.4*	96	214.0	215.7	**216.1**
Spanish Immersion	[illegible]	221.0	221.5	**223.1**	293	216.1	215.5	**216.7**

Math: Improved in 16 of 27 areas; cohorts met in 19 of 24 areas

Reading: Improved in 8 of 21 areas; cohorts met in 12 of 19 areas

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By 7th Grade, students are reaching beyond 12th grade level in Math and Reading

All middle school cohorts met fall-to-fall growth targets

	Mathematics				Reading			
	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT
Grade 6		6 + Math					6 + Reading CCSS	
English	492	226.6	226.9	**228.7**			2	**220.0**
Chinese Immersion	94	235.2	235.5	**237**				221.3
Spanish Immersion	262	229.5	231.7	*23*				*222.3*
Grade 7		6 + Math					6 + Reading CCSS	
English	500	235.5	232.8	**234.0**			223.6	**224.5**
Chinese Immersion	102	240.6	242.7	**243.8**	102	227.8	226.9	226.9
Spanish Immersion	275	237.7	237.9	**238.4**	274	227.4	227.4	*227.0*
Grade 8		6 + Math				6 + Reading CCSS		
English	514	241.0	238.5	**238.8**	47	214.3	226.1	*212.6*
Chinese Immersion	89	251.5	245.9	**249.8**	*	*	*	*
Spanish Immersion	232	246.5	242.7	**245.0**	*	*	*	*

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	Mathematics						Reading					
	Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT		Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT	
Grade Level	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
K	3	*154.0*	890	*149.7*	893	149.7	3	**163.0**	635	*144.6*	638	*144.7*
1	7	**187.3**	773	*170.6*	780	170.7	7	**181.7**	467	*163.9*	474	*164.2*
2	6	*194.0*	795	**187.8**	801	187.9	6	**193.2**	494	*180.2*	500	*180.4*
3	9	*192.7*	813	200.3	822	200.2	9	**189.3**	806	*194.5*	815	*194.4*
4	11	*211.3*	855	**212.2**	866	212.1	11	*206.7*	853	**206.9**	864	**206.9**
5	9	*216.2*	802	**222.5**	811	222.4	9	**219.6**	795	**215.0**	804	**215.1**
6	9	*217.8*	839	**230.4**	848	230.3	9	*212.0*	835	*220.9*	844	220.8
7	13	*222.3*	864	**236.7**	877	236.5	11	**226.1**	858	**225.6**	869	**225.6**
8	17	*221.9*	818	**242.1**	835	241.7	-	-	66	*212.8*	66	*212.8*

5

		Mathematics				Reading		
	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	334	153.7	152.4	*150.2*	247	149.9	147.4	*145.2*
Resident	559	151.8	151.8	*149.5*	391	147.3	145.1	*144.5*
Grade 1		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	287	168.9	173.0	*170.6*	185	164.4	166.8	*164.8*
Resident	493	168.4	171.5	*170.8*	289	165.9	164.2	*163.8*
Grade 2			2-5 MN 2007			2-5 Common Core		
Open Enrolled	312	186.7	187.9	**189.2**	217	181.0	180.8	**182.3**
Resident	489	186.0	186.4	**187.0**	283	180.1	181.9	*178.9*
Grade 3			2-5 MN 2007			2-5 Common Core		
Open Enrolled	300	200.5	200.9	*200.8*	297	196.0	196.8	*194.6*
Resident	522	197.6	200.0	*199.9*	518	193.9	194.8	*194.3*
Grade 4			2-5 MN 2007			2-5 Common Core		
Open Enrolled	325	209.6	211.6	**212.5**	325	205.6	206.8	**207.1**
Resident	541	208.8	210.7	**211.9**	539	205.4	206.6	**206.7**
Grade 5			2-5 MN 2007			2-5 Common Core		
Open Enrolled	307	220.1	223.1	*223.0*	304	213.4	215.2	**215.7**
Resident	504	220.7	221.5	**222.0**	500	214.7	214.5	**214.7**
Grade 6			6 + Math			6 + Reading CCSS		
Open Enrolled	332	229.1	228.9	**230.5**	328	222.6	220.5	**220.8**
Resident	516	228.1	229.8	**230.1**	516	222.1	220.8	220.8
Grade 7			6 + Math			6 + Reading CCSS		
Open Enrolled	332	237.0	235.6	**236.2**	328	227.7	225.1	**225.4**
Resident	545	236.3	235.2	**236.7**	541	226.8	225.0	**225.6**
Grade 8			6 + Math			6 + Reading CCSS		
Open Enrolled	325	243.2	239.7	**241.4**	23	211.5	227.3	*212.6*
Resident	510	243.6	240.5	**241.9**	43	216.4	227.4	*213.0*

Open-Enrolled and Resident students continue to perform similarly at each grade level

6

NWEA Limited English Proficient

- At a national level, beginning of the year Fifth Graders reach an average RIT score of **204.5** in Reading
- With an average RIT score of **187.0** (**down from 199.5**), Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading
- Fourth Graders (**194.5 RIT score**) performing as middle of year Third Grader
- LEP teachers should utilize NWEA's Learning Continuum and Student Profile as a means to support personalized learning needs of students on their caseload

7

NWEA Special Education

READING

- Fourth Graders decreased the past two fall testing sessions compared to same grade counterparts (**4.9-point** drop since 2020)
- Grade 5 experienced a decrease from **203.3 RIT points** to **201.5 RIT points**
- By Fifth Grade, Special Education students are reaching the *Middle of Fourth Grade* level in Reading

MATH

- Out-performed last year's counterparts in Math in **2** of **5** areas: Grades 4 and 6
- By Fifth Grade, Special Education students are reaching the *Beginning of Fifth Grade* level in Math

8

African American students surpassed same grade counterparts in 6 of 9 areas; Hispanic students surpassed in 4 of 9 areas; 3 cohorts each surpassed targets; 5 cohorts 2 years ago

African American students surpassed same grade counterparts in 4 of 9 areas; Hispanic students surpassed in 3 of 9 areas; 5 of 8 cohorts met targets among Hispanic students and 4 of 8 among African American students

Math

	2021 Asian	2022 Asian	2021 African American	2022 African America n	2021 Hispanic	2022 Hispanic	2021 Caucasian	2022 Caucasian
KG	161.5	*157.7*	146.5	**147.5**	150.2	*146.6*	151.8	*149.4*
1	180.4	*177.3*	160.2	**162.6**	168.9	*167.1*	171.9	*170.9*
2	196.0	**197.0**	179.9	**181.8**	186.1	*183.9*	186.4	**187.4**
3	207.1	**209.0**	193.6	*188.5*	195.3	**199.1**	200.3	*199.8*
4	221.5	*220.6*	199.2	**206.0**	206.2	**206.9**	210.6	**211.9**
5	231.6	**233.4**	209.4	*203.1*	210.9	**218.5**	221.8	**222.3**
6	241.8	*239.7*	213.1	**216.6**	221.1	*220.6*	229.1	**230.1**
7	245.0	**250.1**	214.8	**223.3**	228.4	*225.6*	236.0	**236.2**
8	254.4	*252.9*	222.5	*221.9*	229.1	**234.4**	240.3	**242.3**

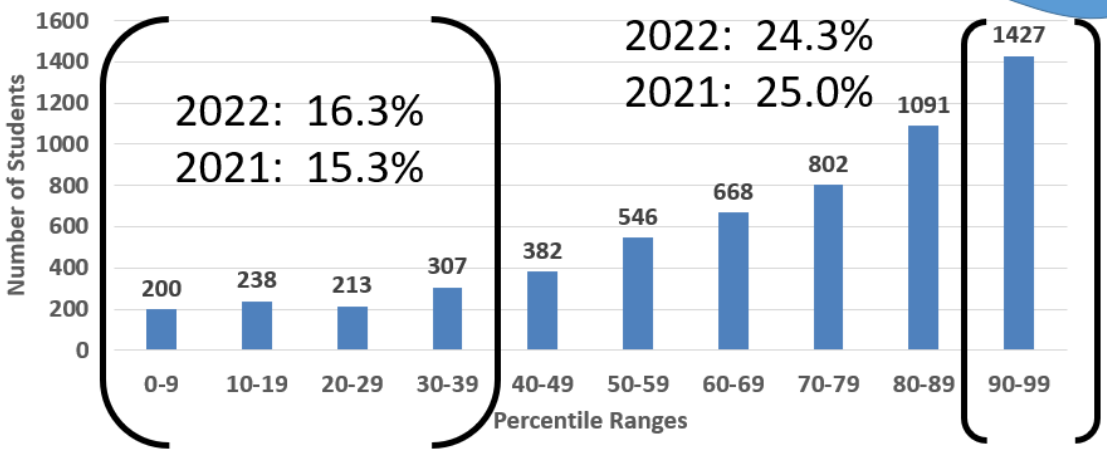
Reading

	2021 Asian	2022 Asian	2021 African-American	2022 African-American	2021 Hispanic	2022 Hispanic	2021 Caucasian	2022 Caucasian
KG	154.4	*151.3*	144.3	*139.8*	143.6	*140.8*	145.5	*144.3*
1	171.0	*168.1*	156.4	**156.8**	161.6	*161.1*	165.1	*164.5*
2	190.5	*188.5*	178.9	*177.3*	184.8	**187.1**	180.2	*179.2*
3	202.8	**203.1**	191.0	*185.2*	189.8	**193.5**	195.4	*193.9*
4	211.9	**212.3**	194.5	**203.0**	202.5	*201.8*	206.8	206.8
5	217.9	**221.0**	204.5	*200.6*	208.3	**211.6**	215.0	**215.2**
6	227.0	*223.9*	210.1	**212.2**	215.0	*213.2*	220.7	**221.2**
7	228.4	**231.9**	210.8	**214.3**	221.3	*218.4*	225.8	*225.7*
8	234.5	*221.8*	212.5	*205.2*	222.6	*211.6*	227.4	*213.2*

9

NWEA Reading Decile Distribution

In 2022 and 2021, 43.0% reached upper levels of scale (80-99%ile) compared to 43.9% in 2020



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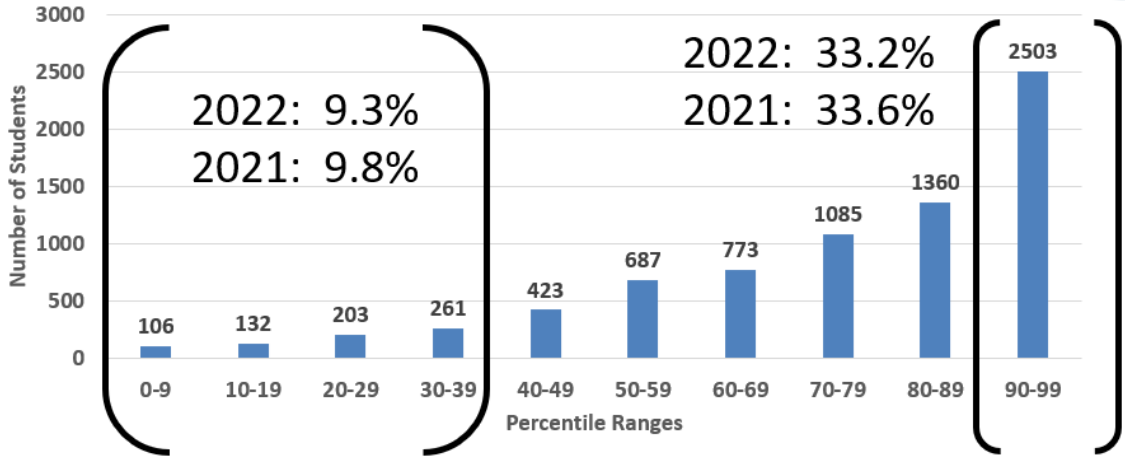
NWEA Math Decile Distribution

In 2022, 51.3% reached upper levels of scale (80-99%ile) compared to 51.0% in 2021



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NWEA Elementary and Middle School Math Results

Elementary School

Strengths

- K-1: Geometry and Measurement
- 2-5: Geometry and Measurement

Areas for Growth

- K-1: Algebra
- 2-5: Number and Operations

Middle School

Strengths

- Algebra, Stats, and Number Sense

Areas for Growth

- Geometry and Measurement

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NWEA Elementary and Middle School Reading Results

Elementary School

Strengths

- K-1: Vocabulary
- 2-5: Foundational Skills & Vocab

Areas for Growth

- K-1: Language and Writing and Foundational Skills
- 2-5: Informational Text

Middle School

Strengths

- Foundational Skills and Vocabulary and Info Text

Areas for Growth

- Literature

13

Dr. Rega concluded his report by offering the following recommendations:

- Utilize NWEA Learning Continuum and Student Profile for general education teachers as well as interventionists (ELL, Special Education, Title 1)
- Utilize Proliftic Software to analyze data and predictive performance toward Minnesota State Standards
- Focus on MCA test specifications in accordance with Learning Continuum
- Focus on the Essential Learnings in Reading and Math and continue to revise common formative assessments
- Monitor test duration and address appropriate duration with students

In the discussion that followed, Board members thanked Dr. Rega for the information. Chairperson Vitale said it was great how the NWEA allows for immediate feedback and offers teachers ways to tailor instruction. Superintendent Law said this test is helpful for districts to prepare for the NAEP. Dr. Rega noted that the District is working to educate the principals and teachers as to the purpose of the assessments that are administered in the District and the value of them. Board member Selinger asked if the district had spring-to-fall data on students in the ESY program. Dr. Rega said he would work on providing that information. Board members also pointed out some typographical errors in the board report, and Dr. Rega said those would be corrected and the report re-posted to the website.

