

## SCHOOL BOARD MEETING

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

[www.minnetonkaschools.org](http://www.minnetonkaschools.org)

March 9, 2023

*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)

6:15	Recognitions: Varsity Cheerleading National Champions; JV Cheerleading state qualifiers; Middle School Cheerleading state qualifiers; Boys Alpine Ski state champions and Girls Alpine Ski state qualifiers; Boys and Girls Nordic ski state qualifiers; One Act Play state champions for "Honk and Holler"; E Sports state qualifiers and state champions; First Lego League state qualifiers and state champions; MHS Science Bowl state qualifiers; Middle School Science Bowl state champions and national qualifiers from MME; Middle School Math Counts state qualifiers; Regional Scholastic Art and Writing award winners; MHS Music Listening state qualifiers; Middle school honors orchestra state qualifiers; Grand Prize winner of the Minnetonka Symphony Orchestra Young Artists Competition
7:00	I. Call of Regular Meeting to Order
	II. Pledge to the Flag
	III. Adoption of the Agenda
	IV. Viewing of Vision Video
7:05	V. School Report: Excelsior Elementary
7:20	VI. Community Comments Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse.
7:20	VII. Tonka Online Update and School Report
7:40	VIII. Nutrition Services Staffing and Food Choice Update

7:50	IX.	MTSS Update
8:20	X.	Adoption of FY24 Health and Dental Insurance Premiums
8:25	XI.	Approval of Amended Community Education Budget
8:35	XII.	CONSENT AGENDA <ul style="list-style-type: none"> <li>a. Minutes of February 9, 2023 Regular Meeting and March 2, 2023 Closed Session</li> <li>b. Study Session Summary of March 2, 2023</li> <li>c. Payment of Bills</li> <li>d. Recommended Personnel Items</li> <li>e. Gifts and Donations</li> <li>f. Electronic Fund Transfers</li> <li>g. Approval of Board Member's Work Assignment</li> <li>h. Approval of Group Life and Long-Term Disability Insurance Contract Renewal</li> <li>i. Approval of MMW Stormwater Pond Maintenance Agreement with City of Chanhassen</li> </ul>
8:35	XIII.	Board Reports
8:40	XIV.	Superintendent's Report
8:45	XV.	Announcements
8:50	XVI.	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.*

## **VIEWING**

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

### **Board Agenda Item IV.**

**Title: Viewing of Vision Video**

**Date: March 9, 2023**

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#### **EXECUTIVE SUMMARY:**

In 2022, the Minnetonka School Board members worked together to update the Board's *Our Vision for the Future* document, which charts a path for the future of the Minnetonka Public School District.

As noted in the *Vision* document, Minnetonka Schools has earned a reputation for excellent teaching, exceptional student achievement and outstanding fiscal management, and the School Board feels that ensuring that this legacy continues is the heart of their job as elected representatives for the District. The Board shared that its vision enables the District to be a world-class, child-centered public school system of which each student, parent, staff member, administrator, alumni and community member can be proud.

*Our Vision for the Future* was published, and copies were distributed to staff members throughout the District and to each school and building to display in their lobbies. An electronic copy is on the District website, and highlights of the document were shared in the District's 2022 Annual Report. The Board tasked the District with creating a companion video of *Our Vision for the Future*, to be shared with new employees and to be housed on the District website as an encapsulated version of the Board's vision.

Executive Director of Communications Dr. JacQui Getty will present the video.

**Submitted by:**



JacQueline Getty, Executive Director of Communications

**Concurrence:**



David Law, Superintendent

**REPORT**

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

**Board Agenda Item V.**

**Title: School Report: Excelsior Elementary**

**Date: March 9, 2023**

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**EXECUTIVE SUMMARY:**

Excelsior Elementary is proud to be the first elementary chapter of Best Buddies in the State of Minnesota. Excelsior's Harbor Program Teacher Kelly Pederson organized and piloted Best Buddies at Excelsior. These efforts have changed lives and engaged students in a whole new way. Excelsior Principal Stacy DeCorsey and Ms. Pederson will share information and show a video about the program.

**Submitted by:**



David Law, Superintendent

## **UPDATE**

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

### **Board Agenda Item VII.**

**Title: Tonka Online Update and School Report**

**Date: March 9, 2023**

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#### **Background**

The Minnesota Department of Education approved Minnetonka Public Schools' 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.

#### **Program Overview**

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.

Tonka Online 6-8 offers a comprehensive grade level program with an opportunity to continue engagement in 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.

Overall enrollment in Tonka Online for second semester is 200 students. This is an increase from 180 students during first semester. For second semester there has been an increase in the number of previous Minnetonka students and new to Minnetonka students and a slight decrease in students who enrolled in Tonka Online for a second year as well as a decrease in our district partnership students.

2022-23 Overall Enrollment - Second Semester	
Enrolled in Minnetonka prior to the 2021-22 school year	37
Enrolled in Tonka Online last year and continued this year	54
New to Minnetonka/Tonka Online this year	65
Enrolled through a partner district	44
<b>Total:</b>	<b>200</b>

2022-23 Overall Enrollment - First Semester	
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
<b>Total:</b>	<b>180</b>

Enrollment for Tonka Online K-5 for second semester of the 2022-2023 consisted of 51 students, an increase of 6 students over the first semester. To serve these students during first semester there was one section of a blended Kindergarten and grade 1 class and a single section for each grade 2-5. With increased enrollment at the primary level, during second semester we are piloting a blended model that pairs two teachers with three grade

levels spanning kindergarten through grade 2. This design ensures instruction of grade level curriculum along with opportunities to provide students personalized support or extension. Grade 3-5 continue with a single section of each grade level.

Elementary Enrollment - Second Semester							
Grade	K	1	2	3	4	5	Total
Enrolled	6	7	8	9	13	8	51

Elementary Enrollment - First Semester							
Grade	K	1	2	3	4	5	Total
Enrolled	3	7	6	9	11	9	45

Enrollment for Tonka Online 6-8 for second semester of the 2022-2023 consisted of 54 students. This reflects an increase of 6 students enrolled through the district with district partners remaining steady at 15 students. This includes 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 provided exploratory wheel courses each quarter with computer science and health being offered first semester and FACS and art being offered during second semester. Students in grade 8 are being offered an elective option: French, Spanish or mixed media art during first semester and culinary innovations for second semester.

MS Enrollment - Second Semester				
Grade	6	7	8	Total
Enrolled	10	14	15	39
Partner	3	2	10	15
Total	13	16	25	54

MS Enrollment - First Semester				
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 95 enrolled students for second semester. This reflects an increase of 8 students overall with an increase of 18 students enrolled through the district and a decrease in 10 students enrolled as district partners. During the second semester of the school year, 46 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.

HS - Second Semester					
Grade	9	10	11	12	Total
Enrolled	12	14	19	21	66
Partner	3	13	5	8	29
Total	15	27	24	29	95

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

## Tonka Online Enrollment Efforts For 2023-24

A primary goal of the District's marketing efforts for Tonka Online has been and continues to be to build sustainable enrollment for the next school year, with a special emphasis on grades K-8.

The marketing campaign for the 2023-24 school year began in November 2022 and will run through May 2023, at this point. This timeframe intentionally overlaps the critical decision times of the state open enrollment deadline and high school registration.

The Tonka Online marketing "spend" thus far is approximately \$12K, deployed through three primary advertising channels: Google Ads (promoted search), Meta Ads (social media) and the *Star Tribune*'s digital marketing arm (targeted emails, digital radio, geofencing).

To date, the campaign has generated more than 1,350,000 impressions leading to 31,750 clicks from our ads to the District website enrollment pages. This represents an increase of more than 300% of impressions from the previous year's campaign during roughly the same time frame, and overall web traffic to Tonka Online-related pages has grown by 120% compared to last year.

While the marketing campaign is still ongoing, thus far, 47 families that have engaged with our ads have signed up for Tonka Online Information Sessions. Of these, 24 have expressed interest in grades K-8 and 23 in grades 9-12.

These early results position Tonka Online for success as the District continues to push for enrollment throughout the spring. Historically, Tonka Online families enroll much later than families whose students will attend in-person, with the majority of applications coming in late spring and throughout the summer for Tonka Online. Having a head start and pushing for earlier enrollment should both increase our enrollment and allow for better staff planning.

Additionally, current families have been contacted to gage their interest in continuing in the Tonka Online program. The District is fielding responses and will have more to share

about numbers of current Tonka Online families enrolling again in the program for next school year in the coming weeks and months.

## **School Report**

Assistant Director for Tonka Online Joe Hessburg will spotlight the K-8 Tonka Online Full E-learning Program. He will highlight how Tonka Online provides a high-quality alternative to in-person learning. He will do so by demonstrating how Tonka Online prioritizes meeting the needs of the whole child by offering opportunities for connection and social development, while ensuring the same high level of instruction and learning expected in Minnetonka Schools.

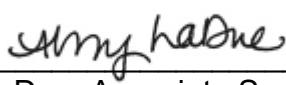
## **Next Steps**

The online program continues to accept rolling enrollment in grades K-8 and currently is only accepting students in grades 9-12 for fall semester, 2023. The District continues to promote the program as we seek to enroll students for the 2023-24 school year. Additionally, we continue to assess which elements of the program are most successful in order to make recommendations for future offerings by early summer 2023.

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## **RECOMMENDATION/FUTURE DIRECTION:**

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

**Submitted by:** \_\_\_\_\_   
Amy LaDue, Associate Superintendent

**Concurrence:** \_\_\_\_\_   
David Law, Superintendent

**INFORMATION**

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

**Board Agenda Item VIII.**

**Title: Nutrition Services Staffing and Food Choice Update**

**Date: March 9, 2023**

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**EXECUTIVE SUMMARY:**

Supervisor of Nutrition Services Jane Bender and Assistant Supervisor of Nutrition Services Kristen Turnblad will update the School Board and the community regarding Nutrition Services staffing activities and food choice activities in Fiscal Year 2022 and Fiscal Year 2023.

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**RECOMMENDATION/FUTURE DIRECTION:**

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

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

Concurrence: David Law  
David Law, Superintendent

## **UPDATE**

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

### **Board Agenda Item IX.**

**Title: MTSS Update**

**Date: March 9, 2023**

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#### **EXECUTIVE SUMMARY:**

Minnetonka is committed to implementing a Multi-Tiered System of Supports (MTSS) Framework with fidelity across all programs. In striving for continuous school improvement, this process will continue to evolve as we strive to consistently and systematically respond to the needs of our students.

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

The most important aspect of an MTSS framework is an aligned system that ensures high quality core instruction for all students, which encompasses academics along with social and emotional development. Core instruction in these areas includes the learning all students engage in through district curriculum and programs to achieve Minnetonka essential learnings, State standards and District goals. In addition, the framework provides a system for consistent Tier 2 and Tier 3 instruction in academics, social and emotional learning, and behavioral supports. Utilizing the findings from Phase 1 and 2 of the MTSS evaluation and priorities for the District, a 3-year implementation plan was developed. The action plan for Year 1, the 2022-23 school year, is organized by three key elements: Infrastructure and support, Assessment and Decision Making, and Multi-level Instruction. Within each element areas of need and action steps are outlined.

The District continues to partner with the Center for Applied Research and Educational Improvement (CAREI) for this work.

## **Infrastructure and Supports**

### **Process Guide**

To support the infrastructure of MTSS districtwide, one CAREI recommendation is to create an MTSS Process Guide to provide a deep understanding of Minnetonka's MTSS Framework. Because of this recommendation, a process guide committee was convened during the 2021-22 school year with expectations to complete version one of the Minnetonka Process Guide during the 2022-23 school year. Members of the process guide committee include the Director of Assessment and Evaluation, Director of Curriculum, an elementary principal, an academic strategist, and a CAREI representative.

Throughout the development of the process guide, with input from many staff outside of the committee, there have been new insights and updates. The guide is not only designed to represent and provide clarity around the current District MTSS practices, but it is also designed to be aspirational. Because of the aspirational nature of the process guide, it will help to inform staff of MTSS work that will occur over the next three years and beyond. Before the document is fully released, there are steps to be finalized.

At this time, final revisions are being made to version one of the process guide. Principals on the District Leadership Team have begun sharing the document with their building leadership teams (BLTs) for feedback. After incorporating feedback into the guide, all principals will review the final document with their BLTs. The building teams will use the process guide to determine next steps and professional learning needs for their sites. Minnetonka's Process Guide will also influence district professional learning for the 2023-24 school year.

### **Social and Emotional Learning (SEL)**

This year, the District has been examining social and emotional learning (SEL) needs with an added focus on mental health promotion given previous trends observed on the MN Student Survey.

The data from the 2022 MN Student Survey has been shared with key stakeholders throughout the district, including the Mental Health Advisory Committee, Tonka Cares Collaborative, high school principals and administration, high school counselors, middle school principals and administration, and the Student Teaching and Learning Advisory.

The Mental Health Advisory Committee has worked to help inform priorities for not only social emotional learning but also mental health. Work continues on the prioritized student and staff needs in the areas that were determined to be most urgent, with families being identified as an important piece of the bigger picture. In the immediate future, the focus and energy will be on students and staff. The Mental Health Advisory Committee determined the following priorities for each group:

Students	Staff	Families
<ul style="list-style-type: none"><li>• Peer-to-peer support</li></ul>	<ul style="list-style-type: none"><li>• Staff development on</li></ul>	<ul style="list-style-type: none"><li>• Parent education opportunities</li></ul>

<ul style="list-style-type: none"> <li>• Basics around emotions/support with and help to identify needs</li> <li>• Accessing safe and caring adults</li> </ul>	<ul style="list-style-type: none"> <li>mental health needs of students           <ul style="list-style-type: none"> <li>• The need to communicate a clear process for students to access adult support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Education on supporting the needs of their child(ren)</li> </ul>
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## Assessment and Decision Making

A recommendation provided by the CAREI team is to ensure a data structure that provides an MTSS Early Warning System that includes information obtained from the universal screening tools. This early warning system will help district and building staff identify and monitor student needs. An early warning system includes standardized and classroom assessment performance, grades, attendance, discipline, and social and emotional data. This system allows staff to identify students in need of more time and support in order to respond with interventions and monitor student progress over time.

As a result of this early warning system recommendation, a committee was assembled that includes a principal from elementary, middle, and high school as well as district administrators from the Teaching and Learning and Technology Departments. The team is focusing on specific criteria to evaluate multiple vendors who presented to the team on March 3, 2023. Upon conclusion of the vendor presentations, the team will make recommendations regarding which product best meets the District's needs for an early warning system. Additional follow-up presentations may be scheduled with the vendor(s).

The tools considered to support Minnetonka's early warning system will be measured on five criteria:

- Ease of Use
- Progress Monitoring
- Data Warehouse
- Visualizations
- Support Availability

The criteria listed as *Ease of Use* refers to the degree to which users can navigate the tool efficiently. It is important for staff to be able to efficiently navigate this potential tool in order to support the effectiveness of the tasks to be completed. In addition, the tool must be able to support *Progress Monitoring* in that the vendor will demonstrate the degree to which the system allows users to effectively track student data related to the early warning system indicators as defined by the District. Third, the product's ability to support data analysis through its *Data Warehouse* feature is important for determining the degree to which data can be automated and gathered from the Skyward/Schoology/MAST system. Additionally, the software will need to support the work of PLCs at the building level and ensure that common assessment data and multiple school data analysis can be made at a District level. The *Visualization* of the data are also essential criteria to be addressed, as users need to quickly and effectively be able to understand multiple data points based on the District's data protocol. Lastly, customer support

is important and, as a result, it was deemed that *Support Availability* should be addressed by the vendors. The vendors will need to demonstrate their ability and process for providing support to all staff as needed during and after implementation.