ISTATION UPDATE

Dr. Rega noted that the district's first and second grade Spanish Immersion students had recently taken the Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students will take the ISIP Test, and in the Spring, all K-2 Spanish Immersion students will take the test. The test is a replacement for the DORA-Spanish Test that was administered to K-2 Spanish Immersion students through the Spring of 2016. Support for the DORA-Spanish by Let's Go Learn had increasingly diminished while the demand for useful data had increased by K-2 Spanish Immersion teachers. Understanding the need for early intervention, Minnewashta Spanish Immersion teachers piloted Istation's ISIP assessment and instructional resources program from February through May during the Spring of 2016 and found the software program to be superior to what was offered with the DORA-Spanish Test. The district has been using the ISIP ever since.

First Grade ISIP Results

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	195.6	44.7
Written Communication	189.4	*53.3*
Vocabulary	188.3	55.5
Phonemic and Phonological Awareness	204.8	53.2
Fall 2021 Subtest	**Ability Index**	**Percentile**
Comprehension	194.2	42.2
Written Communication	190.3	54.1
Vocabulary	186.9	52.5
Phonemic and Phonological Awareness	204.0	51.9
Fall 2020 Subtest	**Ability Index**	**Percentile**
Comprehension	218.9	44.5
Written Communication	186.5	49.3
Vocabulary	185.4	50.3
Phonemic and Phonological Awareness	199.5	42.9

Grade Level Focus: Comprehension

3

District Grade 1 ISIP Results

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200
TF	-	-	-

Area of focus: Comprehension

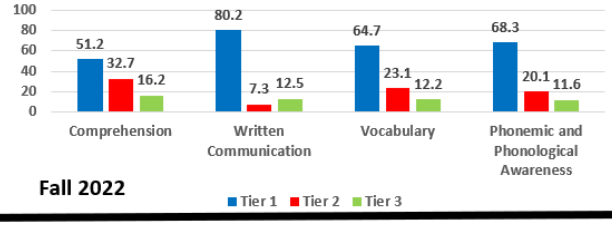
Ability Index and Percentile

Subtest	Ability Index	Percentile
	195.6	44.7
	189.4	*53.3*
Comprehension		
Written Communication		
Vocabulary		
Phonemic and Phonological Awareness		

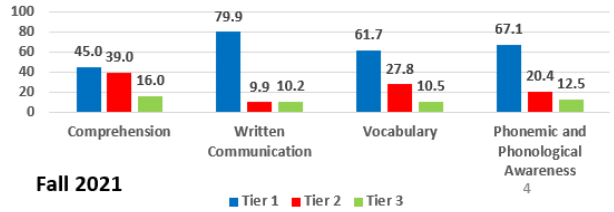
Tier 1 Three-Year Trend

- Comprehension: 49.1, 45.0, 51.2
- Written Communication: 71.1, 79.9, 80.2*
- Vocabulary: 57.7, 61.7, 64.7*
- Phonics: 55.2. 67.1, 68.3*

Tier Level Percentage – Fall 2021 & 2022



Fall 2022



Fall 2021

4

District Grade 1 to Grade 2 Cohort by Percentile

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	*43.7*	*35.6*	**47.5**	**53.1**	45.6
WC	54.2	52.6	57.5	51.8	54.1	**61.7**	*44.1*	**60.8**	**57.3**	56.8
VO	53.4	51.6	51.3	53.6	52.5	*33.0*	*27.4*	*31.0*	*38.2*	44.0
PA	54.8	45.1	55.3	51.0	51.9	*40.4*	*34.6*	*51.8*	*47.7*	32.8

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Clear Springs Grade 1 ISIP Results

Focus Area: Comprehension

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200
TF	-	-	-

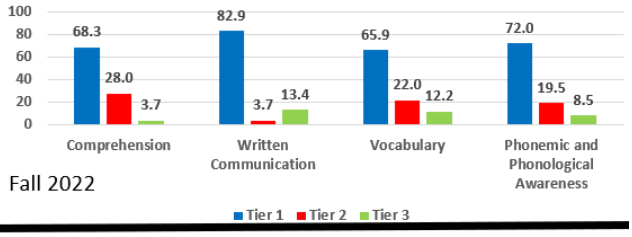
Ability Index and Percentile

	Ability Index	Percentile
	199.6	52.3
	190.8	55.0
Vocabulary		
Phonemic and Phonological Awareness		

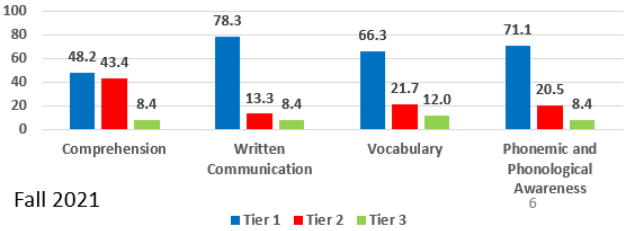
Tier 1 Three-Year Trend

- Comprehension: 52.1, 48.2, 68.3*
- Written Communication: 77.8, 78.3, 82.9*
- Vocabulary: 58.9, 66.3, 65.9
- Phonics: 61.6, 71.1, 72.0*

Tier Level Percentage – Fall 2021 & 2022



Fall 2022



Fall 2021

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Clear Springs Grade 1 to Grade 2 Cohort by Percentile

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	*43.7*	35.6	47.5	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	**61.7**	44.1	60.8	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	*33.0*	27.4	31.0	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	*40.4*	34.6	51.8	47.7	32.8

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Deephaven Grade 1 ISIP Results

Focus Area: Comprehension and Vocabulary

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200
TF	-	-	-

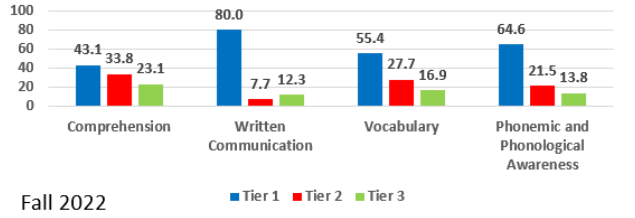
Ability Index and Percentile

	Ability Index	Percentile
	220.1	43.7
	210.1	61.7
	205.7	
Comprehension		
Written Communication		
Vocabulary		
Phonemic and Phonological Awareness		
Text Fluency		64.4

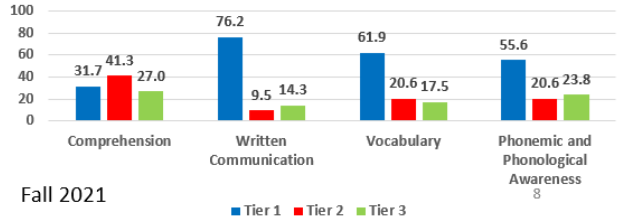
Tier 1 Three-Year Trend

- Comprehension: 53.8, 31.7, 43.1
- Written Communication: 65.2, 76.2, 80.0*
- Vocabulary: 62.1, 61.9, 55.4*
- Phonics: 59.1, 55.6, 64.6

Tier Level Percentage – Fall 2021 & 2022



Fall 2022



Fall 2021

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Deephaven Grade 1 to Grade 2 Cohort by Percentile

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	*35.6*	47.5	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	*44.1*	60.8	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	*27.4*	31.0	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	*34.6*	51.8	47.7	32.8

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Groveland Grade 1 ISIP Results

Focus Area: Comprehension

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200
TF	-	-	-

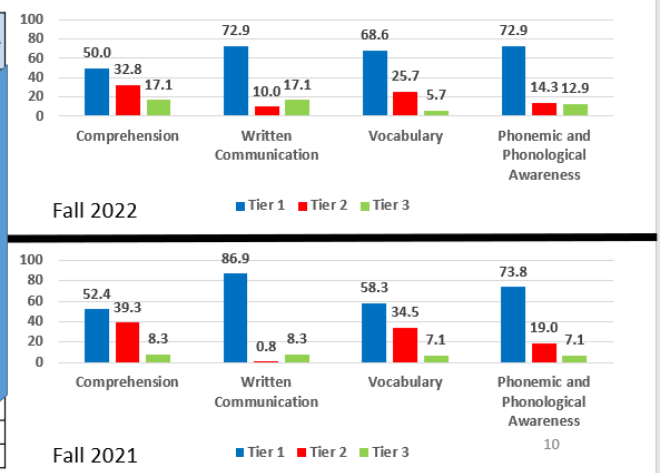
Ability Index and Percentile

Subtest	Ability Index	Percentile
	195.8	*44.9*
	186.9	
Comprehension		
Written Communication		
Vocabulary		15.6
Phonemic and Phonological Awareness	200.1	44.1

Tier 1 Three-Year Trend

- Comprehension: 41.5, 52.4, 50.0
- Written Communication: 71.3, 86.9, 72.9
- Vocabulary: 52.1, 58.3, 68.6*
- Phonics: 56.4, 73.8, 72.9

Tier Level Percentage – Fall 2021 & 2022



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Groveland Grade 1 to Grade 2 Cohort by Percentile

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	35.6	**47.5**	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	44.1	**60.8**	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	27.4	*31.0*	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	34.6	*51.8*	47.7	32.8

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Minnewashta Grade 1 ISIP Results

Focus Area: Comprehension

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200
TF	-	-	-

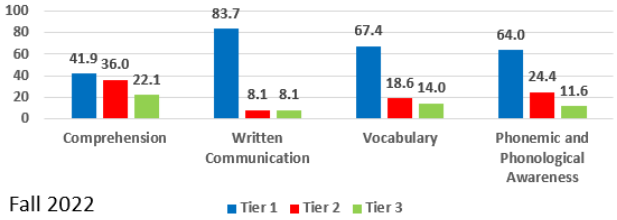
Ability Index and Percentile

	Ability Index	Percentile
	193.5	40.9
	191.3	55
Comprehension		
Written Communication		
Vocabulary		
Phonemic and Phonological Awareness		

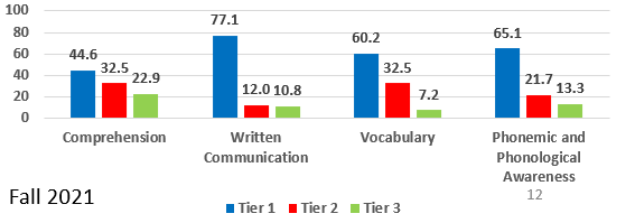
Tier 1 Three-Year Trend

- Comprehension: 51.2, 44.6, 41.9*
- Written Communication: 69.8, 77.1, 83.7*
- Vocabulary: 59.3, 60.2, 67.4*
- Phonics: 45.3, 65.1, 64.0

Tier Level Percentage – Fall 2021 & 2022



Fall 2022



Fall 2021

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Minnewashta Grade 1 to Grade 2 Cohort by Percentile

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	35.6	47.5	**53.1**	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	44.1	60.8	**57.3**	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	27.4	31.0	*38.2*	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	34.6	51.8	*47.7*	32.8

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Second Grade ISIP Results

Fall 2021 Subtest	Ability Index	Percentile
Comprehension	221.6	**45.8**
Written Communication	209.0	**58.9**
Vocabulary	204.0	*28.3*
Phonemic and Phonological Awareness	229.8	**45.7**
Text Fluency	8.0	*63.6*
Fall 2020 Subtest	**Ability Index**	**Percentile**
Comprehension	205.4	42.6
Written Communication	208.6	57.4
Vocabulary	207.2	34.0
Phonemic and Phonological Awareness	229.6	45.6
Text Fluency	9.2	66.7
Fall 2019 Subtest	**Ability Index**	**Percentile**
Comprehension	225.9	50.7
Written Communication	210.1	60.6
Vocabulary	207.0	33.6
Phonemic and Phonological Awareness	231.4	48.2
Text Fluency	9.3	67.2

Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<205	205-219	>219
WC	<197	197-203	>203
VO	<202	202-211	>211
PA	<217	217-229	>229
TF	<0	0-6	>6

Grade Level Focus: Vocabulary, Phonics

14

District Grade 2 ISIP Results

Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<205	205-219	>219
WC	<197	197-203	>203
VO	<202	202-211	>211
PA	<217	217-229	>229
TF	<0	0-6	>6