## **Multi-level Instruction**

Tier 1 instruction includes standards-based and differentiated academic, social and emotional instruction for every student as a necessary foundation for a quality MTSS framework. As the health and language arts curriculum reviews progress this year, review teams will continue to identify effective practices and resources to support instruction. In addition, professional learning at the building level has focused on developing and deepening teachers' understanding of a multi-tiered system of supports, with an emphasis on Tier 1 instruction, intervention and extension.

## **Professional Development**

Sites who were not able to participate on November completed the MTSS Foundations with CAREI through staff meetings in December and January. The goal of this workshop was to provide a shared understanding of the core elements of the MTSS framework. Dr. Gibbons shared the overview of MTSS, the quality components of Tier 1 instruction and reinforced the role of the collaborative PLC team.

## **Site Specific**

Because all teachers have the foundational understandings of MTSS, sites were then able to begin to differentiate their professional learning for their teachers. To support Tier 1 instruction and Tier 1 intervention and extension, teachers at each K-12 site have participated in professional learning at the site level. Principals leveraged the February 17 early release as well as staff meetings and additional optional learning sessions. These sessions were a collaborative effort between the site professional learning chairs and site administrators.

- District: Language Live: Tier 1 Literacy (November); Crisis Prevention Institute (CPI) - monthly
- Clear Springs Elementary: MTSS Foundations (December); English Language Learners; Behavior Strategies to Support All Students; Mental Health & De-escalation strategies (February)
- Deephaven Elementary: WIN Time [What I Need] (February)
- Excelsior Elementary: Calm Classroom (December); Advanced Learning Programs and MTSS; English Language Learners; Literacy Interventions K-2 and Literacy Interventions 3-5; Behavior Expectations; Social Thinking (February)
- Groveland Elementary: MTSS Foundations (December); De-escalating Strategies (February)
- Minnewashta Elementary: Tier 1 Math Interventions-101 (November, January); Progress Monitoring 101 (December);
- Scenic Heights Elementary: MTSS Deep Dive - Tier 1, 2, and 3 in English and Immersion (February)

- Minnetonka Middle School East:
- Minnetonka Middle School West: Nonfiction Signposts Reading Strategies;
- Minnetonka High School: MTSS Foundations for Department Chairs (November)

## Social and Emotional Learning (SEL)

The identification and selection of Tier 1 programming for both the K-5 level and 6-12 level continues and is progressing well. The decision was made (through various discussions with stakeholders and the recommendation of CAREI) to explore programming for each level, as it was considered unlikely that there would be a single program that would meet the needs of all students' grades K-12.

Initial work was completed to crosswalk the District's current health curriculum with the Minnesota K-12 SEL standards (which are already aligned with CASEL standards) to determine what might already be addressed within the health curriculum.

Next steps were to clearly delineate and identify capacity in terms of Tier 1 lessons at both the primary and secondary level, with the intention of providing a sequence of lessons from the elementary level to the secondary with a consistent delivery structure.

The SEL team has spent much of this year assessing needs, reviewing the SEL frameworks and considering logistics so that they will ultimately select the framework that is the best fit. The framework will need to complement the existing programming, practices, and structures within Minnetonka Public Schools.

The following key factors will be taken into consideration when identifying priority areas for selecting SEL programming:

- Skill focus
  - Improved positive social behavior
  - Reduced problem behavior
  - Reduced emotional distress
  - Improved identify development/agency
  - Improved school connectedness
  - Improved school climate
  - Improved academic performance
  - Improved SEL skills and attitudes
  - Improved teaching practices
- Instructional methods
- Program components
- Equitable SEL

SEL Leadership Teams have been convened at the elementary and secondary levels to examine District priorities using structured evaluation tools. The purpose of the evaluation is to systematically determine:

- Student needs identified through data
- Current capacity to integrate Tier 1 interventions
- Appropriate instructional methods by level
- Program components that align with District priorities

The information gathered through this evaluation will guide the team in identification of evidence based resources that align with MN and CASEL standards. ensure that the process is comprehensive and the resources align with District needs and priorities.

## **Tier 2 and Tier 3 Resource Evaluation**

The district has partnered with CAREI to perform a comprehensive evaluation of existing resources for Tier 2 and Tier 3. This year, interventionists and administrators have informed the design of tools and methods to collect information regarding reading, mathematics, social, emotional and behavioral interventions. CAREI is currently working with district leadership to finalize these inventory tools and to engage personnel from each building in the MTSS resource mapping process this spring. This data will inform CAREI's evaluation and recommendations for Tier 2 and Tier 3 resources.

Resource evaluation action steps include the following:

- Conduct an intervention inventory across the district in areas of reading and mathematics, as well as social, emotional, and behavioral
- Evaluate whether current interventions are evidence-based
- Identify alternate interventions as necessary
- Ensure that Tier 2 interventions are standardized, delivered by staff trained in the intervention, and group size and dosage needs to be optimal for the age and needs of the students

## **Next Steps:**

Professional learning will continue to be an MTSS focus this spring, summer, and into next fall. Given the School Board's commitment to this goal, professional learning chairs and administrators will identify site specific needs, while the Teaching and Learning team will identify District priorities for all teachers. At the elementary level, it is anticipated that the initial required learning will integrate the District literacy focus with MTSS practices. At the secondary level, it is anticipated that initial required learning will focus on Tier 1 Instruction and Differentiation with an emphasis on Intervention and Extension. At the full district level, PLC or grade level team processes and expectations will continue to be defined and shared.

A learning that has emerged is the need to more clearly delineate the relationship between and among the teams. The work of the Team Structure, the roles, responsibilities and workflow among the Building Leadership Team (BLT), the grade level or PLC teams, and the Student Support Team (SST) will be the focus for further professional learning at each site later this spring. This will lay the foundation for the evolving practices of building SST teams.

Student Support Teams (SST) will engage in professional learning during the summer and into the fall. This SST training will utilize the expertise of the team at CAREI, ensuring an adherence to a problem-solving approach. On-site training and observations at each building are predicted to be part of this professional learning to ensure our SSTs are aligned to research and best practices as well as the CAREI recommendations.

The District will continue to collaborate with the Mental Health Advisory Committee on ways to support the identified District priority areas, including discussion around outreach and strategies to support students over summer break.

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**RECOMMENDATION/FUTURE DIRECTION:**

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

**Submitted by:** *Christine G. Breen*  
Christine Breen, Executive Director of Special Education

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

**Concurrence:** *David Law*  
David Law, Superintendent

**ACTION**

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

**Board Agenda Item X.****Title: Adoption of FY24 Health & Dental Insurance Premiums****Date: March 9, 2023****EXECUTIVE SUMMARY:**

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

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

The Self-Insurance Fund has been very beneficial to both the District and employees. Since its inception, annual premium increases have averaged 3.17% over the first 22 years of the Self-Insurance Fund.

In FY22, the Self-Insurance Fund finished the year with a cash balance of \$12,736,837 and a fund balance after liability accruals of \$10,643,467.

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

As a result, premium levels for FY23 were left at the same level as the prior year for the second year in a row. In FY23, the Self-Insurance Fund is projected to utilize approximately \$1,400,000 of those additional surplus funds to cover all expense of the Fund, in effect “giving back” a portion of the larger-than-normal surplus from Fiscal Years 2020 through 2022.

Looking forward to FY24, medical claims trend (CPI) is projected to increase at 7.4% and pharmacy claims trend is projected to increase by 9.8% according to the Segal Health Plan Cost Trend Survey.

There is also the backdrop of the overall inflation rates for the country which is impacting health care provider costs. Per the Bureau of Labor Statistics, the Calendar Year 2021 inflation rate was 7.0%, and the Calendar Year 2022 inflation rate was 6.5%, so a compounded 13.5% over two

years. Inflation is projected to be “sticky” for calendar 2023 and into calendar 2024, so it will impact the FY24 Self-Insurance Plan Year.

In light of these inflationary pressures, coupled with the fact that health insurance usage is returning to pre-Pandemic levels, the initial CBIZ Actuaries recommendation for health insurance premium increases for FY24 was for a 13% increase to break even for the year.

Several plan options were looked at to see if what impact changes would have on that projected increase. The most productive one is a modest \$10 per prescription copay increase for the Base Plan and VEBA HRA Open Access plan to \$25 for generic prescriptions, \$55 for formular prescriptions and \$95 for non-formulary prescription for projected savings of \$342,334 or 2%. Of note, 93% of all Self-Insurance Fund prescriptions are for generic drugs. This change reduces the projected rate increase to balance FY24 down to 11%.

In light of the fact that there will still be a significant amount of the FY20 through FY22 surpluses remaining after FY23, it is possible to use some of that surplus to moderate the premium increase by approximately 3%. This would entail using approximately \$551,675 of the Self-Insurance Fund reserves that built up from the FY20-FY22 period. The resulting premium increase recommendation is for an 8% premium increase for FY24.

For the Dental Plan, the proposed premium increase is 4%

Rates for FY2024 are proposed as follows:

Base Plan Perform Network	FY23	FY24	Change
Employee	\$727	\$785	\$58
Employee + 1	\$1,235	\$1,334	\$99
Family	\$1,735	\$1,874	\$139
VEBA HRA Plan Open Access	FY23	FY24	Change
Employee	\$672	\$726	\$54
Employee + 1	\$1,144	\$1,236	\$92
Family	\$1,608	\$1,737	\$129
HD HSA Plan Open Access	FY23	FY24	Change
Employee	\$605	\$653	\$48
Employee + 1	\$1,028	\$1,110	\$82
Family	\$1,446	\$1,562	\$116
Smart Care HD HSA Care Lane	FY23	FY24	Change
Employee	\$547	\$591	\$44
Employee + 1	\$929	\$1,003	\$74
Family	\$1,306	\$1,410	\$104
Dental Plan	FY23	FY24	Change
Employee	\$43	\$45	\$2
Family	\$106	\$110	\$4

The Self-Insurance Advisory Committee met on February 15, 2023 to review these options and voted 10-0 to recommend to the School Board that for FY24 medical premiums be increased 8%, pharmacy copays be increased \$10, and dental premiums be increased 4%.

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**ATTACHMENTS:**

CBIZ Actuary Estimates for Medical-Pharmacy and Dental  
Pricing Deccrements for Plan Options  
CBIZ Actuary Rates at 8.0% Medical and 4.0% Dental for FY24

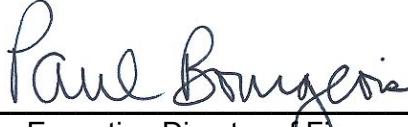
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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the Fiscal Year 2024 Health and Dental Insurance Premiums as presented.

***RECOMMENDED MOTION***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby set Health Insurance Premium rates and Dental Insurance Premium rates for the Self-Insurance Trust Fund for Fiscal Year 2024 at an increase of 8% for Health Insurance Premiums over Fiscal Year 2023 rates and an increase of 4% for Dental Insurance Premium rates over Fiscal Year 2023 rates.*

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

Concurrence:   
David Law, Superintendent

**Minnetonka Independent School District 276**  
**Self-Insurance Advisory Committee**  
**CBIZ Actuary Estimates**  
**8% Medical with \$10 Copay Increase - 4.0% Dental**  
**FY2024 Plan Year**

<b>Medical-Pharmacy</b>	
Revenue at Proposed 8% Premium Increase	\$ 16,638,890
Medical Expenses Projected at 7.4% Trend	\$ 14,206,071
Pharmacy Expenses Projected at 9.8% Trend	\$ 2,922,058
Total Medical-Pharmacy Expenses	\$ 17,128,129
Net Expenses Covered From Self-Insurance Fund Reserves	\$ (489,239)

<b>Dental</b>	
Revenue at Proposed 4% Premium Increase	\$ 1,292,304
Dental Expenses Projected at 4.0% Trend	\$ 1,354,740
Net Expenses Covered From Self-Insurance Fund Reserves	\$ (62,436)

<b>Plan Totals</b>	
Revenues	\$ 17,931,194
Expenses	\$ 18,482,869
Net Expenses Covered From Self-Insurance Fund Reserves	\$ (551,675)
% Expenses Covered From Self-Insurance Fund Reserves	2.98%

## Minnetonka Schools

Pricing Decrements: (Projected  
2023 Funding)

	Base Option 3	VEBA Option 3: (Premiums Reflect HRA Contributions)	HDHP Option 3 (No Change)	HDHP SmartCare Option 3 (No Change)
<b>MEDICAL TYPE OF PLAN:</b>	PHYSICIAN/HOSPITAL PPO	PHYSICIAN/HOSPITAL PPO	PHYSICIAN/HOSPITAL PPO	PHYSICIAN/HOSPITAL PPO
<b>IND/FAM DEDUCTIBLE:</b>	IN: \$500 /\$1,000 / \$1,500 OUT: \$3000 /\$6,000 / \$9,000	IN: \$1,750 /\$2,500 / \$3,250 OUT: \$3000 /\$4,500 / \$6,000	IN: \$3,500 /\$5,000 / \$6,500 OUT: \$7000 /\$10,000 / \$13,000	IN: \$3,500 /\$5,000 / \$6,500 OUT: \$10500 /\$15,000 / \$19,500
<b>IND/FAM COINSURANCE:</b>	IN: 30% OUT: 40%	IN: 30% OUT: 40%	IN: 30% OUT: 40%	IN: 30% OUT: 50%
<b>IND/FAM OUT OF POCKET: (INCLUDES DEDUCTIBLE )</b>	IN: \$1750 /\$2,350 / \$3,500 OUT: \$6000 /\$12,000 / \$18,000	IN: \$3,500 /\$5,000 / \$6,500 OUT: \$6,000 /\$8,000 / \$10,000	IN: \$6,750 /\$10,000 / \$13,000 OUT: \$14,000 /\$20,000 / \$26,000	IN: \$6,750 /\$10,000 / \$13,000 OUT: \$20,250 /\$30,000 / \$39,000
<b>PREVENTIVE SERVICES</b>	Covered in Full	Covered in Full	Covered in Full	Covered in Full
<b>PHYSICIAN OFFICE SERVICES (PCP)</b>	\$30 then Deductible	30% after Deductible	30% after Deductible	30% after Deductible
<b>PHYSICIAN OFFICE SERVICES (SCP)</b>	\$30 then Deductible	30% after Deductible	30% after Deductible	30% after Deductible
<b>EMERGENCY ROOM</b>	\$300 Copay	30% after Deductible	30% after Deductible	30% after Deductible
<b>MRI &amp; CT SCANS</b>	30% after Deductible	30% after Deductible	30% after Deductible	30% after Deductible
<b>OUTPATIENT HOSPITAL SERVICES</b>	30% after Deductible	30% after Deductible	30% after Deductible	30% after Deductible
<b>INPATIENT HOSPITAL SERVICES</b>	30% after Deductible	30% after Deductible	30% after Deductible	30% after Deductible
<b>PHARMACY:</b>	\$25/\$55/\$95 2x Mail; 20% to \$500 Specialty	\$25/\$55/\$95 2x Mail; 20% to \$500 Specialty	30% after Deductible	30% after Deductible

**Minnetonka Independent School District 276**

**Self-Insurance Advisory Committee**

**CBIZ Actuary Estimates**

**8% Medical with \$10 Copay Increase - 4.0% Dental**

**FY2024 Plan Year**

Plan	FY23	FY24	\$ Change
Base Perform Network Single	\$727	\$785	\$58
Base Perform Network E+1	\$1,235	\$1,334	\$99
Base Perform Network Family	\$1,735	\$1,874	\$139
VEBA HRA Open Access Single	\$672	\$726	\$54
VEBA HRA Open Access E+1	\$1,144	\$1,236	\$92
VEBA HRA Open Access Family	\$1,608	\$1,737	\$129
HSA Open Access Single	\$605	\$653	\$48
HSA Open Access E+1	\$1,028	\$1,110	\$82
HSA Open Access Family	\$1,446	\$1,562	\$116
HSA SmartCare Single	\$547	\$591	\$44
HSA SmartCare E+1	\$929	\$1,003	\$74
HSA SmartCare Family	\$1,306	\$1,410	\$104
Dental Single	\$43	\$45	\$2
Dental Family	\$106	\$110	\$4

**Prescription Copays**

	Prescription Copays
Base Perform Network	\$25/\$55/\$95 2x Mail 20% to \$500 Spcty
VEBA HRA Open Access	\$25/\$55/\$95 2x Mail 20% to \$500 Spcty
HSA Open Access	30% After Deductible
HAS SmartCare	30% After Deductible

## **APPROVAL**

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

### **Board Agenda Item XI.**

**Title: Approval of 2022-23 MCE Revised Budget**

**Date: March 9, 2023**

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#### **EXECUTIVE SUMMARY:**

Minnetonka Community Education continually monitors revenue and expenses throughout the year, and typically makes mid-year budget adjustments in revenue and expense projections after the first 6-7 months of the year.

The original MCE budget is annually put together in the spring of the year and presented to the School Board in May and June.

Since the original budget was approved, MCE had the need for increased expenditures in general supplies, classroom supplies, equipment, and miscellaneous needs. Those increases were due in part to the installation of the new MCEC playground, the purchase and installation of a new MCEC gym climbing wall, 20 new hallway cubbies, and a growth in students in Explorers. Additionally, overall participation in MCE has been very good so far this year which affects both sides of the ledger.

The bottom line for 2022-23 has closed nicely with this revised budget. Originally, MCE was looking at a loss of \$235,112. Thanks to increased participation and other savings in MCE, this loss is now expected to be \$50,520. This one-year projected loss of \$50,520 for 2022-23, will be absorbed by the existing MCE fund balance.

The MCE Revised Budget indicates the following changes:

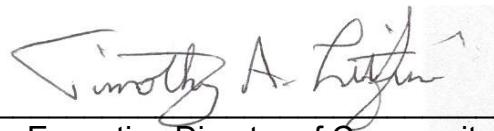
- Revenue: An increase of \$1,423,102 in revenue is anticipated in the revised budget proposal compared to the original budget.
- Expense: Extra expenditures of \$1,238,510 are anticipated in the revised budget proposal compared to the original budget.

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**RECOMMENDATION/FUTURE DIRECTION:**

That the School Board approve the 2022-23 MCE revised budget.

**Submitted by:** \_\_\_\_\_



Tim Litfin, Executive Director of Community Education

**Concurrence:** \_\_\_\_\_



David Law, Superintendent

## **CONSENT**

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

### **Board Agenda Item XII.**

**Title: Resolution Pertaining to Consent Agenda**

**Date: March 9, 2023**

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#### **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, they should request, at the beginning of the meeting, that the item be placed on the regular agenda (during Agenda Item III: Adoption of the Agenda).

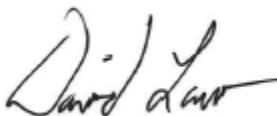
The following are the recommendations included within the Consent Agenda for March 9, 2023:

- a. Minutes of February 9, 2023 Regular Meeting and March 2, 2023 Closed Session
  - b. Study Session Summary of March 2, 2023
  - c. Payment of Bills
  - d. Recommended Personnel Items
  - e. Gifts and Donations
  - f. Electronic Fund Transfers
  - g. Approval of Board Member's Work Assignment
  - h. Approval of Group Life and Long-Term Disability Contract Renewal
  - i. Approval of Stormwater Maintenance Agreement for MMW with City of Chanhassen
- 

#### **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 XII. a**

**Title: Meeting Minutes**

**Date: March 9, 2023**

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**OVERVIEW:**

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

1. February 9, 2023 Regular Meeting
  2. March 2, 2023 Closed Session
- 

**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 February 9, 2023 Regular Board Meeting**

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, February 9, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Patrick Lee-O'Halloran, Mike Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio. Absent: Mark Ambrosen and Katie Becker. The meeting was also livestreamed on the District's YouTube channel.

Prior to the meeting, the Board recognized, via a video, Minnetonka Theatre Spotlight Award Honorees, MHS Honored Artists, Debate State Qualifiers, and DECA State Qualifiers.

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

**1. AGENDA**

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

**2. SCHOOL REPORT: SCENIC HEIGHTS**

Scenic Heights Principal Joe Wacker and Assistant Principal Nicole Snedden showed a video depicting "A Day in the Life of a Chinese Immersion Kindergartener." They also updated the Board on when and what interventions are implemented when Chinese Immersion students are below proficiency in English.

**3. COMMUNITY COMMENTS**

Chairperson Wagner 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. APPROVAL OF APPLE LAPTOP LEASE PURCHASE AGREEMENT**

Executive Director of Technology Mike Dronen led the discussion. By way of background, he explained that on May 31, 2018, the School Board approved a Master Lease Purchase Agreement with Apple, Inc. for the three-year lease purchase of iPads. The Master Lease Purchase Agreement was set up so that subsequent lease purchase agreements for iPads or other Apple products could be added to the Master Lease Purchase Agreement as a new schedule of documents.

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

The same rationale and economics applies to the Apple MacBook laptops that are used by the staff at Minnetonka High School. At this time, the District is proposing to lease purchase 210 Apple MacBook Air laptops and operating system support on the same three-year lease purchase rotation. The lease cost of the MacBooks will be \$234,048.27 or \$1,114.52 per unit to be paid over three years. Given the current interest rate environment, Apple is offering these units to the District at a total all-in rate equivalent to 1.773% interest.

Three payments will be made from the Capital Projects Fund as follows:

07/10/2023	\$78,016.09
07/10/2024	\$78,016.09
07/10/2025	\$78,016.09

Later this fall after they have been collected and catalogued, the District will be selling approximately 200 “retiring” MacBooks in a reverse auction to bring in revenue to partially offset a significant amount of the purchase price of the new tranche of MacBooks. A query of vendors have indicated that each laptop being sold will generate revenue in the range of \$500-\$510. Any sale proceeds will be deposited back into the Capital Projects Fund.

Remucal 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 approve the lease purchase of 210 Apple MacBook Air laptops and operating system support in the amount of \$234,048.27, and,*

*BE IT FURTHER RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve the Master Lease Purchase Agreement, Exhibit 1, and Exhibits A-G and authorizes Administration to execute the necessary lease-purchase contract documents to complete the acquisition of the MacBook Air laptops and operating system support in time for deployment of the equipment for the start of the Fiscal Year 2024 School Year on September 5, 2023.*

Upon vote being taken thereon, the motion carried unanimously.

## **5. ADOPTION OF SELF-INSURANCE FUND THIRD PARTY ADMINISTRATOR**

Executive Director of Finance and Operations Paul Bourgeois led the discussion. The Self-Insurance Fund is required by Minnesota statute to request proposals for Third-Party

Administrator (TPA) services every two years, with up to three one-year extensions with the agreement and approval of the largest bargaining unit.

It is important to note that requesting proposals for Third Party Administrator services is a solicitation for professional services, rather than asking for bids on an identical product. With a bid process, the bid solicitor is required to take the low bid meeting specifications. With a request for professional services, each professional organization's service is considered a unique product, so the solicitor may select the service provider based on the whole of factors considered, and not just the price quoted.

Third Party Administrator Services make up a very small part of the overall expenses of the Self Insurance Fund, typically accounting for approximately 5% of annual total expenses. TPA fees are one component of the analysis to select a third-party administrator, with other features and value-added options making up most of the criteria.

In addition to administering claims, the Self-Insurance Fund will typically overlay its plan onto existing networks of the Third-Party Administrator, so the networks available to accommodate the Self-Insurance Fund's plans are a very critical component to the overall evaluation process in selecting a Third-Party Administrator.

Another important factor is discount levels for services. Third Party Administrators can provide deeper discounts to claims for services at health facilities owned by the Third-Party Administrator. Accordingly, employee choice in selection of primary care facilities and hospital care facilities are very important because the deeper discounts at Third Party Administrator-owned facilities will result in the lowest overall cost of care to the Self Insurance Fund. Inherent within this component is the analysis of provider disruption to members.

Prior to FY13, most of the plan members were enrolled in the Base Plan, which had open access to all providers. This plan was a very good plan for the member, but it is also the most expensive plan. A relative few were enrolled in the VEBA-HRA plan with a high deductible. In FY13 there was a spike in high-dollar-claims (such as cancers). This necessitated a mid-year 15% premium increase to ensure the fund had a positive Unassigned Fund Balance at the end of the year.

After that year, many changes have been recommended to the Self-Insurance Committee and enacted by the School Board that made the VEBA-HRA plan more attractive to members and added two HSA high-deductible plan options. Included in those changes were one that made the Base Plan no longer open access by moving Mayo Clinic and Hazelden Clinic out of the Base Plan network.

The various changes have moved enrollment to 60% in the VEBA-HRA and HSA plans, and 45% remaining in the Base Plan. As the Base Plan typically has a loss ratio at-or-above 100% of the premium contributions of the members choosing the base plan, and the VEBA-HRA and HSA plans typically have a loss ratio low enough to cover their costs, cover the plan administrative costs, and cover any Base Plan expenses over a 100% Base Plan loss ratio, the fund has been very stable.

Continuing to make the VEBA-HRA and HSA plans more attractive to District employees by having lower premium and open access compared to the Base Plan is a critical component of the future financial success of the Self-Insurance Fund. The variety of plan offerings enable it to continue forward with average premium increases in years of normal claims activity in the 3.2%-3.5% range as has been its history because it incents staff to move to the lower cost plans over time.

In Minnesota, there are four entities that make up the Third-Party Administrator Market:

Blue Cross Blue Shield of Minnesota  
HealthPartners  
Medica  
United Healthcare

Of these providers, all but United Healthcare have served for periods of time as the Third-Party Administrator for the Self-Insurance Fund, with HealthPartners being the current TPA provider. Requests for quotes were sent to all four TPA providers. Quote packets were received from Health Partners, and United Health Care. The District works with CBIZ Consulting as advisors to the Self Insurance Fund and for all other insurance work such as long-term disability and group life insurance. CBIZ assisted the District with the analysis of the three proposals.

A summary of the results of the three key factors for the proposals are as follows:

#### Estimated Fee Proposal

- HealthPartners proposed a fee estimated at \$846,285 the first year and \$939,383 the second year plus a cap of 9% on any potential stop loss increase the second year.
- United Healthcare proposed a fee estimated at \$1,546,957 the first year and \$1,546,957 plus stop loss insurance increase the second year.

#### Overlaying Current Plan Offerings on Proposer TPA Networks

- Health Partners' proposal would keep all plans in their current categories regarding open access, with the Base Plan continuing as restricted access and the VEBA-HRA plan and HSA plans continuing as open access – this would allow for continuing the incentivizing of movement to the lower cost plan to increase those percentages above 60% over time.
  - The lowest cost limited primary care access network (SmartCare) used by 12 persons is replaced with Select.
- United Health Care's proposal would place the restricted-access Base Plan, open access VEBA-HRA and open access HSA into the UHC Open Access network - it would move the high-cost Base Plan into open access, which would disincentivize the use of VEBA-HRA plan and HSA Plans
  - The lowest cost limited primary care access network (Core ACO) for the \$3,000 limited primary care access HSA is competitive in terms of locations (3)

## Service Discounts

- As previously stated, Third Party Administrators will offer deeper discounts on health care prices for claims that come through the facilities that they own. These can run in the high-six-figure range and possibly more during the year. The largest provider of primary care and additional care to members of the Self Insurance Fund in FY23 through December 2022 is Park Nicollet-Health Partners, which handles approximately 64% of all claims of the Self Insurance Fund.
  - The next largest provider is Ridgeview Clinics, which handles 14% of all claims, followed by Infinite Health Collaborative 7% and Lakeview Clinic 6%.
- Health Partners owns Park Nicollet facilities. Health Partners gives discounts on claims of services from Park Nicollet facilities, which typically are running \$125,000-\$135,000 per year in normal years. (Through December 2022 the total for FY23 was \$91,294.) These discounts, termed Shared Savings by HealthPartners, are equal to approximately 12%-17% on an annual basis, in effect resulting in the Self-Insurance Fund receiving Third Party Administrator Services from HealthPartners at 83%-88% of the total proposed fees.

After analyzing all the factors, the Self-Insurance Advisory Committee at their meeting on January 30, 2023 on a vote of 8-0 is recommending to the School Board that the School Board retain HealthPartners as the Third-Party Administrator for the Self-Insurance Fund for fiscal years 2024 and 2025.

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

### ***RECOMMENDED MOTION***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve HealthPartners as the Third-Party Administrator for the Self-Insurance Fund for fiscal years 2024 and 2025.*

Upon vote being taken thereon, the motion carried unanimously.

## **6. APPROVAL OF BID FOR GROVELAND RUNNING TRACK REPAVING**

Mr. Bourgeois presented this item to the Board. As part of the rolling Long-Term Facility Maintenance 10-Year Plan, repaving of the Groveland running track is budgeted for summer 2023. As part of the project, the track will be widened to allow for the track to be used as an auto queue during drop-off and pick-up times.

The budget estimate for the project is \$405,000. Bids were opened at 1:00 PM on Thursday, January 26, 2023. Six bids were received for the project as follows:

Minger Construction Company, Inc.	\$378,750.00
Bituminous Roadways, Inc.	\$393,490.00
Minnesota Roadways Company	\$423,980.00

Peterson Companies, Inc.	\$432,032.00
G Urban Companies, Inc.	\$462,000.00
Meyer Contracting, Inc.	\$510,026.77

It is recommended that the School Board accept the low bid of Minger Construction Company, Inc. in the amount of \$378,750.00 for repaving of the running track at Groveland Elementary School in summer 2023.

Lee-O'Halloran moved, Remucal 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 Minger Construction Company, Inc. in the amount of \$378,750.00 for repaving of the running track at Groveland Elementary School in summer 2023.*

Upon vote being taken thereon, the motion carried unanimously.

7. **APPROVAL OF BID FOR MMW PARKING LOT, BUS CORRAL AND DRIVEWAY RECONFIGURATION**

Mr. Bourgeois led the discussion. He began by saying that in order to increase traffic and pedestrian safety at Minnetonka Middle School West, a project to reconfigure the parking lot, bus corral and driveway and mill and overlay the entire area is scheduled for summer 2023.

The reconfiguration will eliminate the auto queue on Highway 41 that can back up as much as 1,600 feet from the drop off point on the campus, down the driveway and to the shopping center driveway to the north. The reconfiguration will result in a 2,100-foot auto queue that is contained on the campus of MMW, thereby eliminating the safety hazard of cars queued up in the driving lanes of Highway 41.