Focus Areas:
Phonics and Comprehension

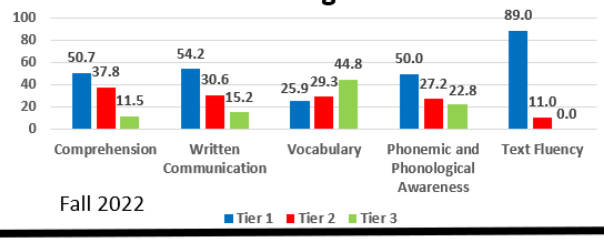
Ability Index and Percentile

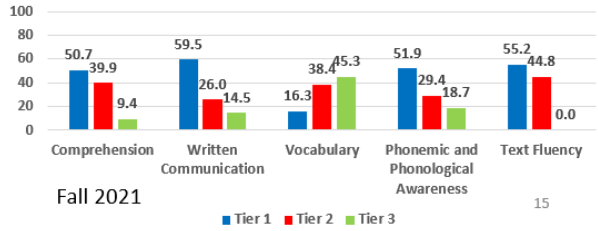
	Ability Index	Percentile
	221.4	45.6
	208.3	56
Comprehension		
Written Communication		
Vocabulary		
Phonemic and Phonological Awareness		
Text Fluency		

Tier 1 Three-Year Trend

- Comprehension: 45.2, 50.7, 50.7
- Written Communication: 55.7, 59.5, 54.2
- Vocabulary: 23.6, 16.3, 25.9
- Phonics: 54.1, 51.9, 50.0*
- Text Fluency: 59.9, 55.2, 89.0

Tier Level Percentage – Fall 2021 & 2022





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Clear Springs Grade 2 ISIP Results

Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<205	205-219	>219
WC	<197	197-203	>203
VO	<202	202-211	>211
PA	<217	217-229	>229
TF	<0	0-6	>6

Focus Areas:
Phonics and Comprehension

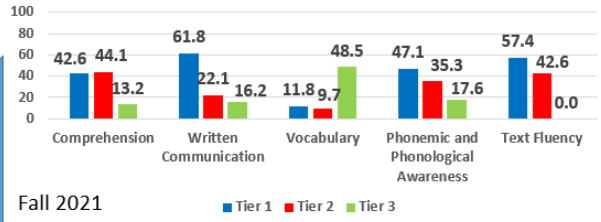
Ability Index and Percentile

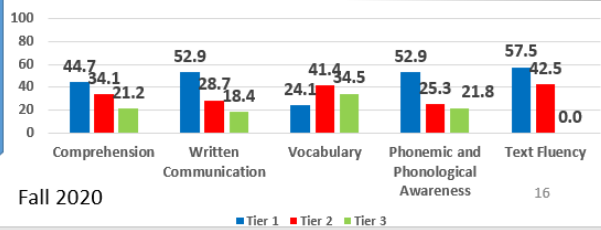
	Ability Index	Percentile
	220.1	43.7
	210.1	61.7
	205.7	[illegible]
Comprehension		
Written Communication		
Vocabulary		
Phonemic and Phonological Awareness		
Text Fluency		[illegible]

Tier 1 Three-Year Trend

- Comprehension: 44.7, 42.6, 48.8
- Written Communication: 52.9, 61.8, 63.1*
- Vocabulary: 24.1, 11.8, 27.4
- Phonics: 52.9, 47.1, 44.0*
- Text Fluency: 57.5, 57.4, 42.9

Tier Level Percentage – Fall 2021 & 2022





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Deephaven Grade 2 ISIP Results

Focus Areas:
Comprehension, Written Communication, Phonics, Text Fluency

Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<205	205-219	>219
WC	<197	197-203	>203
VO	<202	202-211	>211
PA	<217	217-229	>229
TF	<0	0-6	>6

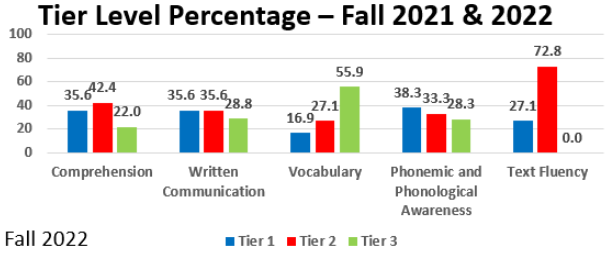
Ability Index and Percentile

	Ability Index	Percentile
	213.8	35.6
	208.3	54.1
Comprehension		
Written Communication		
Vocabulary		
Phonemic and Phonological Awareness		
Text Fluency		54.4

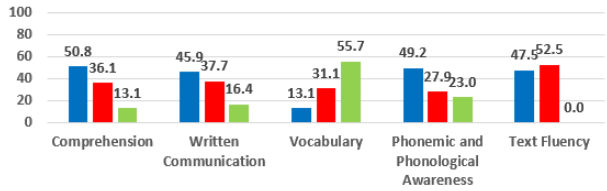
Tier 1 Three-Year Trend

- Comprehension: 42.9, 50.8, 35.6*
- Written Communication: 48.2, 45.9, 35.6*
- Vocabulary: 28.6, 13.1, 16.9
- Phonics: 42.9, 49.2, 38.3*
- Text Fluency: 55.6, 47.5, 27.1*

Tier Level Percentage – Fall 2021 & 2022



Fall 2022



Fall 2021

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Groveland Grade 2 ISIP Results

Focus Areas:
Comprehension and Vocabulary

Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<205	205-219	>219
WC	<197	197-203	>203
VO	<202	202-211	>211
PA	<217	217-229	>229
TF	<0	0-6	>6

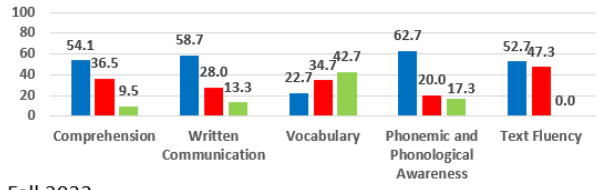
Ability Index and Percentile

	Ability Index	Percentile
	222.7	47.5
	210.1	60.8
	206.0	
Comprehension		
Written Communication		
Vocabulary		
Phonemic and Phonological Awareness		
Text Fluency		

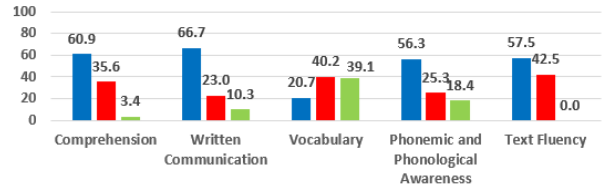
Notable Tier 1 Trends

- Comprehension: 50.0, 60.9, 54.1
- Written Communication: 66.3, 66.7, 58.7
- Vocabulary: 11.3, 20.7, 22.7
- Phonics: 57.5, 56.3, 62.7
- Text Fluency: 66.3, 57.5, 52.7*

Tier Level Percentage – Fall 2021 & 2022



Fall 2022



Fall 2021

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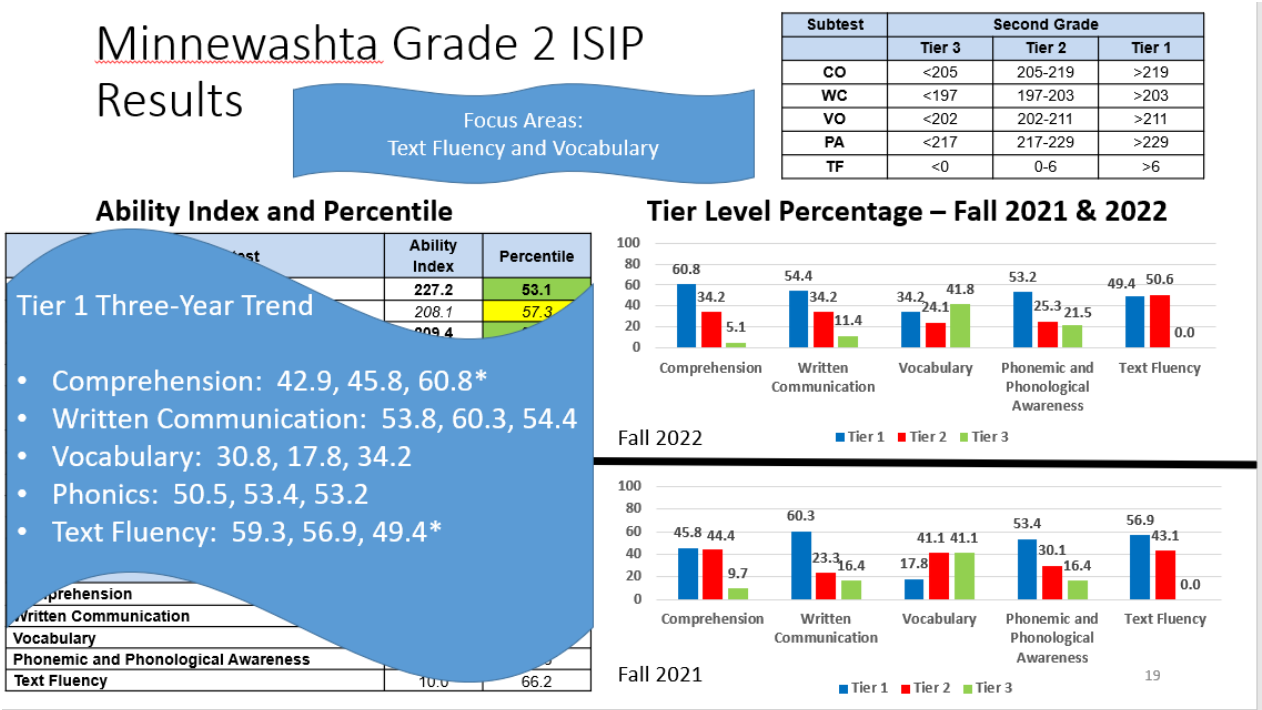

Dr. Rega concluded his report by offering the following recommendations:

- Continue IPA and other forms of formative assessment
- Revise existing IPA assessments as needed
- Ensure consistent use of Istation's supplemental instructional program
- Analyze Grade One Comprehension to plan instructional focus for all students
- Analyze Grade Two Vocabulary and Phonics
- Encourage teachers to take the ISIP test as a student

CITIZEN INPUT

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. No one responded to this invitation to speak.

E-LEARNING/TONKA ONLINE UPDATE

Associate Superintendent Amy LaDue noted that the State allows school districts to offer three types of online learning opportunities for students. Each of these options has unique statutory requirements. The first online learning option allows for e-learning days due to inclement weather, the second option is online learning as a part of a blended learning model, and the third option is a State-approved fully online learning program. Dr. LaDue said that the purpose of tonight's report was to review how the district is using or may use each of these options during the 2022-23 school year. Additionally, this report will provide

more detailed information about the second year of the Tonka Online Comprehensive K-12 program.

E-Learning Due to Inclement Weather

Providing e-learning days due to inclement weather is allowed by state statute and requires a locally adopted plan. A school district may have up to five weather-related e-learning days during a school year that can be counted as instructional days in the school calendar.

The district is currently finalizing a plan that allows e-learning days to be offered as an option should we have snow or cold days that do not allow students to attend school in person. As a part of this planning process, leadership has consulted with the teacher's association as required by state statute. The planning process has included the circumstances under which e-learning days may be used at each level and the delivery model for these days. This will include a progressive instructional plan depending on the frequency of weather-related school interruptions. Information about the e-learning plan for inclement weather will be communicated with staff, families and students in the coming weeks as a part of the annual inclement weather communication.

Blended Learning Models

Online learning may be offered as part of a blended learning model. As a part of a blended learning model, districts may schedule occasional e-learning days into their Board approved calendar. If choosing to offer e-learning days, districts are required to provide notice to the Minnesota Department of Education and complete assurances prior to the first e-learning day. The district completed this process to implement the asynchronous e-learning day held at the middle schools to accommodate fall conferences. As a part of this, families received notification that students were invited into the building for in-school support and supervision during this school day, and transportation and lunch were provided for students whose families chose this option.

Comprehensive and Supplemental Online Learning Programs

The Minnesota Department of Education approved the district's plan to expand as a state-approved online learning provider offering comprehensive programming for students in grades K-12 during the spring of 2021. The district was approved to begin serving Minnesota students in K-12 to start the first semester of the 2021-22 school year. Prior to being approved as a comprehensive online learning provider, Minnetonka was a state-approved supplemental online provider and continues to be able to offer this option for students in grades 7-12.

Tonka Online K-12 Comprehensive Online Learning Program

The district is in the second year of offering Tonka Online Comprehensive, an online learning program for students in grades K-12. This program is designed to offer innovative

Minnetonka-developed curriculum taught by highly qualified Minnetonka teachers to any student in Minnesota through an online delivery model. Although this was a successful program during the 2021-22 school year, with the pandemic on the decline, the level of ongoing interest in an online learning option is uncertain.