The reconfiguration will also eliminate students crossing between buses in the bus corral to get to parent autos in the auto parking lot, and eliminate students crossing between auto and special education bus traffic to get to some of the buses under the current configuration. Students will be able to get to all vehicles – buses, autos in the auto lot, or autos in the queue, without passing in front of any vehicles. The whole area of the reconfiguration will receive a mill and overlay of new pavement.

The budget estimate for the project is \$1,335,000 of which \$450,000 is the cost of reconfiguration and will be paid for out of the 2023A COP bond proceeds, and \$885,000 is for the mill and overlay and will be paid for out of Long-Term Facility Maintenance funds.

Bids were opened at 1:30 PM on Thursday, January 26, 2023. Six bids were received for the project as follows:

Bituminous Roadways, Inc.	\$1,274,605.00
Valley Paving, Inc.	\$1,358,503.16

MM Miller Brothers Excavating, Inc.	\$1,416,000.00
Meyer Contracting, Inc.	\$1,450,733.78
Peterson Companies, Inc.	\$1,495,500.00
G Urban Companies, Inc.	\$1,592,000.00

Selinger 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 Bituminous Roadways, Inc. in the amount of \$1,274,605.00 for reconfiguration of the Minnetonka Middle School West parking lot, bus corral and driveway in summer 2023.*

Upon vote being taken thereon, the motion carried unanimously.

## 8. **CONSENT AGENDA**

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

- Minutes of January 12, 2023 Regular Meeting
- Study Session Summary of January 26, 2023
- Payment of Bills – in the sum of \$12,626,737.55.
- Recommended Personnel Items
- Gifts and Donations for January 2023: \$5,491.00 from the Deephaven PTA to be placed in the Deephaven Elementary Birthday Books Fund. \$140.00 from Jessica Cossalter, \$34.65 from Rebecca Weaver, and \$99.00 from Cheryl Knaut, all to be placed in the Minnewashta Elementary School Principal Discretionary Fund. \$428.50 from the American Online Giving Foundation, \$120.00 from MightyCause Charitable Foundation, and \$126.00 from the Blackbaud Giving Fund, all to be placed in the Groveland Elementary School Principal Discretionary Fund. \$250.00 each from the Minnetonka Skippers Booster Club, to be donated to the following MHS Clubs: Archery Club, Crochet for Charity Club, DECA Club, Design & Lettering Club, Latin Club, Letter of Love Club, Tonka Breezes Club, Medical Exploration Club, Tonka Serves Steering Committee, and Imagine Service Club. \$48.62 from Brent Rickenbach, \$148.50 from Nadia Hasan, \$89.10 from Kristi Nokken-Hollands, and \$94.94 from the American Online Giving Foundation; all to be placed in the Scenic Heights Elementary School Principal Discretionary Fund. \$20.00 from Target c/o Cyber Grants, LLC to be placed in the Deephaven Elementary Principal Discretionary Fund. \$45.00 from MightyCause Charitable Foundation to be placed in the Clear Springs Elementary Principal Discretionary Fund. \$300.00 from the Groveland PTO and \$300.00 from the MMW PTO, both to be placed in the MME Community Night Fund. \$100.00 from Jimmie Snead, \$100.00 from Bobby & Frankie Hogue, and \$120.00 from Zvago Cooperative of Glen Lake; all to be placed in the Minnetonka Community Education Fund. \$9,700.00 from Cambria Co, LLC to be placed in the MHS Theater Fund. \$5,445.44 from the Girls Soccer Booster Club, \$5,500.00 from the Minnetonka Girls Basketball Association, \$4,065.99 from the Minnetonka Volleyball Booster Club, \$12,765.33 from the Minnetonka Hoops Booster Club, Inc.,

\$40,302.50 from the Minnetonka Touchdown Club, and \$4,807.38 from the Minnetonka Track & Field and Cross-Country Association, all to be placed in the MHS Athletic Funds for Assistant Coach Pay. \$4,095.00 from the Kopp Family Foundation to be placed in the Minnetonka Preschool & ECFE Scholarships Fund. \$1,500.00 from the Kopp Family Foundation to be placed in the MHS Random Acts of Kindness Fund. \$1,000.00 from the Minnetonka Lions Club to be placed in the MHS Scholarships Fund. \$2,467.50 from the Groveland PTO to be placed in the Groveland Elementary School Enrichment Fund. \$489.95 from the Groveland PTO to be placed in the Groveland Elementary School Read-a-thon Prize Fund. \$1,000.00 from the CVS Health Foundation to be placed in the MHS Robotics Team Fund. \$495.00 from We Got Game Sports Photography to be placed in the Minnetonka Swim Club Account. Fruit from Lakewinds Co-op and Mandarin oranges from Wonderful Citrus, both to be given to Minnewashta Elementary School. \$2,500.00 from the Anchor Club to be placed in the Minnetonka Swim Account. Switch-activated toys from AbelNet, Inc. to be placed in the Minnetonka Special Education Department. Total Gifts and Donations thus far for 2022-23: \$436,056.18.

- Electronic Fund Transfers
- American Indian Parent Committee Resolution

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

## 9. **BOARD REPORTS**

There were no Board reports this evening.

## 10. **SUPERINTENDENT'S REPORT**

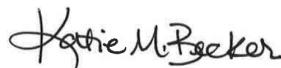
Superintendent Law noted that February is School Board Appreciation Month. He thanked Board members for their service, which, in addition to attendance at Board meetings, includes serving on district committees, attending events and activities in the District, and engaging with their constituents.

## 11. **ANNOUNCEMENTS**

Board member Lee-O'Halloran noted that he and Chairperson Wagner were working to revive the CASE (Citizen Action for School Education) Committee and encouraged members of the public to get involved.

## 12. **ADJOURNMENT**

Vitale moved, Remucal seconded, adjournment at 7:42 p.m. Upon vote being taken thereon, the motion carried unanimously.



Katie Becker, Clerk

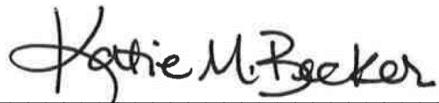
**MINNETONKA INDEPENDENT SCHOOL DISTRICT #276**  
Service Center  
**5621 County Road 101**  
**Minnetonka, Minnesota**

**Minutes of March 2, 2023 Closed Session**

The School Board of Minnetonka Independent School District #276 met in closed session at 4:30 p.m. on Thursday, March 2, 2023 in Room 109 at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Mike Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

Chairperson Wagner called the meeting to order and announced that in accordance with Minnesota Statutes 13D.03, Subd. 1(b), the meeting would be closed to the public in order to conduct the Superintendent's Mid-Year Review. Chairperson Wagner said in keeping with District Policy #205: Open and Closed Meetings, the proceedings would be recorded.

At 5:46 p.m., Becker moved, Ambrosen seconded, that the School Board adjourn the closed session and move to study session. Upon vote being taken thereon, the motion carried unanimously.



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Katie Becker, Clerk

**CONSENT**

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

**Board Agenda Item XII. b**

**Title: Study Session Summary**

**Date: March 9, 2023**

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**OVERVIEW:**

The summary of the proceedings of the Minnetonka School Board's March 2 Study Session is attached. (This meeting was rescheduled from its original February 23 date.)

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**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 March 2, 2023 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, March 2, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio. (Note: This meeting was rescheduled from its original February 23 date.)

Prior to the Study Session, the Board held a closed session to conduct Superintendent Law's mid-year review.

**REVIEW OF VISION VIDEO**

In 2022, the Minnetonka School Board members worked together to update the Board's *Our Vision for the Future* document, which charts a path for the future of the Minnetonka Public School District.

As noted in the *Vision* document, Minnetonka Schools has earned a reputation for excellent teaching, exceptional student achievement and outstanding fiscal management, and the School Board feels that ensuring that this legacy continues is the heart of their job as elected representatives for the District. The Board shared that its vision enables the District to be a world-class, child-centered public school system of which each student, parent, staff member, administrator, alumni and community member can be proud.

*Our Vision for the Future* was published, and copies were distributed to staff members throughout the District and to each school and building to display in their lobbies. An electronic copy is on the District website, and highlights of the document were shared in the District's 2022 Annual Report. The Board tasked the District with creating a companion video of *Our Vision for the Future*, to be shared with new employees and to be housed on the District website as an encapsulated version of the Board's vision.

Executive Director of Communications Dr. JacQui Getty presented a draft of the vision video for the Board's consideration. Board members reacted positively to the mix of students, staff, administrators and Board members in the video.

**REVIEW OF FY24 HEALTH AND DENTAL INSURANCE PREMIUM RECOMMENDATIONS**

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He explained that the District has been self-insured for employee health and dental insurance

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

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

The Self-Insurance Fund has been very beneficial to both the District and employees. Since its inception, annual premium increases have averaged 3.17% over the first 22 years of the Self-Insurance Fund. In FY22, the Self-Insurance Fund finished the year with a cash balance of \$12,736,837 and a fund balance after liability accruals of \$10,643,467.

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

As a result, premium levels for FY23 were left at the same level as the prior year for the second year in a row. In FY23, the Self-Insurance Fund is projected to utilize approximately \$1,400,000 of those additional surplus funds to cover all expenses of the Fund, in effect “giving back” a portion of the larger-than-normal surplus from Fiscal Years 2020 through 2022.

Looking forward to FY24, medical claims trend (CPI) is projected to increase at 7.4% and pharmacy claims trend is projected to increase by 9.8% according to the Segal Health Plan Cost Trend Survey.

There is also the backdrop of the overall inflation rates for the country which is impacting health care provider costs. Per the Bureau of Labor Statistics, the Calendar Year 2021 inflation rate was 7.0%, and the Calendar Year 2022 inflation rate was 6.5%, so a compounded 13.5% over two years. Inflation is projected to be “sticky” for calendar 2023 and into calendar 2024, so it will impact the FY24 Self-Insurance Plan Year.

In light of these inflationary pressures, coupled with the fact that health insurance usage is returning to pre-Pandemic levels, the initial CBIZ Actuaries recommendation for health insurance premium increases for FY24 was for a 13% increase to break even for the year.

Several plan options were looked at to see what impact changes would have on that projected increase. The most productive one is a modest \$10 per prescription copay increase for the Base Plan and VEBA HRA Open Access plan to \$25 for generic prescriptions, \$55 for formulary prescriptions and \$95 for non-formulary prescriptions for

projected savings of \$342,334 or 2%. Of note, 93% of all Self-Insurance Fund prescriptions are for generic drugs. This change reduces the projected rate increase to balance FY24 down to 11%.

In light of the fact that there will still be a significant amount of the FY20 through FY22 surpluses remaining after FY23, it is possible to use some of that surplus to moderate the premium increase by approximately 3%. This would entail using approximately \$551,675 of the Self-Insurance Fund reserves that built up from the FY20-FY22 period. The resulting premium increase recommendation is for an 8% premium increase for FY24. For the Dental Plan, the proposed premium increase is 4%.

The Self-Insurance Advisory Committee met on February 15, 2023 to review these options and voted 10-0 to recommend to the School Board that for FY24 medical premiums be increased 8%, pharmacy copays be increased \$10, and dental premiums be increased 4%.

Board members thanked Mr. Bourgeois for the information. Chairperson Wagner noted that this item would be brought back to the March 9 regular Board meeting for approval.

### **REVIEW OF AMENDED COMMUNITY EDUCATION BUDGET**

Executive Director of Community Education Tim Litfin led the discussion. Minnetonka Community Education continually monitors revenue and expenses throughout the year, and typically makes mid-year budget adjustments in revenue and expense projections after the first 6-7 months of the year. The original MCE budget is annually put together in the spring of the year and presented to the School Board in May and June.

Since the original budget was approved, MCE had the need for increased expenditures in general supplies, classroom supplies, equipment, and miscellaneous needs. Those increases were due in part to the installation of the new MCEC playground, the purchase and installation of a new MCEC gym climbing wall, 20 new hallway cubbies, and a growth in students in Explorers. Additionally, overall participation in MCE has been very good so far this year which affects both sides of the ledger.

Explorers staff increases and related program expenses are one of the largest YOY expenses in this revised budget. The expense of added staff since the time of the original budget is one side of the equation. Also, the Board accepted the recommendation of a market adjustment for Explorers staff effective August of 2022. That market adjustment increase was off cycle with the every two-year Policy 440 agreement. That increase was very necessary to retain and recruit staff due to the increase in inflation in late 2021, throughout 2022, and into 2023.

The CPI has grown considerably the last two years and our expenses at MCE have as well.

- 2021 CPI was 7%
- 2022 CPI was 6.5%

- The CPI for January 2023 was 6.4%

### Participation:

Each year for this report and along with the revised revenues and expenditures, Jenny Bodurka, Molly Bahneman and I analyze registration data and trends. Naturally, we are analyzing registration daily, but in regard to this revised budget process we specifically look and compare YOY registration data.

With a dynamic budget and complex programming like we have at MCE, it is challenging to hit the budget on the mark each year, though we try. It is also hard to predict exact participation. Our predictions are based on Board policy, procedure, innovation, experience, history, as well as strong belief in our community, our staff, our volunteers, and the many new programs and classes we program in MCE each year.

In the first seven months of this school year, participation was up considerably YOY. The growth in that period of time was 11.15%. Project SOAR in particular stood out with a solid increase more than doubling the number of participants from the previous year.

The bottom line for 2022-23 has closed nicely with this revised budget. Originally, MCE was looking at a loss of \$235,112. Thanks to increased participation and other savings in MCE, this loss is now expected to be \$50,520. This one-year projected loss of \$50,520 for 2022-23, will be absorbed by the existing MCE fund balance.

The chart below indicates both the original MCE budget that was approved in June of 2022, as well as the proposed revised MCE budget for Board consideration. These changes are necessary for the reasons listed above.

The MCE Revised Budget indicates the following changes:

- Revenue: An increase of \$1,423,102 in revenue is anticipated in the revised budget proposal compared to the original budget.
- Expense: Extra expenditures of \$1,238,510 are anticipated in the revised budget proposal compared to the original budget.

The budget chart below indicates solid growth in nearly all MCE program areas when you compare the original budget that was submitted in May of 2022, against the revised budget for 2022-23.

The Early Childhood category includes ECFE, Minnetonka Preschool and Early Childhood Screening. The Marketing, Events, Administration, MCEC, and Levy category includes those exact areas. The Youth and Adult categories include all forms of youth and-adult enrichment and recreation except our major MCE events. Non-Public dollars are State Aid dollars. Non-Publics can use them for textbooks, technology, and equipment.

## **MCE Budget and Revised Budget for 2022-23**

MCE Budget	Original Budget			Revised Budget		
	<u>Revenue</u>	<u>Expense</u>	<u>Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Balance</u>
Early Childhood	1,809,440	1,730,719	78,721	1,890,493	1,962,518	(72,025)
Marketing/ Events/ Admin/Levy/ MCEC	644,643	1,366,061	(721,418)	637,320	1,288,489	(651,169)
Youth and Adult	9,017,114	8,609,529	407,585	10,354,250	9,681,576	672,674
Non-Public	47,273	47,273	--	\$59,509	\$59,509	--
<b>Total</b>	<b>11,518,470</b>	<b>11,753,582</b>	<b>(235,112)</b>	<b>12,941,572</b>	<b>12,992,092</b>	<b>(50,520)</b>

Board members thanked Mr. Litfin for the information. Board member Vitale noted how great it was to see Community Education starting to come back after a couple of very tough years. Board member Selinger noted the many and varied offerings in the program, saying that Minnetonka's program is much more robust than surrounding districts.