Program Offerings

The K-8 Tonka Online program is designed to offer synchronous instruction to students and families looking for the same Minnetonka experience but in a unique online environment. The program takes into consideration the developmental ages and needs of students, including a blend of synchronous and asynchronous instruction and digital and non-digital learning throughout each school day. Students follow a similar schedule as their brick-and-mortar counterparts with similar instructional minutes for each core content area.

The expansion to a Comprehensive Online program for grades 9-12 was aligned with the core values and expectations of the previously existing, highly successful, Tonka Online supplemental program. Tonka Online lesson delivery is primarily asynchronous for 9-12 students. This delivery model gives students and teachers flexibility while still providing pacing guidelines to ensure adequate progress and time to meet course standards and objectives. To ensure adequate progress, online courses have an expectation of a daily check-in as well as regular engagement throughout each week. Students can develop their own engagement routines and are not required to meet for live instruction times; however, students are required to make progress each week. Teachers can and do offer synchronous office hours and other on demand support as needed.

Tonka Online K-5 offers a comprehensive grade level program with supplemental offerings for signature programs including Spanish and Chinese language experience. Advanced learning options are also offered as needed, including math at the student's instructional level and enrichment programs.

Tonka Online 6-8 offers a comprehensive grade level program with offerings for signature programs including Spanish and Chinese language immersion. Additionally, students are provided instrumental music lessons and 8th graders select an elective.

Tonka Online 9-12 offers comprehensive online course options for students to meet graduation requirements and earn a Minnetonka High School diploma as an online student.

Enrollment and Staffing

Student enrollment consists of ongoing Minnetonka students, both resident and open-enrolled, students who enrolled in online learning last year and continued with the program for the current school year, new open-enrolled students, and students from partner districts

Enrolled in Minnetonka prior to the 2021-22 school year	19
Enrolled in Tonka Online last year and continued this year	55
New to Minnetonka/Tonka Online this year	52
Enrolled through a partner district	54
Total:	**180**

Enrollment for Tonka Online K-5 for first semester of the 2022-2023 consisted of 45 students. To serve these students there is one section of a blended Kindergarten and grade 1 class and a single section for each grade 2-5.

Grade	K	1	2	3	4	5	Total
Enrolled	3	7	6	9	11	9	45

Enrollment for Tonka Online 6-8 for first semester of the 2022-2023 consisted of 48 students. This included one section each of language arts, math, science, social studies, music and physical education for each grade 6-8. Additionally, students in grades 6 and 7 are being offered exploratory wheel courses each quarter beginning with computer science and health during first semester and transitioning to FACS and art for second semester. Students in grade 8 are being offered an elective option: French, Spanish or mixed media art during first semester. Students who choose the art elective will be offered culinary innovations for their second semester elective.

Grade	6	7	8	Total
Enrolled	8	12	13	33
Partner	2	2	11	15
Total	10	14	25	48

The academic program for Comprehensive Tonka Online 9-12 consisted of 87 enrolled students for first semester. During the first semester of the school year, 41 unique courses are being offered to these students. Currently the 9-12 Tonka Online program leverages existing staff in the building to deliver instruction by utilizing teachers who also teach a similar in-person course during the same semester as their online course.

Grade	9	10	11	12	Total
Enrolled	9	12	13	14	48
Partner	8	13	9	9	39
Total	17	25	22	23	87

Program Marketing

The goals of our marketing efforts for Tonka Online was to increase general brand/program awareness and build sustainable enrollment for the next school year. A

major challenge for the Tonka Online program and our marketing efforts was the receding impact of COVID-19, which had been a major driver in In-District and Open Enrollment, as well as establishing partner schools. Just 60 of the 321 students enrolled in Tonka Online last year chose to continue in the program. The majority of those who left either transitioned back to in-person learning or their district ended its partnership with Minnetonka.

Minnetonka Schools ran a robust marketing campaign beginning in mid-December, intentionally overlapping the critical decision times of the state open enrollment deadline and high school registration. By the end of June, the campaign generated more than 2.5 million impressions and more than 34,000 trackable website visits (almost triple the traffic from our 2021-22 campaign).

Capitalizing on late deciders, we capped off our marketing campaign with a major push in July, August and early September. In less than three months, this phase of the campaign generated nearly 1.5 million impressions and more than 36,000 trackable website visits. This shows tremendous interest in the program, evidenced by nearly 2,500 individuals visiting the Tonka Online out-of-District enrollment page during this timeframe and spending an average of 2 minutes and 17 seconds there.

Overall, the District was very successful with its marketing efforts, resulting in 56 new students open enrolling in Tonka Online. This is separate from the existing in-district and partner district students. These open-enrolled students account for 47% of all new program enrollment, up from 38% last year.

Next Steps

The online program continues to accept rolling enrollment in grades K-8 and is accepting enrollment for second semester in grades 9-12. The District will promote the program as we begin enrollment for the 2023-24 school year. Additionally, we will continue to assess which elements of the program are most successful in order to make recommendations for future offerings.

REVIEW OF POLICY #307: PUBLIC DATA REQUESTS

Executive Director of Human Resources Mike Cyrus noted that the Board's Policy #307 guides the community and school personnel on the district's compliance with the Minnesota Government Data Practices Act. The current policy was adopted in 2021 based on revisions from the MSBA. Since that adoption, the MSBA has issued updates to their model policy which are being proposed this evening for the Board's consideration. In addition to adopting the more streamlined approach that MSBA has delineated, we also propose revisions that reflect the District's actual practice of naming the overall "Responsible Authority" for compliance as well as a Data Practices Officer who will respond to requests for data under ordinary circumstances. To keep our policy manual in sync with MSBA's, we further propose renumbering this policy as #722 if the proposed

version is accepted. The proposed revisions have met the approval of the District's legal counsel.

The Board agreed to the proposed changes as presented. Superintendent Law noted that the policy would be brought back to the November 3 regular meeting for approval.

ADJOURNMENT

The Board adjourned the Study Session at 7:40 p.m.

CONSENT

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

Board Agenda Item VIII. c.

Title: Payment of Bills **Date: November 3, 2022**

OVERVIEW:

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

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: Jessica Hulitt

Jessica Hulitt
Coordinator of Accounting

Approved by: Paul Bourgeois

Paul Bourgeois
Executive Director of Finance & Operations

Concurrence: David Law

David Law
Superintendent of Schools

MINNETONKA DISTRICT #276

TO: David Law

FROM: Jessica Hulitt

RE: Payment of Bills – September 2022
Board Meeting Date: November 3, 2022

The following disbursements are submitted for the month of September:

Recommend the payment of bills in the sum of $8,363,263.57 by check #474364 - #474801 and ACH #222300376 - #222300678, and wire transactions #202200487 - #202200734 as follows:

September			
	FUND		
01	GENERAL FUND		5,204,668.96
02	CHILD NUTRITION		33,729.19
03	PUPIL TRANSPORTATION		293,877.16
04	COMMUNITY SERVICE		262,508.99
05	CAPITAL EXPENDITURE		358,847.56
09	TRUST - FIDUCIARY		159,650.43
11	EXTRA/CO-CURRICULAR		93,695.91
12	ATHLETIC FEE		32,255.06
18	CUSTODIAL FUND		29,540.65
20	SELF INSURANCE		113,070.81
40	CULTURAL ARTS CENTER		35,412.07
41	DOME OPERATIONS		2,549.09
42	AQUATICS PROGRAM		39,666.70
43	PAGEL CENTER		28,688.47
46	LTFM		982,755.06
56	CONSTRUCTION PROJECTS		30,726.69
66	CAPITAL PROJECTS LEVY		661,620.77
			$ 8,363,263.57
	SALARIES		$ 5,324,753.67
	TOTAL		$ 13,688,017.24

Jessica Hulitt

Jessica Hulitt

October 27, 2022
Date

CONSENT

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

Board Agenda Item VIII. d.

TITLE: Recommended Personnel Items **DATE:** November 3, 2022

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

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

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

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

FUTURE ACTION/RECOMMENDATION:
The administration recommends approval of all attached personnel changes.

Submitted by:

Dr. Michael Cyrus
Executive Director of Human Resources

Concurrence by:

David Law
Superintendent

Minnetonka Public Schools
Minnetonka, MN

Agenda VIII. d.
November 3, 2022

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
CLARKE, KATIE	GRADE 4 SPANISH IMMERSION, 1.0 FTE, GR	2022-23	$82,282
CLEVELAND, GEOFFREY	SOCIAL STUDIES/BUSINESS EDUCATION, 1.0 FTE, MHS	11/21/22-6/9/23	$55,573.56
HENDRICKSON, ERIC	SOCIAL STUDIES, 0.4 FTE, MHS	10/10/22-1/27/23	$13,845.83
SCHNORR, TRUDY	GRADE 3 (JOB SHARE) 0.5 FTE, GR	10/12/22-6/9/23	$45,168.59

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
NONE			

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
ASUQUO, CHRISTINE	GRADE 4 SPANISH IMMERSION, 1.0 FTE, MWTA	1/23/23-3/31/23	CHILD REARING
BALLOY, CHRISTINA	PHY ED, 1.0 FTE, MHS	3/15/23-5/26/23	CHILD REARING
BEUCH, JILL	OCCUPATIONAL THERAPIST, 0.2 FTE, GR/MWTA	10/3/22-6/9/23	PERSONAL
IKOLA, TESSA	LANGUAGE ARTS/TOSA-TEACHER SUPPORT, 1.0 FTE, MHS/VANTAGE	3/1/23-5/19/23	CHILD REARING
PEREIRA, CLAUDIA	KINDERGARTEN SPANISH IMMERSION, 1.0 FTE, CS	11/4/22-12/16/22	MEDICAL
WEDIN, ANNMARIE	ART, 1.0 FTE, MHS	2/24/23-5/19/23	CHILD REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BARNISKIS, CHARLEY	LANGUAGE ARTS, 1.0 FTE, MHS	8/30/22-1/27/23	ADD: LANG ARTS OVERAGE, 0.12 FTE, MHS
BEUCH, JILL	OCCUPATIONAL THERAPIST, 0.6 FTE, GR/MWTA	10/3/22-6/9/23	OCCUPATIONAL THERAPIST, 0.4 FTE, MWTA
COSSETTE, JOE	SCIENCE, 1.0 FTE, MHS	8/30/22-1/27/23	ADD: SCIENCE OVERAGE, 0.12 FTE, MHS
CROYLE, JOHN	SOCIAL STUDIES, 1.06 FTE, MHS (1ST SEM OVG)	10/3/22-1/27/23	ADD: ANOTHER SOCIAL STUDIES OVERAGE, 0.12 FTE, MHS
DOW, MARGARET	PHY ED, 0.3 FTE, ELEARN MS	8/30/22-1/27/23	ADD: HEALTH, 0.1 FTE, ELEARN HS/TONKA ONLINE
ENGLISH, MARK	RESERVE TEACHER	9/12/22-1/27/23	ADD: SCIENCE LTS, 0.4 FTE, MHS
HALDEMAN MEIERHOFER, SHARON	RESERVE TEACHER/MCE TUTOR	11/21/22-3/31/23	ADD: SCIENCE LTS, 0.6 FTE, MHS
HEALY, BRENNA	NURSE LTS, 8 HRS/DAY, MHS, 8/25/22-11/18/22	11/21/22-3/6/23	NURSE LTS, 8 HRS/DAY, MME
HENDRICKSON, GRANT	SOCIAL STUDIES, 1.0 FTE, MHS	10/3/22-1/27/23	ADD: SOCIAL STUDIES OVERAGE, 0.12 FTE, MHS
HOWELL, AMY	OCCUPATIONAL THERAPIST, 0.2 FTE, SH	10/3/22-6/9/23	ADD: OCCUPATIONAL THERAPIST, 0.2 FTE, GR/MWTA
JAMISON, MARY ANDREA	ELT & READING, 0.885 FTE, SH	9/19/22-6/9/23	ADD: READING TEMPORARY, 0.06 FTE, SH
JAMISON, MARY ANDREA	ELT, READING, READING TEMP, 0.945 FTE	10/17/22-6/9/23	ADD: READING TEMPORARY, 0.054 FTE, SH
LEWIS, LISA	LANGUAGE ARTS, 1.0 FTE, MHS	8/30/22-1/27/22	ADD: LANG ARTS OVERAGE, 0.12 FTE, MHS
RISTAU, STEVE	SOCIAL STUDIES, 1.0 FTE, MHS	8/30/22-1/27/23	ADD: SOCIAL STUDIES OVERAGE, 0.12 FTE, MHS