Chairperson Wagner noted that this item would be brought back to the March 9 regular Board meeting for approval.

### **UPDATE ON IMPACT OF GOVERNOR'S BUDGET PROPOSALS**

Mr. Bourgeois led the discussion. He began by stating that starting with the initiation of Spanish and Chinese Immersion programs at all six elementary schools in FY2008, the District entered an era where enrollment growth averaging 223 students per year generated significant additional revenues that could be expended for the benefit of all district students. Voters also approved significant increases in Operating Referendum Revenue per pupil, including \$436.29 per pupil for FY2009, \$340 per pupil for FY2017,

and \$340 per pupil for FY2020. These two significant additional revenue sources, coupled with State Aid revenues and Local Levy revenues for the various funding formulas that are set annually by the State of Minnesota, resulted in almost two decades of financial stability, with revenues growing at a rate that allowed for the implementation of significant program options for all students that might not have been possible without all of those revenue sources.

With additional Operating Referendum revenue increases capped by State Statute and no longer available for the District to access, and in-person K-12 enrollment capped at approximately 11,100 students, the District has limited options to augment funding over and above the State Aid revenues and Local Levy revenues set annually by the State of Minnesota to fund K-12 education programs. The District has returned to reliance primarily on those annual State-determined funding sources. As a result, the actions of the Legislature and Governor to fund K-12 education, while being very important over the past several decades, have taken on increased importance to Minnetonka Independent School District 276.

The Tonka Online Comprehensive Program can provide a modest contribution of additional revenues if it is economically managed, but absent any statutory changes to increase the Operating Referendum Cap, the District will be reliant on State Aid and Local Levy funding formulas for the foreseeable future.

Fortunately for the District, the State Budget Surplus for the FY24-FY25 Biennium has been projected at \$17.6 billion, which is the highest projected surplus in the history of the State of Minnesota.

As part of the FY23 General Operating Fund Amended Budget process, the District also did a preliminary projection of the FY24-FY28 General Operating Fund. In light of the historic \$17.6 billion projected surplus, the District included projected increases for FY24-FY25 of State Aid increases of 4% on the Basic Formula each year and an increase in the Special Education Cross Subsidy Aid from 6% to 15%. Of note, 4% increases to the Basic Formula for two years was awarded one other time in the last three decades for the FY06-FY07 Biennium, which was after three preceding years of 0% increases.

Under these assumptions, the General Operating Fund was projected to operate at a modest surplus of \$1,096,666 in FY24 equal to 0.7% of expenditures, and a deficit of (\$4,755,035) in FY25 equal to (2.9%) of expenditures.

On January 24, 2023, Governor Walz released his proposed FY24-FY25 Budget. The Governor proposes to increase E-12 funding significantly in the biennium. However, many of the funding proposals are targeted to grants and categorical programs for which Minnetonka ISD 276 does not qualify.

The Governor proposes to increase the Basic Aid formula by 4% - \$275 – in FY24 and 2% \$143 in FY25. Compared to the District's initial projection the District would receive \$1,760,816 less in Basic Aid for FY25. The Governor proposes to increase the Special

Education Cross Subsidy Aid from 6% to 47.3%. Compared to the District's initial projection the District would receive \$2,595,252 more Special Education Cross Subsidy Aid in FY24. The Governor proposes to increase the English Learners as a Second Language by \$51 per pupil, from \$704 to \$755. Compared to the District's initial projection the District would receive \$11,271 more in ELL Aid in FY24.

Under the Governor's Budget Proposal, the General Operating Fund is projected to operate at a surplus of \$3,768,970 in FY24 equal to 2.4% of expenditures, and a deficit of (\$3,843,409) in FY25 equal to (2.3%) of expenditures.

Subsequent to the release of the Governor's proposed FY24-FY25 Budget, the District also produced a "What If" analysis with the sole change from the Governor's proposal being 5% increases in the Basic Aid formula for FY24 and FY25 as is proposed in the first plank of the District's 2023 Legislative Platform.

HF439 and SF448 both propose increases in the Basic Aid formula of 5% for FY24 and 5% for FY25.

Under this "What If" projection that assumes the remainder of the Governor's proposals remain intact, the General Operating Fund is projected to operate at a surplus of \$4,539,985 in FY24 equal to 2.9%, and a deficit of (\$336,810) in FY25 equal to 0.2% of expenditures.

Both Mr. Bourgeois and Superintendent Law noted the importance of Board members, administrators and community members writing/emailing/phoning their elected representatives and letting them know their thoughts. Mr. Bourgeois said that the financial picture for school districts would become much clearer in the next month.

### **BELONGING UPDATE**

Associate Superintendent Dr. Amy LaDue and Director of Teacher Development Sara White led the discussion. The following information was shared with the Board prior to the meeting:

Each year, the School Board establishes actionable goals that align with the vision and direction for the district. The District Goal, Excellence in Student Well-being and Belonging, states that the District will continue to foster and promote positive student well-being and belonging efforts and will identify barriers that have a detrimental effect on students' well-being and sense of belonging.

The importance of relationships was identified as a cornerstone to accomplishing this goal. The purpose of this report is to share student feedback gathered through the Search Institute's Developmental Relationships survey as well as progress in responding to these results and deepening the understanding and implementation of this framework.

## **OVERVIEW**

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

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

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

### **Search Institute Developmental Relationship Framework**

"It's not enough to say that relationships matter. To be actionable, teachable, and measurable, we must specify some of the ways young people interact with others that contribute to their learning, growing, and thriving."

*-Relationships First: Creating Connections That Help Young People Thrive*  
Search Institute, 2017

The Developmental Relationships Framework evolved from the Search Institute's landmark research with more than 5 million youth on Developmental Assets. It consists of five elements expressed in 20 specific actions. The Search Institute created concrete definitions of each element and action (Figure 1). How those actions are expressed and received, however, is unique to each young person and the adult with whom they are in a relationship. Different relationship roles - parents, siblings, program leaders, teachers - contribute different strengths to youth development. No single person can enact each action with each child. The goal of the Developmental Relationships Framework is to ensure that each young person has a "web of positive relationships" so that they may reap the benefits of developmental relationships.

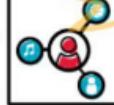
Elements	Actions	Definitions	
Express Care	Show me that I matter to you. 	Be dependable Listen Believe in me Be warm Encourage	<ul style="list-style-type: none"> <li>• Be someone I can trust.</li> <li>• Really pay attention when we are together.</li> <li>• Make me feel known and valued.</li> <li>• Show me you enjoy being with me.</li> <li>• Praise me for my efforts and achievements.</li> </ul>
Challenge Growth	Push me to keep getting better. 	Expect my best Stretch Hold me accountable Reflect on failures	<ul style="list-style-type: none"> <li>• Expect me to live up to my potential.</li> <li>• Push me to go further.</li> <li>• Insist I take responsibility for my actions.</li> <li>• Help me learn from mistakes and setbacks.</li> </ul>
Provide Support	Help me complete tasks and achieve goals. 	Navigate Empower Advocate Set boundaries	<ul style="list-style-type: none"> <li>• Guide me through hard situations and systems.</li> <li>• Build my confidence to take charge of my life.</li> <li>• Defend me when I need it.</li> <li>• Put in place limits to keep me on track.</li> </ul>
Share Power	Treat me with respect and give me a say. 	Respect me Include me Collaborate Let me lead	<ul style="list-style-type: none"> <li>• Take me seriously and treat me fairly.</li> <li>• Involve me in decisions that affect me.</li> <li>• Work with me to solve problems and reach goals.</li> <li>• Create opportunities for me to take action and lead.</li> </ul>
Expand Possibilities	Connect me with people and places that broaden my horizon. 	Inspire Broaden Horizons Connect	<ul style="list-style-type: none"> <li>• Inspire me to see possibilities for my future.</li> <li>• Expose me to new ideas, experiences, and places</li> <li>• Introduce me to more people who can help me grow.</li> </ul>

Figure 1: The Developmental Relationships Framework

The Search Institute developed an example to illustrate the progression of a Developmental Relationship (Figure 2). While no relationship develops in the same way, and while relationships do not develop in a linear fashion, this progression represents a possible evolution of a developmental relationship.

### An Example: A Possible Progression in a Developmental Relationship

Here is an example of how you might think about the growth of a new relationship to becoming, over time, more of a developmental relationship.

For example, “respect me” is listed in the first stage, since this action is often a precursor to appropriate self-disclosure that sets the stage for other actions. This is, of course, only an example. Depending on the circumstances and the relationship, other actions may be appropriate entry points. Thinking about a specific relationship you have, what progression did you experience? If forming a new relationship, how might you focus your attention based on what you know about the young person?

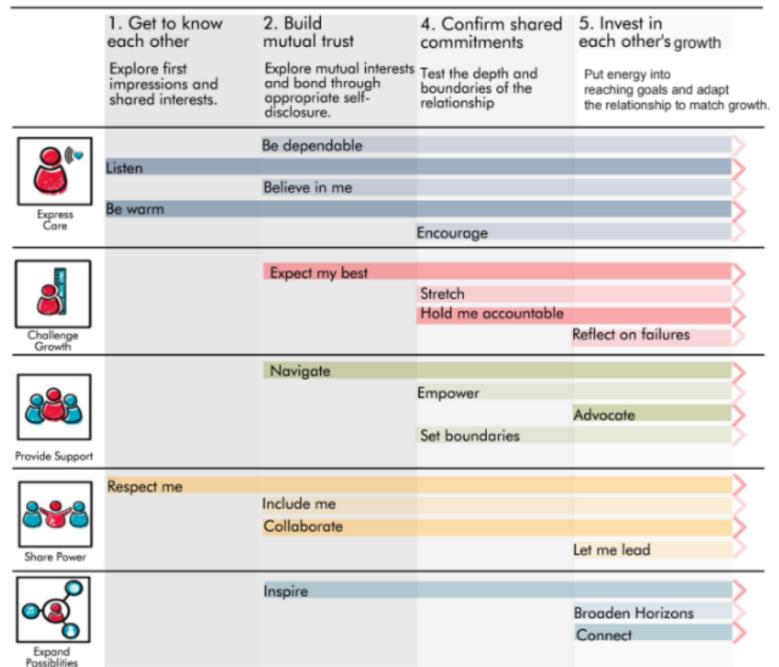


Figure 2: An Example: A Possible Progression in a Developmental Relationship

### Developmental Relationship Survey

The Search Institute’s Developmental Relationships student survey is intended to provide feedback on how students experience developmental relationships. The results of this survey have been the foundation for professional learning in the spring of 2022 and the fall of 2023. The second administration of the survey took place in December of 2022 during the same time frame as the initial survey in 2021.

The survey allowed students to share how they experience the five elements of development relationships (survey questions attached). The information from the survey was intended to help our schools and the District know where we are doing well and where we have opportunities to improve or grow. These data will help us respond to our students’ needs and to plan for next steps in our belonging efforts. Approximately 70% of students in grades 4-12 participated in the voluntary survey. Specific numbers and percentages of participation are in Chart 1.

Certified staff, primarily teachers, took a parallel survey. This survey provides data on the gap between how teachers believe they, as teachers, are expressing developmental relationships when working with students as compared to how students are self-reporting how they are experiencing developmental relationships. Approximately 70% of Minnetonka teachers participated in this survey. Specific numbers and percentages of participation are in Chart 2.

Chart 1: Student Participation in Developmental Relationships Survey by Site

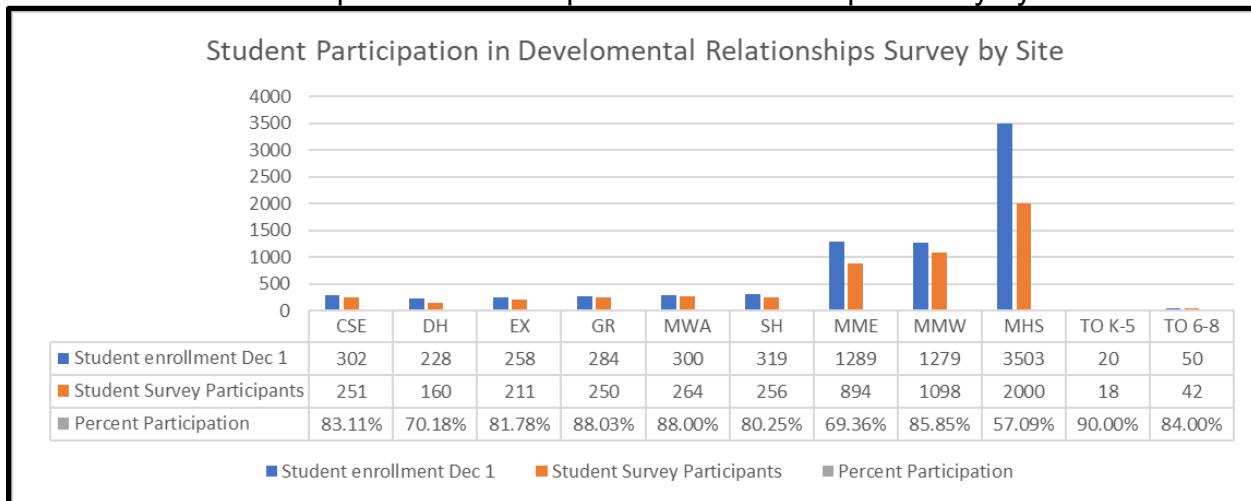
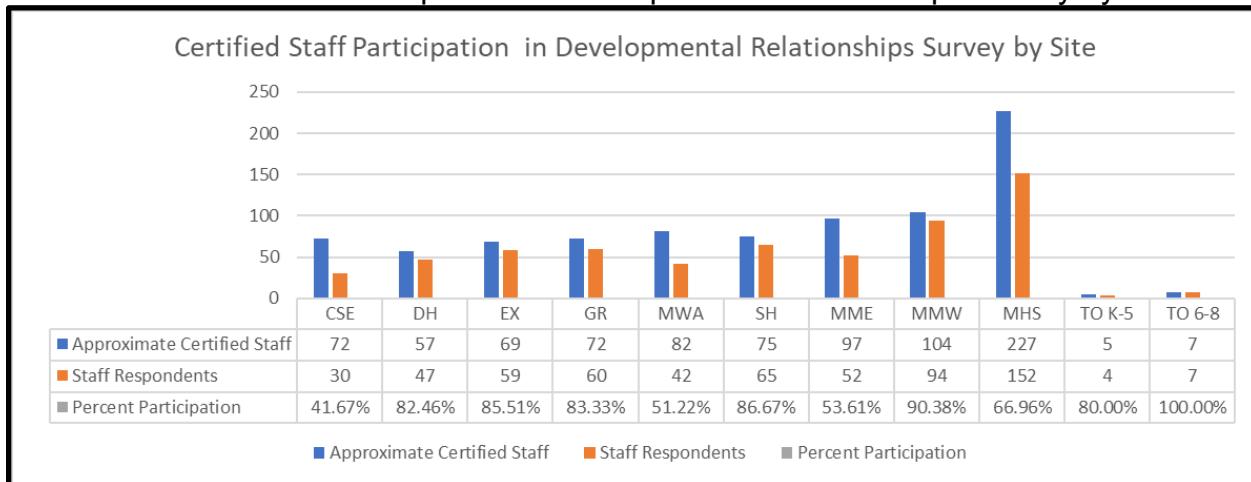


Chart 2: Certified Staff Participation in Developmental Relationships Survey by Site



## Survey Review and Analysis

On January 27, 2023, Manager of Survey Services and Management Strategy at the Search Institute, Justin Ruskopf, met with building and district administrators to share district level data, themes, and trends with survey results. Three outcomes were identified for the session:

1. Understand what the Developmental Relationships Survey measured in 2022 compared to 2021.
2. Understand the district-level results and how to interpret and use them.
3. Build familiarity with the platform in order to investigate individual school results.