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
ALTO-PEDERSON, SIERRA	EXPLORERS CLUB STUD ASST, 7.5 HRS/WK, DH	10/10/22	$13.00/HR
AUTIO, JENNIFER	EXPLORERS CLUB PRGM ASST, 12 HRS/WK, SH	10/5/22	$17.00/HR
CARLSON, ADRIANNA	EXPLORERS CLUB ASST SUPVR, 40 HRS/WK, EXC	10/24/22	$21.25/HR
DI GIACOMO, JACQUELINE	CLASS C ADV LRNG I.I./PROJECT THINK, 21 HRS/WK, MWTA	10/4/22	$21.92/HR
ELIASON, NATALIA	CLASS D SPEC ED PARA, 4 HRS/DAY, SH	10/10/22	$19.72/HR
ELY, LYDIA	EXPLORERS CLUB PRGM LEADER, 35 HRS/WK, MWTA	10/4/22	$19.25/HR
HOEFT, SUMMER	EXPLORERS CLUB PRGM ASST, 16 HRS/WK, EXC	10/24/22	$17.00/HR
HUNT, ANITA	CLASS A LR/PG PARA, 3 HRS/DAY, DH	11/2/22	$19.01/HR
JENSEN, SHELDON	CUSTODIAN, 8 HRS/DAY, MHS	10/3/22	$19.32/HR
JOHNSON, KELLY	CLASS D SPEC ED PARA, 12.5 HRS/WK, MWTA	10/3/22	$22.19/HR
KELBER, MARIA	CLASS C KINDER SPANISH IMM PARA, 3 HRS/DAY, DH	11/2/22	$21.92/HR
LINDELL PAULSON, ANYA	CLASS C KINDER SPAN & CLRM PARA, 3 HRS 20 MIN/DAY, GR	10/3/22	$21.92/HR CLASS C
	CLASS D SPEC ED PARA, 3 HRS/DAY, GR	10/3/22	$22.19/HR CLASS D
LUKAS, ZOE	CLASS B SUPVRY PARA, 30 MIN/DAY, MMW	10/17/22	$20.74/HR CLASS B
	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW	10/17/22	$22.19/HR CLASS D
NELSON, JAMIA	EXPLORERS CLUB PRGM ASST, 13.75 HRS/WK, GR	10/18/22	$13.00/HR
OHLSEN, SPENCER	EXPLORERS CLUB PRGM ASST, 17.5 HRS/DAY, SH	10/3/22	$17.00/HR
PARNERKAR, NATASHA	EXPLORERS CLUB STUD ASST, 7.5 HRS/WK, GR	10/3/22	$11.00/HR

PAUL, ANA	CLAS C CLRM PARA, 2.5 HRS/DAY, CS	10/10/22	$21.92/HR CLASS C
	CLASS D SPEC ED PARA, 3.5 HRS/DAY, CS	10/10/22	$22.19/HR CLASS D
PEDERSON, TODD	CLASS B SUPVRY PARA, 7.5 HRS/DAY, MMW	11/7/22	$20.74/HR
PICHE, VICTORIA	CLASS D SPEC ED PARA, 6 HRS/DAY, MWTA	10/10/22	$21.51/HR
SHEVCHENKO, VIKTORIIA	CUSTODIAN, 8 HRS/DAY, MHS	10/27/22	$19.32/HR
ULETT, REESE	SWIM INSTRUCTOR, 10 HRS/WK, AQUATICS	10/2/22	$14.00/HR
VACEK, TESSA	CLASS A LR/PG PARA, 3.25 HRS/WK, GR	10/10/22	$19.66/HR
WRIGHT, DONELLE	LEVEL III GUIDANCE OFFICE ASST, 8 HRS/DAY, MME	10/17/22	$23.39/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
ANDERSON, JACQUELINE	EXPLORERS CLUB LEAD JR INSTRUCTOR, 8 HRS/DAY, MCEC	10/21/22	RESIGNATION
AUTIO, JENNIFER	EXPLORERS CLUB PRGM ASST, 12 HRS/WK, SH	11/2/22	RESIGNATION
CYRUS, MICHAEL	EXECUTIVE DIRECTOR OF HUMAN RESOURCES, 1.0 FTE, DSC	12/31/22	RESIGNATION
FOSTER, JENNIFER	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME	10/27/22	RESIGNATION
FROST, HEIDI	CLASS D SPEC ED & BUS/TRAFFICE PARA, 6 HRS 55 MIN/DAY, MWTA	10/19/22	RESIGNATION
JULIUS, JULIE	CLASS E HEALTH PARA, 14 HRS/WK, EXC	10/10/22	RESIGNATION
POPPENHAGEN, LEONARD	LEVEL IV NETWORK & SOFTWARE SPECIALIST, 1.0 FTE, TECH DEPT	11/29/22	RESIGNATION
PRINSEN, PAMELA	COOK HELPER, 4 HRS/DAY, MHS	10/28/22	RESIGNATION
WHITE, JILL	COOK HELPER, 4 HRS/DAY, MMW	9/30/22	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
NONE			

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BEIL, COLIN	ASST FOOTBALL COACH, MHS	10/6/22	ADD: CLASS D MEDIA PARA, 8 HRS/DAY, MHS
BENNETT, SARAH	EXPLORERS CLUB PRGM ASST, 3.5 HS/DAY, MWTA	10/7/22	ADD: CLASS A LR/PG PARA, 3 HRS/WK, MWTA
BRUSH, NICOLE	CLASS E HEALTH PARA, 21 HRS/WK, EXC	10/31/22	CLASS E HEALTH PARA, 35 HRS/WK, EXC
BURNS, ZAZIL	COOK HELPER, 4 HRS/DAY, GR	11/2/22	CLASS A LR/PG PARA, 2.5 HRS/DAY, DH CLASS C KINDER SPANISH IMM PARA, 4 HRS/DAY, DH
DRAAYER, TYLER	PARA SUB	10/12/22	ADD: CLASS A LR/PG PARA, 3 HRS/WK, MWTA
JOHNSON, KELLY	CLASS D SPEC ED PARA, 12.5 HRS/WK, MWTA	10/24/22	CLASS D SPEC ED PARA, 5.5 HRS/DAY, MWTA
KETCHUM, MICHELLE	TONKA ONLINE COMPREHENSIVE MGR, 20-25 HRS/WK, DISTRICT, 7/14/22-9/30/22, $70.00/HR	10/1/22-6/30/23	CONTINUATION TONKA ONLINE COMPREHENSIVE MGR, 20-25 HRS/WK, DISTRICT, $70.00/HR
WILSON, FLAVIA	TUTOR, MCE, HOURS VARY	10/17/22	ADD: CLASS B MTAK PRESCHOOL PARA, 13 HRS/WK, MCEC

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
ANDERSON, CHRISTA	6TH GRADE MUSICAL-CHOREOGRAPHER	MMW	9/26/22-12/3/22	$1,752
ANDRUSKIEWICZ, TONYA	UNIFIED SPECIAL OLYMPICS CO-HEAD/CO-ASST ADVISOR	MHS	2022-23	$2,210
AUNE, JANNA	SPANISH CLUB ADVISOR	MHS	2022-23	$500
BAHR, NICK	CODERS UNITE CLUB ADVISOR	MHS	2022-23	$3,157
BERG, DEMI	JR FIRST MATES	MMW	2022-23	$1,500
BONKOUNGOU, RACHEL	FALL MUSICAL-CHOREOGRAPHER	MME	10/10/22-11/19/22	$1,516
BOYD, SETH	ELEM DISTRICT CHOIR DIRECTOR-GRADES 4, 5, 6	DISTRICT	2022-23	$3,355
BURFEIND, MITCH	NASA ENGINEERING TEAM CHALLENGE ADVISOR	MHS	9/22-4/23	$2,762
BURFEIND, MITCH	SUPERMILEAGE ADVISOR	MHS	2022-23	$4,656
CARLSON, ABIGAIL	FALL MUSICAL-SOUND AND LIGHTS DESIGNER	MME	9/28/22-11/19/22	$1,516
CHARTIER, MASON	ASST FOOTBALL COACH	MHS	8/15/22-11/26/22	$2,042.12
DAMMANN, BRYAN	CREDIT REIMBURSEMENT PRGM: COMPLETION FOR CONCURRENT ENROLLMENT CERTIFICATION STIPEND	MHS	2022-23	$1,500
DANIELSKI, COLETTE	6TH GRADE MUSCIAL-PRODUCTION ASST	MMW	9/29/22-12/5/22	$1,516
DOBLE, NICK	ASST FOOTBALL COACH	MHS	8/15/22-11/26/22	$2,000
EICHLER, ELIZABETH	LEGACY 2023 CO-ADVISOR	MHS	2022-23	$500
ESTERBERG, JACOB	MARCHING BAND: DRUMLINE & PERCUSSION DIRECTOR	MHS	9/22-11/22	$2,762
FALCONER, ALEX	CROSS COUNTRY RUNNING ASST COACH	MME	9/26/22-10/27/22	$1,542.32

FORSTER, SAM	ASST FOOTBALL COACH	MHS	8/15/22-11/26/22	$1,000
GALVAN, RUTH	CONCESSION SUPERVISOR-FALL	MHS	8/22-11/12/22	$3,000
GALVAN, RUTH	CONCESSION SUPERVISOR-WINTER	MHS	11/13/22-3/31/23	$4,000
GOLL, ELSE	CROSS COUNTRY RUNNING ASST COACH	MME	9/6/22-10/27/22	$2,442
GONDECK-BECKER, DAVID	WRESTLING ASST COACH	MME	10/17/22-12/22/22	$2,883
GOTZ, JOEL	6TH GRADE MUSICAL-VOCAL DIRECTOR	MMW	9/26/22-12/3/22	$2,888
GOTZ, KAREN	JAZZ BAND ADVISOR	MME	10/1/22-5/26/23	$1,443
HELSETH, ANNE	ACT COORDINATOR	MHS	2022-23	$4,000
HOKS, PHILIP	6TH GRADE MUSICAL-COSTUME DESIGNER	MMW	9/26/22-12/3/22	$1,752
HOKS, PHILIP	6TH GRADE MUSICAL-SET DESIGNER	MMW	9/26/22-12/3/22	$1,752
IKOLA, TESSA	YEARBOOK ADVISOR	MHS	2022-23	$4,537
JANSEN, MATT	6TH GRADE MUSICAL-LIGHT/SOUND DESIGNER	MMW	9/26/22-12/3/22	$1,752
JOHNSON, BECKY	STUDENT GOVERNMENT ASST & HEAD ADVISOR	MHS	2022-23	$9,708
KIRLEY, KATIE	6TH GRADE MUSICAL-STAGE MGR	MMW	9/26/22-12/3/22	$1,752
KLEINDL, KEVIN	JAZZ BAND ADVISOR	MHS	9/22-10/22	$4,656
KLEINDL, KEVIN	MARCHING BAND CO-HEAD & CO-ASST ADVISOR	MHS	9/22-10/22	$3,709
KOKESH, TIM	GIRLS TENNIS ASST COACH	MME	9/6/22-10/27/22	$2,678
KOTTKE, TAMMY	YEARBOOK ASST ADVISOR	MHS	2022-23	$2,762
LUNDQUIST, ALLISON	ACADEMIC ANCHORS CO-ADVISOR	MHS	2022-23	$500
LYNCH, MEGAN	PERFORMANCE DANCE ASST COACH	MHS	8/15/22-10/14/22	$2,000
MEEHAN, KIMBERLY	MOCK TRIAL ADVISOR	MHS	2022-23	$2,762
MICHEL, DUSTIN	WRESTLING HEAD COACH	MME	10/17/22-12/21/22	$4,080
MOSIMAN, KELLEY	NEWSPAPER ADVISOR	MHS	2022-23	$5,604
PEARCE, RICHARD	MEN OF COLOR ADVISOR	MMW	2022-23	$1,894
PETRON, AMANDA	MATH TEAM ADVISOR	MME	9/26/22-1/28/23	$1,894
PITTEL, DANIELLE	6TH GRADE MUSICAL-DIRECTOR	MMW	9/26/22-12/3/22	$4,025
ROCHE, KATIE	MATH TEAM ADVISOR	MHS	2022-23	$3,157
ROSEN, PAUL	MARCHING BAND CO-HEAD AND CO-ASST ADVISOR	MHS	9/22-10/22	$3,709
SAVITZ, ELLIE	VIDEO PRODUCTION ADVISOR	MME	2022-23	$1,516
SCHNORR, TRUDY	RELICENSURE COMMITTEE CHAIRPERSON	DISTRICT	2022-23	$2,336
STOCK, FRED	DEPT CHAIR: 6-8 SCIENCE	MMW	2022-23	$3,560
STROM, TYLER	E SPORTS HEAD ADVISOR	MHS	2/23-5/23	$2,526
TETZLAFF, KIRSTEN	CODERS UNITE ADVISOR	MME	2022-23	$1,894
TUTHILL, STEVE	ATHLETICS EQUIPMENT MANAGER	MHS	2022-23	$6,529.32
TUTHILL, STEVE	LEGACY 2023 CO-ADVISOR	MHS	2022-23	$500
WAVRIN, AMANDA	WOMEN OF COLOR CO-ADVISOR	MHS	2022-23	$1,052.33
WERNER, ANDREW	DECA CO-ADVISOR	MHS	2022-23	$3,473.33
WHEATON, BEN	GIRLS TENNIS ASST COACH	MHS	8/15/22-10/28/22	$3,907

CONSENT

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

Board Agenda Item VIII. e

Title: Gifts and Donations **Date: November 3, 2022**

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

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

FrontStream	$33.32

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

Brent Rickenbach	$193.30
Kurt Hoddinot	$200.04

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Deephaven Elementary School PTA Grants Fund:

Deephaven Elementary PTA	$788.00

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

Jeff & Heather Prondzinski	$150.00

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

Kopp Family Foundation	$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Middle School West Social Worker Fund:

Kopp Family Foundation	$1000.00

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

Kopp Family Foundation	$1000.00

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

Kopp Family Foundation	$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Excelsior Elementary School Social Worker Fund:

Kopp Family Foundation	$1000.00

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

Eldridge S Chase III	$3051.67

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

The Blackbaud Giving Fund	$5.60

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Elementary Orchestra Program:

Mary Hurley	Violin

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

Minnetonka Public Schools Foundation – Sponsor	$1500.00
Youngstedt Companies – Sponsor	$1000.00
Jude & Ty Bricker – Transportation Funds	$1000.00
Joshua & Kori Click – Wardrobe Funds	$40.00

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

RBC Global Asset Management	$5150.00

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

Statasys	3-D Printer

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

Performance Dance	$250.00
Debate Club	$250.00
Anime Club	$250.00
Data Science & Stats Club	$250.00
Speech Club	$250.00
Asian Student Union Club	$250.00
Tonka Hacks Club	$250.00
Ted Talks Club	$250.00
Fashion Magazine Club	$250.00
Gender Sexuality Alliance Club	$250.00
K-Pop Club	$250.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary Art Account:

Artsonia	$827.05

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary Enrichment Account:

Clear Springs PTO – Headphones	$349.75

TOTAL GIFTS AND DONATIONS FOR 2022-2023* = $366,296.52

*Total amount reflects gifts & donations submitted for board approval in 2022-2023.

Submitted by: Paul Bourgeois

Paul Bourgeois, Executive Director of Finance & Operations

CONSENT

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

Board Agenda Item VIII. f

Title: Electronic Fund Transfers **Date: November 3, 2022**

EXECUTIVE SUMMARY:

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

RECOMMENDATION:

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for September 2022.

Submitted by: Paul Bourgeois

Paul Bourgeois, Executive Director of Finance & Operations

SEPTEMBER 2022 FROM GENERAL FUND

DATE	PAYEE			AMOUNT
9/2/2022	Wex			374.46
9/2/2022	AP Payment			230,314.37
9/6/2022	Claims Health Partners			214,448.34
9/6/2022	Payroll			2,478,884.18
9/7/2022	Delta Dental			35,285.13
9/8/2022	Helath Partners Premiums			75,661.55
9/9/2022	Wex			6,425.74
9/9/2022	AP Payment			113,308.38
9/12/2022	Delta Dental			29,479.21
9/12/2022	Claims Health Partners			337,014.16
9/12/2022	BPA			2,386.97
9/15/2022	Soultran - Wellness Program			4,163.01
9/16/2022	Wex			9,432.96
9/16/2022	AP Payment			391,049.85
9/19/2022	Delta Dental			18,823.56
9/19/2022	Claims Health Partners			245,197.40
9/20/2022	Payroll			2,846,162.86
9/21/2022	Delta Dental Admin Fees			6,596.00
9/21/2022	BPA			2,647.00
9/23/2022	Wex			6,275.86
9/23/2022	AP Payment			149,240.55
9/26/2022	Delta Dental			13,482.51
9/26/2022	Claims Health Partners			295,851.07
9/30/2022	Wex			13,751.30
9/30/2022	AP Payment			339,056.55
SEPT	Art Center CC Processing Fees			8,143.79
SEPT	Mtka Webstore CC Processing Fees			14,747.50
SEPT	Athletic CC Processing Fees			7,967.22
SEPT	Postage Fees			2,854.00
SEPT	MCEC Credit Card Processing Fees			31,502.93
SEPT	Bank Monthly Service Charge			787.50
				$ 7,931,315.91

SEPTEMBER

INVESTMENT DESCRIPTION	BANK	MATURITY DATE	INTEREST RATE	ENDING BALANCE
Money Market	Alerus Bank ICS Savings	NA	0.15%	2,152,758.43
Money Market	MSDLAF+ Liquid Class	NA	2.30%	1,000,586.21
Money Market	MSDLAF+ MAX Class	NA	0.35%	-
Term	MSDLAF	NA	Var	50,162,140.94
CD	MSDLAF	NA	0.25%	-
Money Market	PMA IS	NA	2.31%	28,565,164.51
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	1.52%	626,562.25
Various	Wells Fargo OPEB	NA	Var	14,132,472.50
				$ 96,639,684.84

CONSENT

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

Board Agenda Item VIII. g

TITLE: Policy #722 – Public Data and Data Subject Requests

DATE: November 3, 2022

BACKGROUND

The Board's Policy #307 guides the community and school personnel on the District's compliance with the Minnesota Government Data Practices Act. The current policy was adopted in 2021 based on revisions from the MSBA. Since that adoption, the MSBA has issued updates to their model policy which we propose for the Board's consideration. In addition to adopting the more streamlined approach that MSBA has delineated, we also propose revisions that reflect the District's actual practice of naming the overall "Responsible Authority" for compliance as well as a Data Practices Officer who will respond to requests for data under ordinary circumstances. To keep our policy manual in sync with MSBA's, we further propose renumbering this policy as #722 if the proposed version is accepted.

The proposed revisions have met the approval of the District's legal counsel.

RECOMMENDATION/FUTURE ACTION:

Adopt the revisions to Policy 307 as proposed.

Submitted by:

Michael Cyrus, Executive Director of Human Resources

Concurrence:

David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #~~307~~ 722: PUBLIC DATA AND DATA SUBJECT REQUESTS ~~(COMPLIANCE WITH MINNESOTA GOVERNMENT DATA PRACTICES ACT)~~

I. POLICY STATEMENT

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes. The purpose of this policy is to provide guidance to School District employees as to the permissible distribution of such data.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. ~~12~~ 13 (MGDPA) and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

"Government data" means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

E. **Individual**

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. **Inspection**

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. ~~For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.~~

G. **Nonpublic Data**

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

H. **Not Public Data**

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

I. **Private Data on Individuals**

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. **Protected Nonpublic Data**

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. **Public Data**

"Public data" means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary

classification, pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. **Responsible Authority**

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

M. **Summary Data**

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. RESPONSIBLE AUTHORITY DATA PRACTICES COMPLIANCE OFFICIAL

The School District has designated the Superintendent of Schools as the authority responsible for the maintenance and security of School District records and the Assistant Superintendent or Executive Director for Human Resources as the data practices compliance officer to whom one may direct questions or concerns regarding obtaining access to data, rights of subjects of data or other data practices matters. Questions regarding School District data privacy practices and procedures should be directed to ~~the Assistant Superintendent or Executive Director for Human Resources~~ the Data Practices Officer.

A. The responsible authority will establish procedures to ensure that the district responds promptly to requests for government data.

V. DATA ON AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or School District or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is

classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute

between the parties that does not contain any particulars of the successfully challenged data.

VI. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the Data Practices Compliance Officer.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

D. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

~~VII. DATA SUBJECT'S RIGHT TO ACCESS DATA~~

~~Upon request to a responsible authority or designee, an individual shall be informed whether that individual, the individual's minor child or person for whom the individual has been appointed guardian is the subject of stored data and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data shall be shown that public or private data about themselves without any charge and, if desired, shall be informed of the content and meaning of that data. Except as required by law, after an individual has been shown this and informed of its meaning, the school district need not disclose the data to that individual for six months unless additional data on the individual has been collected or created. The school district shall provide copies of the private or public data upon request by the individual subject of the data. The school district may require the requesting person to pay the actual costs of making and certifying the copies.~~

~~VIII. DATA SUBJECT'S IDENTIFICATION~~

~~The school district reserves the right to require that an individual requesting private data on the individual or the individual's minor child provide valid photo identification at the time that the data is requested or provided. The school district will not disclose private data on anyone other than the individual requesting data or that individual's minor child without receiving a valid release signed by the subject of the data.~~

~~IX. RIGHTS OF DATA SUBJECTS~~

~~A. Challenging Inaccurate or Incomplete Data~~

~~Consistent with the MGDPA, any person who believes that information contained in the school district's records regarding that individual, the individual's minor child, or person over whom the individual has been appointed legal guardian is inaccurate or incomplete may request that the school district amend those records. To exercise this right, the individual must notify the responsible authority described in Attachment C in writing of the nature of the disagreement. Upon receiving such notification, the school district will take action as required by the MGDPA. Please note that the submission of a challenge to data does not guarantee that the school district will amend its records.~~

~~B. Other Rights of Data Subjects~~

~~Nothing in this policy shall be construed as limiting the rights provided by the MGDPA. Individuals who are the subject of data in the school district's possession have all the rights afforded by Minnesota Statutes, Section 13.04.~~

X. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing and directed to the data practices compliance officer.

1. A request for public data must include the following information:

   a) Date the request is made;

   b) A clear description of the data requested;

   c) Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

   d) Method to contact the requestor (such as phone number, address, or email address).

2. ~~A requestor is not required to explain the reason for the data request.~~ Unless specifically authorized by statute, the data requestor is not required to provide their identity, nor is a requestor required to explain the reason for the data request. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. ~~The identity of the requestor is public, if provided, but cannot be required by the government entity~~. A public data request, including the identity of the requestor, if provided, is public.

4. The data practices compliance officer may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The data practices compliance officer will respond to a data request at reasonable times and places as follows:

1. The data practices compliance officer will notify the requestor in writing as follows:

a) The requested data does not exist; or

b) The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the data practices compliance officer determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

(2) Upon the request of a requestor who is denied access to data, the data practices compliance officer shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c) The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

XI. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a) Date the request is made;

b) A clear description of the data requested;

c) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d) Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district shall require the requestor to pre-pay all or a portion of the cost of preparing the summary data before the school district begins to prepare the summary data.

XII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:

   a) 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

   b) More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies ~~or electronically sending the data~~, unless the cost is specifically set by statute or rule.

      (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied ~~(paper, CD, DVD, etc.)~~, and mailing costs (if any).

      (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash or cashier's check/money order in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

   a. The cost of materials, including paper; the cost of the labor required to prepare the summary data; any schedule of standard copying charges established by the school district, any special costs necessary to produce such

copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. **Data Belonging to an Individual Subject**

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

XIII. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies, as needed, no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Adopted 5/1/2008
Reviewed 12/16/2021
Adopted 1/6/2022
Reviewed 10/27/2022
Adopted 11/3/2022

MINNETONKA PUBLIC SCHOOLS

POLICY #722: PUBLIC DATA AND DATA SUBJECT REQUESTS

I. POLICY STATEMENT

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes. The purpose of this policy is to provide guidance to School District employees as to the permissible distribution of such data.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA) and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

"Government data" means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual"

includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. **Inspection**

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data.

G. **Nonpublic Data**

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

H. **Not Public Data**

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

I. **Private Data on Individuals**

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. **Protected Nonpublic Data**

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. **Public Data**

"Public data" means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification, pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. **Responsible Authority**

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

M. **Summary Data**

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. RESPONSIBLE AUTHORITY DATA PRACTICES COMPLIANCE OFFICIAL

The School District has designated the Superintendent of Schools as the authority responsible for the maintenance and security of School District records and the Assistant Superintendent or Executive Director for Human Resources as the data practices compliance officer to whom one may direct questions or concerns regarding obtaining access to data, rights of subjects of data or other data practices matters. Questions regarding School District data privacy practices and procedures should be directed to the Data Practices Officer.

A. The responsible authority will establish procedures to ensure that the district responds promptly to requests for government data.

V. DATA ON AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or School District or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VI. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the Data Practices Compliance Officer.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

D. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VII. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing and directed to the data practices compliance officer.

1. A request for public data must include the following information:

   a) Date the request is made;

   b) A clear description of the data requested;

   c) Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

   d) Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the data requestor is not required to provide their identity, nor is a requestor required to explain the reason for the data request. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. A public data request, including the identity of the requestor, if provided, is public.

4. The data practices compliance officer may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The data practices compliance officer will respond to a data request at reasonable times and places as follows:

1. The data practices compliance officer will notify the requestor in writing as follows:

a) The requested data does not exist; or

b) The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the data practices compliance officer determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

(2) Upon the request of a requestor who is denied access to data, the data practices compliance officer shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c) The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or

arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

VIII. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a) Date the request is made;

b) A clear description of the data requested;

c) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d) Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district shall require the requestor to pre-pay all or a portion of the cost of preparing the summary data before the school district begins to prepare the summary data.

IX. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:

   a) 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

   b) More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies unless the cost is specifically set by statute or rule.