To understand the survey results, it is important to understand how survey items scores are determined. Each survey item has four response choices, scored on a scale from 1-4. The options were:

A Little Like My Teachers	Somewhat Like My Teachers	Mostly Like My Teachers	Extremely Like My Teachers
------------------------------	------------------------------	----------------------------	-------------------------------

Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula  $((x-1)*100)/3$  to assist with interpretation. Scores are then reported in three levels: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores of 33.33-66.67 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). This practice identifies areas where young people are either particularly high or low, which may not always be evident from the average score.

As noted in the figure below, students in Minnetonka largely report strong or moderate developmental relationships with their teachers. While the feedback is considered very strong according to Search Institute standards, Minnetonka administrators and teachers will continue to strive to ensure that each student experiences developmental relationships.

Level	Strong	Moderate	Weak
Elementary	64%	34%	2%
Middle	41%	53%	6%
High	41%	52%	7%

Figure 3: Developmental Relationships Strengths by Level

Themes emerged as to the strengths of relationships between Minnetonka teachers and their students, as well as opportunities to strengthen relationships. Relationships are a strength across the District. Because Minnetonka is starting from a place of strength, large movement in student experiences as reflected in the survey results would not be expected. District trends and where experiences differed were reviewed.

The Developmental Relationship action strengths were consistent across all levels. These strengths come from four of the five elements. They were:

- **Expect My Best.** This action is from the “Challenge Growth” element and is defined as “Expect me to live up to my potential.”
- **Respect Me.** This action is from the “Share Power” element and is defined as “Take me seriously and treat me fairly.”
- **Set Boundaries.** This action is from the “Provide Support” element and is defined as “Put limits in place that keep me on track.”

- **Be Dependable.** This action is from the “Express Care” element and is defined as “Be someone I can trust.”
- **Hold Me Accountable.** This action is from the “Challenge Growth” element and is defined as “Insistent I take responsibility for my actions.”

Two of the greatest opportunities to strengthen developmental relationships were also consistent across levels:

- **Inspire.** This action is also from the “Expand Possibilities” element and is defined as “Inspire me to see possibilities for my future.”
- **Connect.** This action is from the “Expand Possibilities” element and is defined as “Introduce me to people who can help me grow.”

While it may be tempting to focus energy on the actions with the greatest potential to improve, that may not be the right decision. Mr. Ruskopf suggested that administrators consider concentrating their efforts this spring on actions that may be foundational lower ranked actions. For example, the actions of “Listen” and “Be Warm” from the Express Care element may be foundational for the actions of “Inspire” and “Connect” in the Expand Possibilities element.

As noted previously, certified staff, largely teachers, completed a parallel survey to identify the gap in teacher perception of how they are expressing developmental relationships with how children are experiencing developmental relationships. The narrowest gaps were strengths from both perspectives: Expect My Best and Set Boundaries each with a 3% difference in perspectives. Actions with larger gaps will be opportunities for administrators to learn more. For example, 100% of staff reported that they perceive that they are expressing that they believe in their students. Of student respondents, 77% of students agreed to the statement “My teachers do things that make me feel like I matter.” In responding to this result, individual teachers may ask their students to share insights. Additionally, building leaders may ask focus groups of students to unpack some of the survey items with lower ratings or larger gaps to better understand the student perspective as well as to develop action steps to respond to student feedback.

For context, as a part of the Search Institute’s foundational research, they conducted a survey of nearly 15,000 young people and 700 adults. While 83% of the adults who participated reported being intentional about building developmental relationships with young people, only 46% of the young people reported experiencing developmental relationships with adults.

(Search Institute, <https://info.searchinstitute.org/developmental-relationships-help-young-people-thrive>, 2023)

## **Responding to the 2022 Survey Results**

Minnetonka Public Schools began its work with the Search Institute in the winter of 2021 through the lens of professional learning. All staff participated in this initial learning which focused on establishing a shared/common understanding of each of the five elements of

the Developmental Relationships Framework. Subsequent learning focused on how to be intentional with creating developmental relationships and being inclusive to ensure each student experiences developmental relationships. These learning experiences provided the foundation for Minnetonka teachers prior to the first survey deployment in November/December of 2021.

On the transition day between semesters, January 24, 2022, building and district administrators worked with Mr. Ruskopf of the Search Institute to begin unpacking the results of the first survey. The professional learning sessions on February 18, 2022 were tailored to each level (elementary, middle, high school). Dr. Benjamin Houlberg, CEO of the Search Institute, introduced the survey results for each level in his presentation, "Creating Thriving Spaces: Cultivating Relationships and a Sense of Belonging." The second hour of learning was led by building administrators to reflect on their specific survey results. Following these learning opportunities, administrators and staff initiated actions to better understand and respond to the student perceptions of the relationships they were experiencing.

In June of 2022, equipped with one year of survey results, the Search Institute guided District and site leadership teams in a full day of "Moving from Data to Insights and Practice." The goals for that day were to:

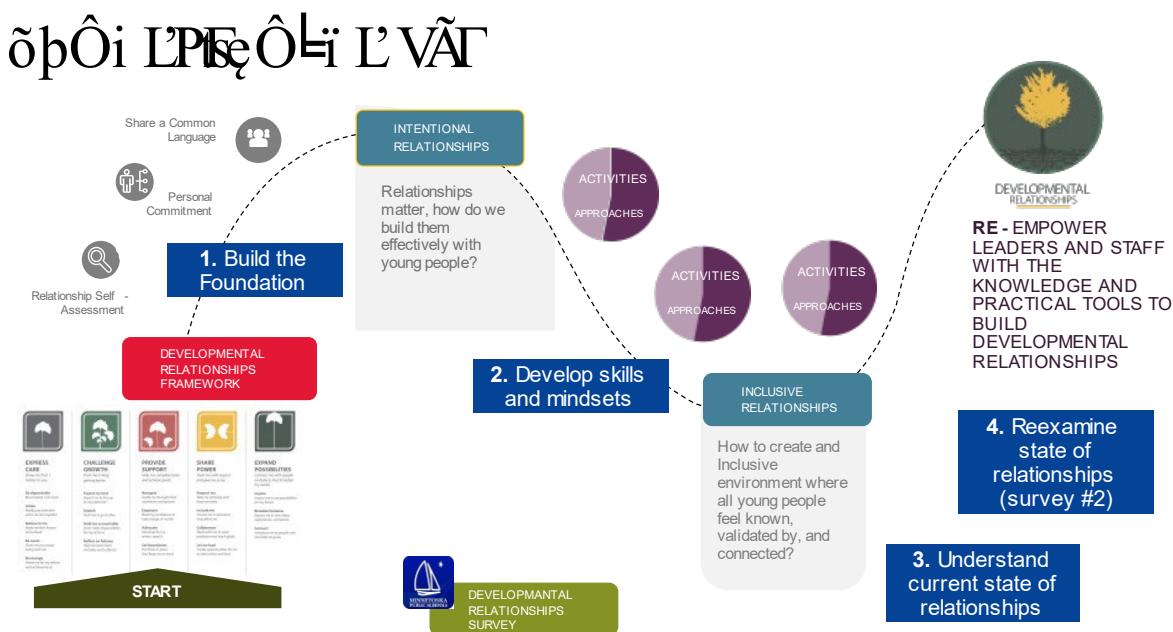
- Continue unpacking and deepen the understanding on the Developmental Relationships Survey data
- Guide leadership teams from each building through the process to translate the data into insights to drive the identification of areas of opportunities
- Initiate and sustain efforts to identify relationship-focused goals and action plans

The Search Institute team led teams in analysis of the results and creating action plans for the 2022-23 school year through the ORID protocol (Objective, Reflective, Interpretive and Decisional). Teams left the day with concrete plans and those plans were represented in administrators' mutual commitments. One expectation for building administrators was to elevate an element or action of the Developmental Relationships regularly at staff meetings and in the professional learning plans.

Following Mr. Ruskopf's data overview with administrators in late January of 2023, Director of Teacher Development Sara White met with individual site leadership teams to review their specific data and identify next steps. The "Possible Progression in a Developmental Relationship" (Figure 2) was especially helpful in identifying where to focus their energy for the remainder of the school year. A multitude of resources developed by the Search Institute was re-elevated to administrators to utilize as they deepen their work with teachers in their school. These resources include both approaches and activities. Activities occur at specific times and require planning and sometimes resources, approaches can occur at any time and in any circumstance. In addition to sharing Search Institute resources, administrators discussed how the Developmental Relationship Framework connects to and builds on the Minnetonka Teaching and Learning Framework. For

example, the strategies that teachers may use to Personalize Learning, one of the elements of the T&L Framework, also share power with students. When teachers engage students in Authentic and Real-World Learning, students are collaborating to solve problems and are developing leadership skills.

Dr. LaDue and Ms. White also shared the following information in a powerpoint presentation:



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i _IÔ <sub>e</sub>   _ba	l <sup>2</sup> E <sub>e</sub> <sup>2</sup> A <sub>e</sub> L <sub>e</sub> a
<ul style="list-style-type: none"> <li>• Youth voice matters</li> <li>• Perception is reality</li> <li>• Reliable</li> <li>• Predictive of objectively measured outcomes</li> <li>• Inexpensive</li> <li>• Quick</li> <li>• More equitable</li> </ul>	<ul style="list-style-type: none"> <li>• Misinterpretation of items</li> <li>• Not appropriate for assessing all skills and behaviors</li> <li>• Reference bias</li> <li>• Faking and social desirability</li> <li>• Disruptive environmental factors</li> </ul>

For more information, check out Duckworth & Yeager (2015)

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## 5,463 Students

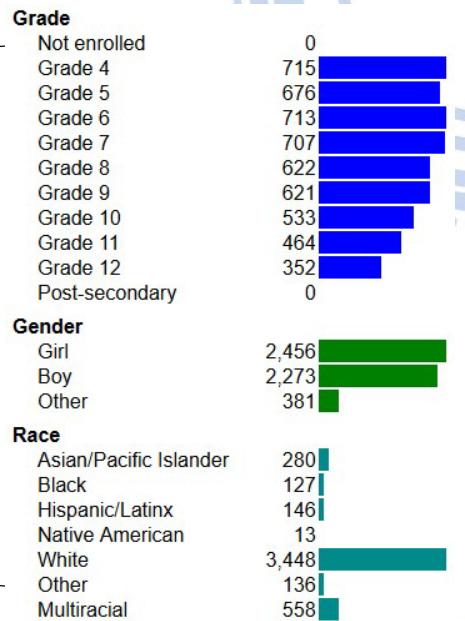
\*392 fewer respondents than 2021

**-47** at elementary school level

**+124** at middle school level

**-438** at high school level

Grade level left blank for some



## Staff Participation

### 601 Staff

86% Teachers

8 fewer respondents than 2021

Total **601 of 1,210**

#### Position

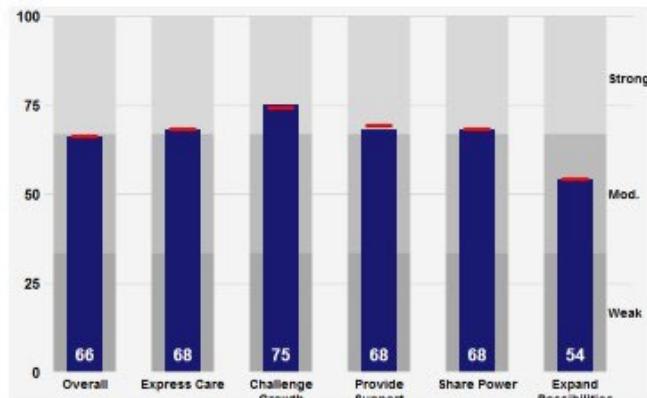
Program Dir./Manager	5
Teacher/Faculty	495
Counselor/Soc. Work	16
Youth Worker/Mentor	0
Parent Educator	0
Prevention Specialist	1
Principal/Admin.	3
ED/CEO/Superint.	0
Support Staff	33
Volunteer	0
Other	24

#### Work with Grades

Pre-K - Grade 3	218
Grade 4	117
Grade 5	110
Grade 6	101
Grade 7	100
Grade 8	106
Grade 9	99
Grade 10	112
Grade 11	121
Grade 12	113
Post-secondary	4

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Youth generally reported experiencing **moderate** developmental relationships overall.



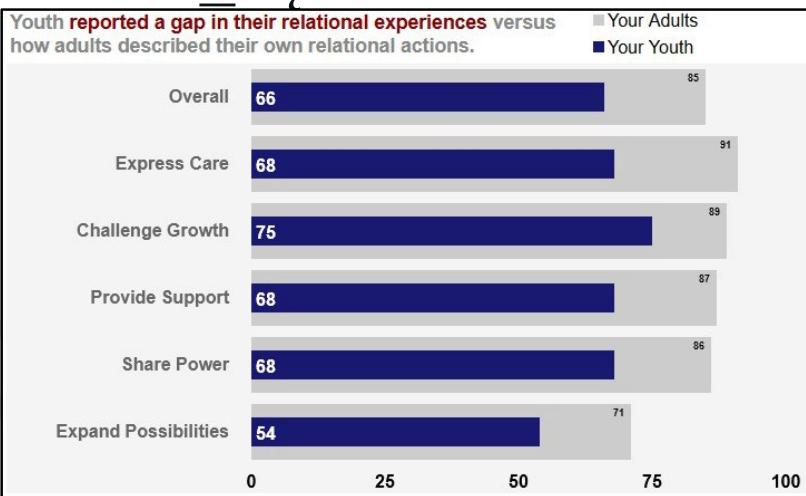
Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

## Takeaways:

- +Relationships are still a strength across the district.
- +/-We are starting from a place of strength, which may make large movement in averages difficult. Status quo is not a bad result.

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Youth **reported a gap** in their relational experiences versus how adults described their own relational actions.

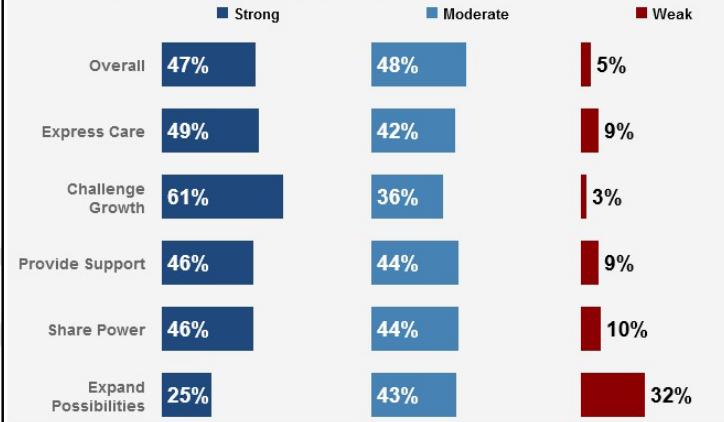


## Takeaways:

- +Staff perspectives were consistent with their responses on the 2021 survey, which may level expectations for growth from the youth perspective.