      (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied and mailing costs (if any).
      (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash or cashier's check/money order in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

   a. The cost of materials, including paper; the cost of the labor required to prepare the summary data; any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

   b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

   The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

X. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies, as needed, no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Adopted 5/1/2008
Reviewed 12/16/2021
Adopted 1/6/2022
Reviewed 10/27/2022
Adopted 11/3/2022

CONSENT

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

Board Agenda Item VIII. h

Title: Approval of Agreement with MISA Employees **Date: November 3, 2022**

CONTEXT/BACKGROUND:

District representatives and the Minnetonka Information Systems Association (technology staff) met and negotiated on the terms and conditions of employment for the 2022-2024 collective bargaining agreement. MISA members voted on the parameters of the contract on October 18, 2022. An overview of the final agreement is attached.

The financial details of this potential contract are within the parameters the Board set. Over the course of two years, this contract will result in 10.0% in additional costs for compensation for this group. In Years 1 and 2 of the agreement, employees will see a 3.35% increase on the base wage; with step increases, the net effective raise will be 4.97% and 4.89% respectively.

We have agreed to certain structural changes in this contract. Henceforth, longevity increases will be handled apart from the person's step on the salary schedule. This agreement sets that amount to 2% of the person's step. Another important change is that the hourly salary schedule was extended to 15-steps, making it equivalent in length to the salaried members of this group. We ironed out distortions that the old scheme had created in certain hourly employees' compensation which required moving them to a new step on the new schedule. Under this agreement, no one will reach the longevity mark this year and only one salaried employee will be there next year.

This agreement sets a maximum of a 6% retirement savings match for employees who have been in the department for 10 years. An increase of $100 will be applied to the flex allowance of employee+1 and family insurance participants in Year 2 of the agreement.

We believe that the adjustments proposed are mutually beneficial as they stay within the total package cost that the Board set and provide an increase in compensation to individuals that is rewarding.

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the collective bargaining agreement between the Minnetonka Public Schools and the Minnetonka Information Systems Association for the period of July 1, 2022, through June 30, 2024.

Submitted by: _____
Michael Cyrus
Executive Director of Human Resources

Concurrence: _____
David Law
Superintendent

STATUS OF NEGOTIATIONS

MINNETONKA INFORMATION SYSTEMS ASSOCIATION
and the MINNETONKA PUBLIC SCHOOLS
July 1, 2022-June 30, 2024

ARTICLE	STATUS/NEXT STEPS
I PURPOSE	
II RECOGNITION	
III DEFINITIONS	
IV SCHOOL BOARD RIGHTS AND RESPONSIBILITIES	
V THE ASSOCIATION RIGHTS AND RESPONSIBILITIES	
VI GRIEVANCE PROCEDURE	
VII PAID HOLIDAYS There shall be twelve (12) holidays per year as listed below. If school is in session on any of these days, holidays shall be taken on a day mutually agreed upon by the Superintendent and the Association. Should it be impossible to provide for all holidays, or if the parties cannot mutually agree upon a holiday because school is in session, the information systems professional's vacation period will be extended to compensate for such deficiency. Holidays/Non-Duty Days. a. ~~Independence Day~~ July 4 b. Labor Day c. Thanksgiving Day d. Day following Thanksgiving Day e. ~~Christmas Eve Day~~ December 24 f. ~~Christmas Day~~ December 25 g. ~~New Year's Day~~ January 1 h. Martin Luther King Day i. President's Day j. ~~Good~~ Friday immediately prior to Easter (New Year's Eve Day if ~~Good Friday~~ this day is not recognized as a District holiday) k. Memorial Day l. One floating holiday (The date of the floating holiday must be approved by the Executive Director of Technology, and a maximum of 2 MISA employees can use the floating holiday on any given day. The floating holiday must be used by June 30 of each year). Hourly employees who are requested by their supervisor and agree	**Page 6** of current contract **TA: 6/16/2022**

STATUS OF NEGOTIATIONS

MINNETONKA INFORMATION SYSTEMS ASSOCIATION
and the MINNETONKA PUBLIC SCHOOLS
July 1, 2022-June 30, 2024

ARTICLE	STATUS/NEXT STEPS
to work on a holiday listed above shall receive double pay for hours worked on the holiday.	
VIII DEVELOPMENT PROGRAMS	
IX HEALTH REQUIREMENTS	
X WORK YEAR AND VACATION SCHEDULE **SECTION 2** - Vacation Schedule Subd. 1. Levels I-VII Employees in Levels I-VII shall accrue vacation on the basis of 1.6 days per month, or a total of 20 days per year. When an employee has served 15 or more years in full time service in the Minnetonka Public Schools in a MISA unit position, ~~or in a position formerly covered by Board Policy A-6~~, or another teaching or administrative position in the District, the employee will earn vacation at an accrual rate of 2.08 days per month, or 25 days of vacation per year. The accrual rate shall increase from 1.6 days per month to 2.08 days per month, beginning with the July following the completion of 15 years of full time service, as indicated above. Employees in Levels I-VII who were previously employed by the District shall begin accruing vacation at the rate of 2.08 days per month as defined above or beginning with the earlier of: a. The completion of 20 years of District employment; or b. The completion of 15 years of MISA ~~(or policy A-6)~~ employment	**Page 8** of current contract Section 2, Subd. 1. **TA: 6/16/2022**
SECTION 4 The Employer agrees to the reimburse employees at the daily compensation rate for four (4) unused vacation days provided the employee has ~~320 hours~~ 40 days of accumulated vacation leave as of April 30 remaining after reimbursement. For the purposes of this Article, the daily compensation rate shall be calculated by dividing the employee's annual salary by 260. The funds will be paid directly to the employee via payroll on or after July 1 of each year.	**Page 9** of current contract Section 4 **TA: 6/16/2022**

STATUS OF NEGOTIATIONS

MINNETONKA INFORMATION SYSTEMS ASSOCIATION
and the MINNETONKA PUBLIC SCHOOLS
July 1, 2022-June 30, 2024

ARTICLE	STATUS/NEXT STEPS
XI LEAVES **SECTION 1** - Sick Leave Subd. 3. Upon entering the third year of employment the long-term (reserved) "sick leave" shall become available as "accrued sick leave" and may be used as the need arises. ~~No employee shall use more than sixty-five (65) days of the total "accrued sick leave" during any one period of absence~~. During any one period of absence, employees shall be permitted to use their total accrued sick leave for the long-term disability (LTD) elimination period of 90 calendar days or up to 65 days of the employee's total accrued sick leave, whichever comes first.	**Page 9** of current contract Section 1, Subd. 3 **TA: 6/16/2022**
SECTION 1 - Sick Leave Subd. 7. Reimbursement for Unused Sick Leave As of the end of each fiscal year, the MISA member will be reimbursed for ~~32 hours~~ four (4) days of unused sick leave per year. To qualify for reimbursement, the employee's accrued basic leave must total at least ~~520 hours~~ 65 days as of April 30 with less than ~~32 hours~~ 4 days of sick leave being used during the previous twelve (12) months. The reimbursement will be paid directly to the employee via payroll on or before July 1 of each year. For the purposes of this Article, the daily rate shall be calculated by dividing the employee's annual salary by 260.	**Page 10** of current contract Section 1, Subd. 7 **TA: 6/16/2022**
XII JURY DUTY	
XIII SABBATICAL LEAVE	
XIV CHILD REARING LEAVE	
XV REORGANIZATION AND/OR REDUCTION IN ADMINISTRATIVE STAFF	
XVI RELEASE FROM POSITION	
XVII INSURANCE FRINGE BENEFIT ALLOCATION **SECTION 1** Subd. 1. Levels I-VII	**Page 17** of current contract Section 1, Subd 1 and 2

STATUS OF NEGOTIATIONS

MINNETONKA INFORMATION SYSTEMS ASSOCIATION
and the MINNETONKA PUBLIC SCHOOLS
July 1, 2022-June 30, 2024

ARTICLE	STATUS/NEXT STEPS

The District will allocate a monthly contribution according to the grid below for eligible full time information systems professional in Levels I-VII for use in purchasing fringe benefits under this policy. This allocation also covers dental and life insurance.

Each employee shall be charged at minimum as having purchased the least expensive single health insurance, life insurance, and single dental insurance.

~~The monthly contribution will be $784 per month effective July 1, 2020 for employees taking single health insurance; the allocation also covers dental and life insurance. For the purposes of Section 2, Subdivision 1, the cash back in lieu of benefits for employees taking single coverage will be based on a maximum of $645 per month.~~

~~For employees enrolled in employee plus 1 insurance, the allocation will be $941 per month effective July 1, 2020. For employees enrolled in family insurance, the allocation will be $1,032 per month effective July 1, 2020.~~

Levels I-VII		
Type of Health Coverage	Monthly District Contribution 2022-2023	Monthly District Contribution 2023-2024
Single	$784	$784
Employee +1	$941	$1,041
Family	$1,032	$1,132

Subd. 2. Levels A-~~B~~ C

The District will allocate a monthly contribution according to the grid below for eligible full time information systems professionals in Levels A – C who are eligible for, and are enrolled in the School District Group Hospitalization, Medical, and Major Medical Plan and elect to receive coverage.

~~The Employer shall pay $672 per month effective July 1, 2020, for individual coverage, towards the monthly premium for individual coverage for all employees who are eligible for, and are enrolled in, the School District Group Hospitalization, Medical and Major Medical Plan, and who elect to receive individual coverage only.~~

STATUS OF NEGOTIATIONS

MINNETONKA INFORMATION SYSTEMS ASSOCIATION
and the MINNETONKA PUBLIC SCHOOLS
July 1, 2022-June 30, 2024

ARTICLE	STATUS/NEXT STEPS
~~The Employer shall pay up to $865 per month effective July 1, 2020, toward the monthly premium for employee +1 coverage for all employees who are eligible for, and are enrolled in, the School District Group Hospitalization, Medical and Major Medical Plan, and who elect to receive employee +1 coverage.~~	
~~The Employer shall pay up to $906 per month effective July 1, 2020, for all employees who are eligible for, and are enrolled in, the School District Group Hospitalization, Medical and Major Medical Plan, and who elect to receive family coverage.~~	

Levels A - C		
Type of Health Coverage	Monthly District Contribution 2022-2023	Monthly District Contribution 2023-2024
Single	$672	$672
Employee +1	$865	$965
Family	$906	$1,006

Subd. 3. Said allocation will commence on July 1 of each year and will be made to the information systems professional's account at the beginning of each month during which the information systems professional is entitled to full salary from the District.

Subd. 4. Each full-time information systems professional who begins work prior to the fifteenth of any month is eligible for the full monthly allocation. An information systems professional who begins after the fifteenth day is not eligible for the allocation for that month.

Subd. 5. A full-time information systems professional is defined as a person employed for a minimum of six hours per day or equivalent per day period for the term in which school is normally in session.

SECTION 5 - Available Fringe Benefits
Subd. 3. Long-Term Disability Insurance (LTD)/Income Protection Insurance
Income protection insurance equivalent to that in effect on July 1, 2002 shall be available and paid for by each full-time information

Page 19 of current contract
Section 5, Subd. 3
TA: 6/16/2022

STATUS OF NEGOTIATIONS

MINNETONKA INFORMATION SYSTEMS ASSOCIATION
and the MINNETONKA PUBLIC SCHOOLS
July 1, 2022-June 30, 2024

ARTICLE	STATUS/NEXT STEPS
systems professional on an after tax basis. The Employer will select the insurance carrier.	
XVIII RETIREMENT AND TERMINATION BENEFITS Subd. 2. Benefit The employee working 75 percent or more of a full-time schedule shall receive a Retirement Savings Match as a percentage of base salary for deposit into a 403(b) or 457 tax deferred savings account at the following percentage rates: Completing 1 Year of Service (Year 2 of Service) 3% Year 3 of Service and Thereafter 5% 10 or more years of service in the bargaining unit 6% Employee participation will be required in order to receive the dollar per dollar match up the percentages listed.	**Page 20** of current contract Section 2, Subd 2
Subd. 4. Enrollment Limited to Participating Companies Tax Sheltered Annuity or Deferred Compensation enrollment will be limited to companies currently having employees enrolled in the program. For new employees hired for employment for the 2018-19 school year and thereafter, tax sheltered purchases will be limited to the following 8 tax sheltered annuity companies: American Funds — Great West Ameriprise — VOYA AXA Equitable Life — ESI Financial Common Wealth Annuity — Vanguard All employees are also eligible to participate in the State of Minnesota 457 Deferred Compensation tax-deferred savings plan or New York Life (457).	**Page 21** of current contract Section 2, Subd 4
XIX DUES CHECK OFF	

STATUS OF NEGOTIATIONS

MINNETONKA INFORMATION SYSTEMS ASSOCIATION
and the MINNETONKA PUBLIC SCHOOLS
July 1, 2022-June 30, 2024

ARTICLE	STATUS/NEXT STEPS
XX SALARY STRUCTURE AND PRINCIPLES OF APPLICATION **SECTION 2** Salaries for the ~~2020-2021~~ 2022-2023 and ~~2021-2022~~ 2023-2024 school years are shown in Appendix A and attached as a part of this agreement. **SECTION 4** Employees who have been at the final step of their salary or wage schedule for a minimum of one year, shall be eligible to earn an additional 2% of their base salary or wage over the course of the longevity year. Such longevity earnings will be paid out in equal installments according to the regular payroll schedule.	**Page 23** of current contract Section 2 **Page 23** of current contract Add New Section 4
XXI SEVERABILITY	
XXII WORK STOPPAGES	
XXIII DURATION	
XXIV COMPLETE AGREEMENT	
APPENDIX A SALARY SCHEDULES See attached	**Page 25** of current contract.
MOU PROFESSIONAL DEVELOPMENT Move forward – See attached	**Page 26** of current contract.
MOU SUPPLEMENTAL PAYMENT FOR UNANTICIPATED HEALTH INSURANCE INCREASE Move forward – See attached	**Page 27** of current contract.
MOU – NEW Continuing Education and Certifications - See attached	New MOU

APPENDIX A – SALARY SCHEDULES

2020-2021 Salary Schedule - - - - - - - - - Career Increments for Yrs Service Credit

Level	-	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Career	Career 1	Career 2
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	$1,020	$916
Level I	-	$49,813	$50,820	$51,828	$52,883	$53,938	$55,038	$56,138	$57,288	$58,439	$59,641	$60,844	$62,101	$63,357	$64,377	$65,293
Level II	-	$53,938	$55,038	$56,138	$57,108	$58,439	$59,641	$60,844	$62,101	$63,357	$64,611	$65,864	$67,297	$68,728	$69,748	$70,664
Level III	-	$58,439	$59,641	$60,844	$62,101	$63,357	$64,670	$65,983	$67,356	$68,728	$70,162	$71,595	$73,092	$74,591	$75,611	$76,527
Level IV	-	$65,794	$67,061	$68,328	$69,595	$70,861	$72,127	$73,394	$74,662	$75,928	$77,195	$78,460	$79,727	$80,994	$82,014	$82,930
Level V	-	$71,390	$72,772	$74,155	$75,539	$76,923	$78,305	$79,687	$81,073	$82,458	$83,839	$85,520	$86,604	$87,986	$89,006	$89,922
Level VI	-	$77,499	$79,008	$80,519	$82,029	$83,540	$85,051	$86,559	$88,073	$89,585	$91,093	$92,602	$94,112	$95,623	$96,643	$97,559
Level VII	-	$83,541	$85,051	$86,559	$88,073	$89,585	$91,093	$92,603	$94,112	$95,623	$97,210	$98,797	$100,436	$102,076	$103,096	$104,012

2020-2021 Wage Schedule - - - Career Increments for Yrs Service Credit

Level	-	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Career	Career 1	Career 2
-	-	-	-	-	-	-	-	-	$0.72	$1.06
Level A	-	$21.06	$21.51	$21.96	$22.42	$22.87	$23.33	$23.79	$24.51	$25.57
Level B	-	$24.31	$24.74	$25.16	$25.58	$26.00	$26.44	$26.87	$27.59	$28.65
Level C	-	$28.14	$28.53	$28.89	$29.25	$29.62	$30.01	$30.39	$31.10	$32.16

2021-2022 Salary Schedule - - - - - - - - - Career Increments for Yrs Service Credit

Level	-	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Career	Career 1	Career 2
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	$1,020	$1,066
Level I	-	$50,563	$51,570	$52,578	$53,633	$54,688	$55,788	$56,888	$58,038	$59,189	$60,391	$61,594	$62,851	$64,107	$65,127	$66,193
Level II	-	$54,688	$55,788	$56,888	$57,858	$59,189	$60,391	$61,594	$62,851	$64,107	$65,361	$66,614	$68,047	$69,478	$70,498	$71,564
Level III	-	$59,189	$60,391	$61,594	$62,851	$64,107	$65,420	$66,733	$68,106	$69,478	$70,912	$72,345	$73,842	$75,341	$76,361	$77,427
Level IV	-	$66,544	$67,811	$69,078	$70,345	$71,611	$72,877	$74,144	$75,412	$76,678	$77,945	$79,210	$80,477	$81,744	$82,764	$83,830
Level V	-	$72,140	$73,522	$74,905	$76,289	$77,673	$79,055	$80,437	$81,823	$83,208	$84,589	$86,270	$87,354	$88,736	$89,756	$90,822
Level VI	-	$78,249	$79,758	$81,269	$82,779	$84,290	$85,801	$87,309	$88,823	$90,335	$91,843	$93,352	$94,862	$96,373	$97,393	$98,459
Level VII	-	$84,291	$85,801	$87,309	$88,823	$90,335	$91,843	$93,353	$94,862	$96,373	$97,960	$99,547	$101,186	$102,826	$103,846	$104,912

2021-2022 Wage Schedule - - - Career Increments for Yrs Service Credit

Level	-	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Career	Career 1	Career 2
-	-	-	-	-	-	-	-	-	$0.72	$1.31
Level A	-	$21.41	$21.86	$22.31	$22.77	$23.22	$23.68	$24.14	$24.86	$26.17
Level B	-	$24.66	$25.09	$25.51	$25.93	$26.35	$26.79	$27.22	$27.94	$29.25
Level C	-	$28.49	$28.88	$29.24	$29.60	$29.97	$30.36	$30.74	$31.45	$32.76

APPENDIX A – SALARY SCHEDULES

2022-23 SALARY SCHEDULE															
Level	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**	**Step 7**	**Step 8**	**Step 9**	**Step 10**	**Step 11**	**Step 12**	**Step 13**	**Step 14**	**Step 15**
Level I	$52,257	$53,298	$54,339	$55,430	$56,520	$57,657	$58,794	$59,982	$61,172	$62,414	$63,657	$64,957	$66,255	$67,309	$68,410
Level II	$56,520	$57,657	$58,794	$59,982	$61,172	$62,414	$63,657	$64,957	$66,255	$67,551	$68,846	$70,327	$71,806	$72,860	$73,961
Level III	$61,172	$62,414	$63,657	$64,957	$66,255	$67,612	$68,969	$70,388	$71,806	$73,288	$74,769	$76,316	$77,865	$78,919	$80,021
Level IV	$68,773	$70,083	$71,392	$72,702	$74,010	$75,318	$76,628	$77,938	$79,247	$80,556	$81,864	$83,173	$84,482	$85,537	$86,638
Level V	$74,557	$75,985	$77,414	$78,845	$80,275	$81,703	$83,132	$84,564	$85,995	$87,423	$89,160	$90,280	$91,709	$92,763	$93,865
Level VI	$80,870	$82,430	$83,992	$85,552	$87,114	$88,675	$90,234	$91,799	$93,361	$94,920	$96,479	$98,040	$99,601	$100,656	$101,757
Level VII	$87,115	$88,675	$90,234	$91,799	$93,361	$94,920	$96,480	$98,040	$99,601	$101,242	$102,882	$104,576	$106,271	$107,325	$108,427

2022-2023 WAGE SCHEDULE															
Level	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**	**Step 7**	**Step 8**	**Step 9**	**Step 10**	**Step 11**	**Step 12**	**Step 13**	**Step 14**	**Step 15**
Level A	$22.13	$22.59	$23.06	$23.53	$24.00	$24.47	$24.95	$25.47	$25.99	$26.51	$27.04	$27.53	$28.00	$28.45	$28.87
Level B	$25.49	$25.93	$26.36	$26.80	$27.23	$27.69	$28.13	$28.88	$29.48	$29.90	$30.23	$30.56	$30.89	$31.23	$31.58
Level C	$29.44	$29.85	$30.22	$30.59	$30.97	$31.38	$31.77	$32.20	$32.63	$33.06	$33.45	$33.85	$34.24	$34.64	$35.03

2023-2024 SALARY SCHEDULE															
Level	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**	**Step 7**	**Step 8**	**Step 9**	**Step 10**	**Step 11**	**Step 12**	**Step 13**	**Step 14**	**Step 15**
Level I	$54,007	$55,083	$56,160	$57,287	$58,413	$59,588	$60,763	$61,992	$63,221	$64,505	$65,790	$67,133	$68,474	$69,564	$70,702
Level II	$58,413	$59,588	$60,763	$61,992	$63,221	$64,505	$65,790	$67,133	$68,474	$69,814	$71,152	$72,683	$74,211	$75,300	$76,439
Level III	$63,221	$64,505	$65,790	$67,133	$68,474	$69,877	$71,279	$72,746	$74,211	$75,743	$77,273	$78,872	$80,473	$81,563	$82,702
Level IV	$71,077	$72,430	$73,784	$75,137	$76,489	$77,842	$79,195	$80,549	$81,901	$83,255	$84,606	$85,959	$87,313	$88,402	$89,541
Level V	$77,054	$78,530	$80,008	$81,486	$82,964	$84,440	$85,917	$87,397	$88,876	$90,351	$92,147	$93,305	$94,781	$95,870	$97,009
Level VI	$83,579	$85,191	$86,805	$88,418	$90,032	$91,646	$93,257	$94,874	$96,489	$98,100	$99,711	$101,324	$102,938	$104,028	$105,166
Level VII	$90,033	$91,646	$93,257	$94,874	$96,489	$98,100	$99,712	$101,324	$102,938	$104,633	$106,328	$108,079	$109,831	$110,920	$112,059

2023-24 WAGE SCHEDULE															
Level	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**	**Step 7**	**Step 8**	**Step 9**	**Step 10**	**Step 11**	**Step 12**	**Step 13**	**Step 14**	**Step 15**
Level A	$22.87	$23.35	$23.83	$24.32	$24.80	$25.29	$25.78	$26.33	$26.87	$27.40	$27.95	$28.45	$28.94	$29.40	$29.84
Level B	$26.34	$26.80	$27.25	$27.70	$28.15	$28.61	$29.07	$29.84	$30.47	$30.90	$31.24	$31.58	$31.93	$32.28	$32.64
Level C	$30.43	$30.85	$31.23	$31.62	$32.01	$32.43	$32.83	$33.28	$33.73	$34.17	$34.58	$34.99	$35.39	$35.80	$36.21

The sums reflected above include a 3.35% raise on the previous year's base salary in 2022-23 and 2023-24.

MEMORANDUM OF UNDERSTANDING
On Professional Development

In that the Minnetonka Public Schools wishes to encourage and support the on-going professional development of members of our technology team, for the ~~2020-2021~~ 2022-2023 and ~~2021-2022~~ 2023-2024 school years, the District will support their professional development financially as follows:

1. Employee-initiated Professional Development

   a. For members of the Minnetonka Information Systems Association (MISA) who have been employed for at least six months, the School District shall reimburse 75% of tuition expense for up to a total reimbursement limit of Two Thousand Dollars ($2,000) per year during the period of July 1, ~~2020~~ 2022 – June 30, ~~2022~~ 2024.

   2. To be eligible for reimbursement, the employee must submit a written request to the Executive Director of Technology, specifying the educational institution, course name and description, and rationale as to how the course content will advance his/her skills within the Technology Department.

   3. Pre-approval must be made by the Executive Director of Technology, with actual reimbursement subject to the District's receipt of an official transcript of the work completed.

   4. Reimbursement for work completed during the July 1, ~~2020~~ 2022 – June 30, ~~2022~~ 2024 must be submitted to the School District not later than June 30, ~~2022~~ 2024.

   5. In the event the MISA employee voluntarily leaves the District's employ within one (1) year of receiving a reimbursement payment, the schedule for reimbursing the District will be as follows:

      i. Leaving within 0-6 months=100% repayment
      ii. Leaving within 7-9 months=50% repayment
      iii. Leaving within 10-12 months=30% repayment

   6. Employer Required Professional Development
      Professional Development required by the School District shall be paid for or reimbursed in accord with School District policy.

Minnetonka Public Schools	Minnetonka Information Systems Association
Date	Date

MEMORANDUM OF UNDERSTANDING
Supplemental Payment for Unanticipated Health Insurance Increase

Effective January 1, ~~2021~~ 2023 in the event that the portion of the insurance allocation set out in Article XVII, Section 1, Subd. 1-2 which is used to pay for health insurance, exceeds by more than 5% the sum of the monthly premium above what is already going to be applied, the District will pay such increase not to exceed $50 per month. This language will sunset on June 30, ~~2022~~ 2024.

Minnetonka Public Schools	Minnetonka Information Systems Association
Date	Date

MEMORANDUM of UNDERSTANDING

Continuing Education and Certifications

The parties agree to form a committee to research options for salary and wage enhancements that are tied to district-approved completion of higher education or industry-recognized certifications in technology or job-related fields.

The findings of the committee will be presented to the 2024-26 negotiations teams for consideration.

The committee will complete its work by April 1, 2024.

Minnetonka Public Schools	Minnetonka Information Systems Association
Date	Date