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Overall, 47% of youth had strong experiences of developmental relationships. Conversely, 5% had weak experiences.

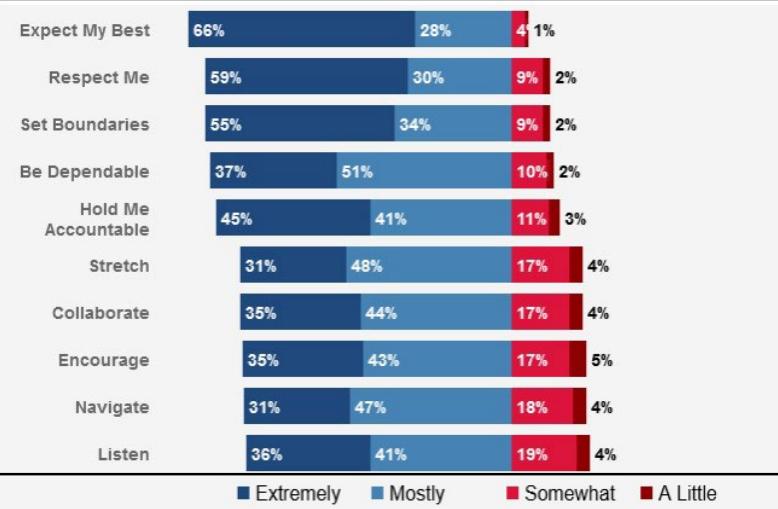


## Takeaways:

+Very few students do not experience good to great relationships with teachers.

-Compared to 2021, we see small differences in most of the categories, with a 3% & 4% drop in students with strong scores for Share Power and Provide Support, respectively.

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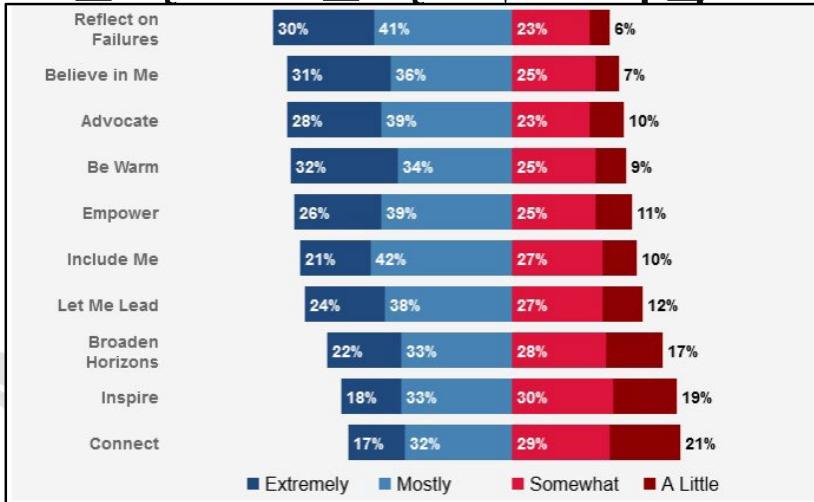


## Takeaways:

+/-Compared to 2021, we see very few differences in the ranked order of most of the categories.

-Listen' dropped 2 positions, but all other categories either remained in a similar placement or shifted 1 higher or lower.

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## Activities AND Approaches

### Activities:

- Structured experiences to get to know youth (and help them get to know the adult!)
- Student to student relationships as well as student-teacher relationships
- Vulnerability
- Require resources - planning, materials, time

### Approaches

- Techniques integrated into work
- Happen anytime, anywhere

# Resources

**THE RELATIONSHIP  
BUILDER'S GUIDEBOOK**  
Activities and Approaches to  
Enhance Developmental Relationships

Search INSTITUTE

Minnetonka Public Schools #276 COURSES GROUPS RESOURCES TOOLS

Teaching & Learning Department Resources > **Developmental Relationships**

Add Resources Options

Title

Search Institute Relationship Builders Guidebook  
<https://drive.google.com/file/d/1TThuQ4tZQnUWngj0DwchmhsPLd4G/view>

Developmental-Relationships-Framework\_English(1).pdf  
Added by You Jan 27, 2022

Approaches Brainstorm.pdf  
Added by You Jan 10, 2023

ORID (Objective Reflective Interpretive Decisional) Process  
<https://docs.google.com/document/d/1TTNuQ4tZQnUWngj0DwchmhsPLd4G/edit>

The Two-Minute Relationship Builder (ASCD)  
<https://www.ascd.org/websites/the-two-minute-relationship-builder>

Challenge Growth Activities.pdf  
Added by You Jan 30, 2023

Challenge Growth Approaches.pdf  
Added by You Jan 30, 2023

Expand Possibilities Activities.pdf  
Added by You Jan 30, 2023

Minnetonka Public Schools #276 COURSES GROUPS RESOURCES TOOLS

Teaching & Learning Department Resources > **Development**

Add Resources Options

Title

Search Institute Relationship Builders Guidebook  
<https://drive.google.com/file/d/1TThuQ4tZQnUWngj0DwchmhsPLd4G/view>

Approaches Brainstorm.pdf  
Added by You Jan 10, 2023

ORID (Objective Reflective Interpretive Decisional) Process  
<https://docs.google.com/document/d/1TTNuQ4tZQnUWngj0DwchmhsPLd4G/edit>

The Two-Minute Relationship Builder (ASCD)  
<https://www.ascd.org/websites/the-two-minute-relationship-builder>

Challenge Growth Activities.pdf  
Added by You Jan 30, 2023

Challenge Growth Approaches.pdf  
Added by You Jan 30, 2023

Expand Possibilities Activities.pdf  
Added by You Jan 30, 2023

**Developmental Relationships Brainstorm**

Use this chart to identify approaches you can take in your planning that will add or strengthen opportunities for relationship building in your work with young people. Use the guiding questions in this chart as well as the ideas for strengthening approaches for each of the elements (pages 203-212) as resources for your planning.

Action or Event to Make More Relational: \_\_\_\_\_

 <b>Express Care</b>	<ul style="list-style-type: none"> <li>▪ How might you build in more opportunities for listening to young people?</li> <li>▪ What could you do during this time to show young people that you enjoy being with them?</li> <li>▪ How do you plan to recognize their efforts and achievements in order to encourage them?</li> </ul>
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**THE MINNETONKA TEACHING AND LEARNING INSTRUCTIONAL FRAMEWORK:  
Designing Student Experiences for  
MEANING, ENGAGEMENT, & DEEPER LEARNING**

<b>Authentic &amp; Real-World Learning</b>	<b>Students are engaging in authentic and real-world learning when they define and develop solutions to problems that they have encountered or are likely to encounter in their lives, or when they complete a task for which they have not received explicit instruction.</b>	<b>STUDENTS WILL:</b>	state a novel academic problem. + propose solutions to a simulation of a real-world problem. + propose solutions to a real-world problem. + engage with real-world audiences in an effort to solve an authentic problem.
<b>Collaboration</b>	<b>Students are collaborating when they work in pairs or groups to discuss an issue, solve a problem, and/or create a product; students are collaborating skillfully when they resolve conflict and conflict through negotiations.</b>	<b>STUDENTS WILL:</b>	work in pairs or groups. + share responsibility and intersecting accountability. + make substantive decisions together while balancing individual and compromise. + rely on each other to complete the tasks.
<b>Communication</b>	<b>Students are communicating when they connect and share ideas, and when they choose the right medium(s) to express their thoughts.</b>	<b>STUDENTS WILL:</b>	organize thoughts and information into a coherent message. + communicate effectively using multiple modalities to maximize impact. + deliver organized communication for specific purposes and audiences. + interpret, synthesize, and share information to make relevant connections and to recognize diverse perspectives.
<b>Creativity</b>	<b>Students are demonstrating creativity when they develop and/or refine ideas with attention to originality.</b>	<b>STUDENTS WILL:</b>	select existing ideas or products in a novel way. + demonstrate flexible thinking through generating multiple ideas. + apply critical thinking to design original work. + act innovatively to impact the local, regional, or global community.
<b>Critical Thinking</b>	<b>Students are thinking critically when they systematically apply learned knowledge, intuition, or analysis, synthesis, evaluate, or organize information in ways that generate understandings that are new to them.</b>	<b>STUDENTS WILL:</b>	identify reasoning used in specific situations. + assess whether there is acceptable reasoning and evidence to justify claims, conclusions or outcomes. + apply appropriate reasoning and thinking to analyze particular situations. + use logical and abstract thinking to analyze and evaluate information to inform a course of action.
<b>Global Learning</b>	<b>Students are demonstrating their understandings of the complexities of cultures and global issues and their ability to use viewpoints beyond their own when they leverage their experiences to positively impact the world around them.</b>	<b>STUDENTS WILL:</b>	analyze information from different viewpoints. + recognize perspectives, others and their own. + explain the cultural impacts of their decisions, and the decisions of others, articulating biases. + take action to improve conditions, participating with cultural competencies.
<b>Personalized Learning</b>	<b>Students are personalizing their learning when they choose an element of the content, products, and/or process for their learning, and what they set and monitor their own learning goals.</b>	<b>STUDENTS WILL:</b>	choose how learning will be demonstrated from among methods provided options. + self-select an element of content for study, another how learning will be demonstrated. + select a method to access information and choose the process by which learning takes place. + design a work plan to meet learning goals within a personalized timeline.
<b>Use of Technology for Learning</b>	<b>Students are using technology FOR learning when they complete all or part of an activity using technology and receive from consumers of content the products of knowledge.</b>	<b>STUDENTS WILL:</b>	use technology to access information. + use technology to actively understand and engage with information. + use technology to support knowledge construction and create new understandings. + design a technology product to be shared with others.

(Revised January 18, 2018)

31

In the discussion that followed, Board members thanked Ms. LaDue and Ms. White for the wealth of information, and noted that there would be growing pains as this work continued. Superintendent Law noted that things will be happening differently in classrooms forever after this training. "This is not a one and done. There are always opportunities to grow. We're not there yet," he said.

## **CITIZEN INPUT**

Chairperson Wagner extended an invitation to members of the audience who wished to address the Board on any topic. Clear Springs student Madelene Hannisdal addressed the Board regarding her desire for physical education to be part of every school day.

## **UPDATE ON OUTSTANDING BONDS**

Mr. Bourgeois led the discussion. He began by noting that the District periodically issues bonds as needed to fund long term maintenance projects on its approximately 1,833,000 square feet of building space and 259 acres of land, or to construct targeted building additions as needed to meet the needs of the educational program for the students. When the District was founded in 1952, the district inherited the 1929 Excelsior High School Building – now serving as Excelsior Elementary School – and the 1938 and 1947-built Deephaven High School Building – now serving as Minnetonka Community Education Center. For 21 years inclusive of the 17,199 square foot addition to the Minnetonka Community Education Center, the District facilities were built by the populace.

Starting in the middle of the 2000s decade, with all of the square footage of the aforementioned buildings approaching or exceeding 50 years of age, the District undertook a strategic initiative to perform mid-life long term maintenance to rebuild the buildings to ready them for another 50-60 years of use. This rebuilding process itself will last approximately 19 years, from summer 2008 through summer 2027 before it is completed, with one of the last phases being replacement of original cabinetry in the 1950s areas of the various elementary schools. At that point in time all facilities will be prepared for continued use through approximately 2070. Subsequent to 2027, the District will be in more of a continuing maintenance mode as roofing and paving continue annually, HVAC systems which last approximately 30 years come due for replacement, and synthetic turf fields come due for replacement approximately every 12 years.

In the past several years, the great majority of deferred maintenance items have for the most part been eliminated, with only a few remaining, and the District is on schedule with its long-term maintenance plan to continue to replace major building components for the fleet of buildings that have reached 50 years or more of use. The District also has done targeted additions over the past several years to serve the educational programs in an efficient manner and serve all the students that wish to enroll in the District.

Mr. Bourgeois then provided a status report on the various bond issues of the district, the annual bond payments on the outstanding bond principal, and a look at the current and future levels of outstanding bonds as the District moves through its strategic facility initiatives and bonds are paid off over time. The report also contained additional information regarding the financial and budget history of the District, the course of the District set by past School Boards, and additional detail on various bond issues, all of which provided additional context to the information about the outstanding par value of bonds outstanding.

## **ADJOURNMENT**

The Board adjourned the Study Session at 7:55 p.m.

**CONSENT**

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

**Board Agenda Item XII. c**

**Title: Payment of Bills**

**Date: March 9, 2023**

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**OVERVIEW:**

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of January 2023.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the Board approve the disbursements as presented for the month of January 2023.

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**Submitted by:**

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**Jessica Hulitt  
Coordinator of Accounting**



**Approved by:**

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



**Concurrence:**

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**David Law  
Superintendent of Schools**

## MINNETONKA DISTRICT #276

TO: David Law  
FROM: Jessica Hulitt  
RE: Payment of Bills – January 2023  
Board Meeting Date: March 9, 2023

The following disbursements are submitted for the month of January:

Recommend the payment of bills in the sum of \$14,692,257.13 by check #476346 - #476819 and ACH #222301601 - #222301820, and wire transactions #202201051 - #202201264 as follows:

January	FUND	
01	GENERAL FUND	4,986,370.80
02	CHILD NUTRITION	76,649.41
03	PUPIL TRANSPORTATION	67,672.74
04	COMMUNITY SERVICE	332,138.33
05	CAPITAL EXPENDITURE	1,872,399.01
07	DEBT SERVICE FUND	5,487,147.25
09	TRUST - FIDUCIARY	77,959.10
11	EXTRA/CO-CURRICULAR	150,544.64
12	ATHLETIC FEE	15,009.60
18	CUSTODIAL FUND	8,021.78
20	SELF INSURANCE	114,880.23
40	CULTURAL ARTS CENTER	23,658.68
41	DOME OPERATIONS	160,100.50
42	AQUATICS PROGRAM	45,002.94
43	PAGEL CENTER	20,795.71
46	LTFM	197,541.89
56	CONSTRUCTION PROJECTS	918,856.97
66	CAPITAL PROJECTS LEVY	137,507.55
		\$ 14,692,257.13
	SALARIES	\$ 5,380,437.74
	<b>TOTAL</b>	<b><u>\$ 20,072,694.87</u></b>



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Jessica Hulitt

March 2, 2023  
Date

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

**Board Agenda Item XII. d.**

**TITLE:** Recommended Personnel Items

**DATE:** March 9, 2023

---

**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.

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**FUTURE ACTION/RECOMMENDATION:**

The administration recommends approval of all attached personnel changes.

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Submitted by:

*AM Flowers*

Anjie Flowers  
Executive Director of Human Resources

Concurrence by:

*David Law*

David Law  
Superintendent

## **RECOMMENDED PERSONNEL ITEMS**

## Agenda XI. d. March 9, 2023

## I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
NONE			

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
KNIGHT, JULIE	SPECIAL ED, 1.0 FTE, EXC	6/9/23	RESIGNATION
MOSCOSO-DONOSO, DANIELA	GRADE 3 SPANISH IMMERSION, 1.0 FTE, MWTA	6/9/23	RESIGNATION
O'MEARA, ROBIN	SPECIAL ED, 1.0 FTE, MHS	6/9/23	RETIREMENT
ORTEU, BLANCA	GRADE 3 SPANISH IMMERSION, 1.0 FTE, DH	6/9/23	RESIGNATION
PAKKEBIER, KATHLEEN	SCIENCE, 1.0 FTE, MHS	6/9/23	RESIGNATION
SCHNORR, TRUDY	GRADE 3, 0.5 FTE, GR	6/9/23	RETIREMENT
SERRANO NOTIVOLI, SANDRA	GRADE 1 SPANISH IMMERSION, 1.0 FTE, MWTA	6/9/23	RESIGNATION

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BRADLEY, KAYLA ENGLISH, MARK FOSTER, BETH FREDRICKSON, SOLVEIG FREEMAN, REBECCA HALL, MARY GRACE  HOWELL, AMY MAKRES, MICHELLE  PRELL, KATHRYN RENFROE, ALLISON	ART LTS, 1.0 FTE, EXC, DATES: 1/9/23-3/10/23 RESERVE TEACHER LANG ARTS LTS, 1.0 FTE, MME, DATES: 1/3/23-3/17/23 RESERVE TEACHER TEACHER ON FULL TIME LOA IN 2022-23 OCCUPATIONAL THERAPIST LTS, 1.0 FTE, CS/MMW, DATES: 2/1/23-5/22/23 OCCUPATIONAL THERAPIST, 0.4 FTE, GR/MWTA/SH OCC THERP & PHYS HEALTH DISABILITIES TEACHER, 1.0 FTE, MMW/MME/MHS/SAIL OCCUPATIONAL THERAPIST, 0.8 FTE, MMW/MCEC PARA SUB	1/9/23-3/31/23 4/28/23-6/9/23 1/5/23-3/31/23 2/7/23-6/9/23 2/16/23-5/19/23 5/23/23-6/9/23  2/2/23-5/22/23 2/6/23-6/9/23  2/6/23-6/9/23 2/24/23-5/19/23	EXTENDED ART LTS, 1.0 FTE, EXC SCIENCE LTS, 1.0 FTE, MHS LANG ARTS LTS, 1.0 FTE, MME GRADE 5 SUPPORT TEMP TEACHER, 0.5 FTE, MWTA LANG ARTS LTS, 0.8 FTE, MHS OCCUPATIONAL THERAPIST TEMP, 0.4 FTE, MMW  ADD: OCCUPATIONAL THERAPIST TEMP, 0.4 FTE, EXC OCC THERP & PHYS HEALTH DISABILITIES TEACHER, 1.0 FTE, MME/MHS/SAIL OCCUPATIONAL THERAPIST, 0.8 FTE, MCEC HEALTH LTS, 0.8 FTE, MME

## II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
CHUONG, PHONG FARROW, OLIVIA HAZUKA, MATTHEW KASIC, CATHRYN LARSON, ASHLEY MATTFIELD, ABIGAIL MEAKINS, JOHN ZABILLA, CYNTHIA	CLASS A LR/PG PARA, 2 HRS/DAY, SH CLASS B SUPERVISORY PARA, 7 HRS/DAY, MME EMR INSTRUCTOR, 4 HRS/WK, VANTAGE CLASS B LAY READER PARA, 7 HRS/DAY, MHS CLASS A LR/PG PARA, 6 HRS/WK, SH CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW CUSTODIAN, 8 HRS/DAY, MHS CLASS B STUDENT SUPERVISORY PARA, 7 HRS/DAY, MME	2/21/23 2/3/23 1/3/23 2/7/23 2/13/23 2/13/23 2/13/23 2/13/23	\$17.45/HR \$20.74/HR \$40.00/HR \$20.74/HR \$19.66/HR \$22.19/HR \$19.32/HR \$19.37/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
CODY, DIANE SIEFERING, SONIA STEELE, ALAN STUDER, RICHARD VASSALLO, JAMIE	COOK HELPER, 6 HRS/DAY, SH CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS CLASS B SUPRVRY PARA & CLASS D SPEC ED PARA, 7.5 HRS/DAY, MME COOK HELPER, 4 HRS/DAY, MHS EXPLORERS CLUB INTERIM SITE SUPVR, 8 HRS/DAY, SH	3/3/23 8/4/23 1/26/23 2/6/23 3/1/23	RETIREMENT RETIREMENT RESIGNATION RESIGNATION RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
GUSTAFSON, ROBIN HALE, BRIDGET	CLASS D SPEC ED PARA, 26 HRS/WK, SH CLASS B SUPRVRY PARA & CLASS D SPEC ED PARA, 35.5 HRS/WK, MME ADHD LAB COORD, HOURS VARY, MME	2/27/23-3/20/23 3/2/23-5/25/23	FAMILY MEDICAL
TOUATI, TASSADIT VONESCHEN, CATHERINE WILSON, FLAVIA	EXPLORERS CLUB PRGM ASST, 3.5 HRS/DAY, SH CLASS C ACADEMIC STUD SUPPT PARA, 7 HRS/DAY, MME CLASS B MTKA PRESCHOOL PARA, 13 HRS/WK, MCEC	1/14/23-2/17/23 12/15/22-6/8/23 5/8/23-5/18/23	CHILD REARING MEDICAL PERSONAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
CORSON, HEATHER FORGONY, ORSI GREEN, TINESHA	PARA SUB CLASS D SPEC ED PARA, 16.5 HRS/WK, MWTA COOK HELPER, 4 HRS/DAY, SH	2/10/23 2/6/23 2/27/23	CLASS A LR/PG PARA, 2 HRS/DAY, 2 DAYS/WK, SH CLASS D SPEC ED PARA, 27.5 HRS/WK, MWTA COOK HELPER, 6 HRS/DAY, SH

## III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
ADAMS, TARYN BOYUM, TRENT BOYUM, TRENT CADA, JIM CAVANAUGH, MEGAN CROWE, ALEXANDER DUDLEY, CASEY EDLAVITCH, STACEY	ADAPTED FLOOR HOCKEY CI HEAD COACH ONE ACT PLAY ADVISOR DRAMA-SPRING MUSICAL DIRECTOR DRAMA-WINTER PLAY DIRECTOR STUDENT GOVERNMENT ASST ADVISOR WRESTLING ASST COACH WEIGHT ROOM ASST SUPVR BEST BUDDIES ADVISOR	MHS MHS MHS MHS MME MHS MHS/PAGEL MHS	12/12/22-3/11/23 12/22-2/23 2/23-5/23 12/22-2/23 3/11/23-6/23 11/21/22-3/4/23 1/2/23-6/10/23 2022-23	\$2,012.34 \$2,762 \$6,551 \$4,656 \$625.02 \$4,612 \$15.00/HR \$1,263

GLEASON, BARBARA	PIANO ACCOMPANIST	MMW	1/3/23	\$32.50/HR
GONDECK-BECKER, DAVID	CROSS COUNTRY SKI ASST COACH	MMW	1/3/23-3/9/23	\$2,051.28
HANSON, EMILY	DANCE ASST COACH	MHS	10/24/22-2/18/23	\$3,507
HAWKS, SCOTT	BOYS TRACK AND FIELD HEAD COACH	MMW	3/20/23-5/26/23	\$3,844
JONES, MONICA	ROBOTICS ASST ADVISOR	MHS	10/22-5/23	\$2,526
LEWIS, LISA	SPEECH TEAM CO-HEAD ADVISOR	MHS	12/22-4/23	\$2,841.50
MELZ, BAILEY	BASEBALL CLINIC INSTRUCTOR	MHS	2/20/23	\$600
MIKLETHUN, SARA	CROSS COUNTRY SKI ASST COACH	MMW	1/3/23-3/9/23	\$390.72
NELSON, DEREK	BASEBALL CLINIC INSTRUCTOR	MHS	2/20/23	\$600
O'BRIEN, LILLIAN	DANCE ASST COACH	MHS	10/24/22-2/18/23	\$3,089.84
OLESON, DEBORAH	PIANO ACCOMPANIST	MME	1/3/23	\$32.50/HR
PATTEE, ALEXANDRA	DANCE ASST COACH	MHS	12/27/22-2/18/23	\$1,200
SAMUELSON, LEXIS	DANCE ASST COACH	MHS	10/24/22-2/18/23	\$1,500
SCHULTZ, GINNA	STUDENT GOVERNMENT HEAD ADVISOR	MME	3/11/23-6/10/23	\$1,250.37
SCHULTZ, GINNA	STUDENT GOVERNMENT ASST ADVISOR	MME	9/6/22-3/10/23	\$1,268.98
THOMAS, MARCELLA	GYMNASTICS STUDENT COACH	MHS	2/18/23	\$15.84/HR
TRINH, NOLAN	SPEECH TEAM ASST ADVISOR	MHS	12/22-4/23	\$2,526
TRIPP, KELLEY	MTKA THEATER – HEAIR/WIG DESIGNER	MHS	2/24/23	\$1,200
TWENGE, PAUL	BASEBALL CLINIC LEAD	MHS	2/20/23	\$2,500
WIIG, MARY BETH	SOFTBALL HEAD COACH	MHS	3/13/23-6/9/23	\$6,642
YUE, JOSH	BOYS LACROSSE HEAD COACH	MHS	4/3/23-6/17/23	\$5,662

**CONSENT**

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

**Board Agenda XII e.****Title: Gifts and Donations****Date: March 9, 2023****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.

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

Target c/o CyberGrants, LLC	\$40.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnewashta Elementary School Principal Discretionary Fund:

Charities Aid Foundation America c/o CyberGrants, LLC	\$5.00
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**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Groveland Elementary School Principal Discretionary Fund:

The Blackbaud Giving Fund	\$11.54
Charities Aid Foundation America c/o CyberGrants, LLC	\$7.73
FrontStream	\$33.32

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

Sean Sommerfeld	2007 Buick Tarraza
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**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Scenic Heights Elementary School Principal Discretionary Fund:

The Rickenbach Family	\$48.62
Martha Escobar	\$325.00

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

The Blackbaud Giving Foundation	\$450.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka High School Heart Week Fund:

Village Animal Hospital	\$200.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka High School Theater Fund:

Haug Enterprises, Inc./Cub Foods Minnetonka	\$1000.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka High School Dr. Dennis Peterson Scholarships Fund:

Amanda Little	\$100.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka Unified Basketball Team:

Heather and Greg Hicks	uniforms
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the MCEC Random Acts of Kindness Fund:

Kopp Family Foundation	\$2000.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Groveland Elementary School Field Trip Fund:

Groveland Elementary PTO	\$21,000
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Groveland Elementary School Spanish ENIL Book Fund:

Groveland Elementary PTO	\$2825.50
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnewashta Elementary School Field Trip Fund:

Minnewashta Elementary PTO	\$3138.24
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Principal Discretionary Fund:

The Blackbaud Giving Foundation	\$5.60
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka High School Robotics Team Fund:

Charities Aid Foundation America c/o CyberGrants, LLC \$475.00

**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka Schools Parenting with a Purpose Fund:

Clear Springs Elementary PTO \$500.00

**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Deephaven Elementary School Book Room Fund:

Deephaven Elementary PTO \$2000.00

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**TOTAL GIFTS AND DONATIONS FOR 2022-2023\*** = **\$471,221.73**

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

Submitted by:

Paul Bourgeois, Executive Director of Finance & Operations

**CONSENT**

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

**Board Agenda Item XII. f**

**Title:** Electronic Fund Transfers

**Date:** March 2, 2023

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**EXECUTIVE SUMMARY:**

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

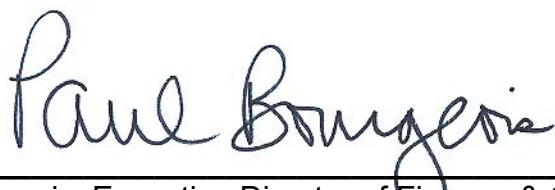
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**RECOMMENDATION:**

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for January 2023.

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**Submitted by:**

  
Paul Bourgeois, Executive Director of Finance & Operations

January 2023 FROM GENERAL FUND		
DATE	PAYEE	AMOUNT
1/3/2023	Delta Dental	17,799.99
1/3/2023	Claims Health Partners	361,948.44
1/6/2023	Webster Athens Int'l Travel	8,000.00
1/6/2023	Wex	11,236.90
1/9/2023	Delta Dental	20,045.38
1/10/2023	Claims Health Partners	218,895.22
1/10/2023	Chinese Language Tutoring Qian Yu	4,725.00
1/13/2023	Payroll	2,544,615.81
1/13/2023	AP Payment	336,810.64
1/13/2023	Wex	34,796.37
1/16/2023	AP Payment	83,104.39
1/17/2023	Delta Dental	26,563.03
1/17/2023	Claims Health Partners	278,677.70
1/18/2023	Solutran Healthy Savings	4,242.74
1/19/2023	Deluxe Business Systems	97.83
1/20/2023	AP Payment	91,677.03
1/20/2023	Wex	30,598.91
1/23/2023	Delta Dental	23,377.93
1/23/2023	Claims Health Partners	112,969.48
1/24/2023	Payroll	2,835,821.93
1/27/2023	Health Partners Admin Fee	75,290.42
1/27/2023	AP Payment	691,411.40
1/27/2023	Wex	26,758.90
1/30/2023	Delta Dental	33,675.89
1/30/2023	Claims Health Partners	203,157.09
1/31/2023	Wex	9,690.25
1/31/2023	Wex Admin Fee	24.75
Jan	Postage Charges	3,104.00
Jan	Art Center CC Processing Fees	1,131.01
Jan	Mtka Webstore CC Processing Fees	14,683.98
Jan	Athletic CC Processing Fees	1,241.55
Jan	MCEC Credit Card Processing Fees	22,233.78
Jan	Bank Monthly Service Charge	843.02
Jan	Alerus San Loan Payment	19,673.57
		<b>\$ 8,148,924.33</b>

January		MATURITY	INTEREST	ENDING	
INVESTMENT	DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings		NA	1.50%	1,784,261.81
Money Market	MSDLAF+ Liquid Class		NA	4.32%	11,659,703.34
Money Market	MSDLAF+ MAX Class		NA	0.35%	-
Term	MSDLAF		NA	Var	46,183,090.04
CD	MSDLAF		NA	0.25%	-
Money Market	PMA IS		NA	4.16%	8,618,520.97
Term	PMA MN Trust Term Series		NA	0.00%	-
Municipal Bonds	Northland Securities		NA	1.52%	630,860.55
Various	Wells Fargo OPEB		NA	Var	15,318,761.08
				<b>\$</b>	<b>84,195,197.79</b>

**CONSENT**

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

**Board Agenda Item XII. g**

**Title: Approval of Board Member's Work Assignment**

**Date: March 9, 2023**

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**OVERVIEW:**

Whereas, Minn. Stat. 123B.195 allows that a school board member may be employed by the District, if the employment relationship will not exceed \$20,000 during the fiscal year.

Whereas, Vice Chairperson Meghan Selinger will be providing tutoring services for the District during the 2022-2023 fiscal year that shall not exceed \$20,000.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is hereby recommended that the School Board authorize employment for Vice Chairperson Meghan Selinger for the remainder of fiscal year 2022-2023.

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Submitted by:



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Anjie Flowers, Executive Director of Human Resources

Concurrence:



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David Law, Superintendent

**CONSENT**

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

**Board Agenda Item XII. h**

**Title: Approval of Group Life and Long-Term Disability Insurance Contract Renewal**

**March 9, 2023**

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**EXECUTIVE SUMMARY:**

As part of the benefits offered to employees, the District provides group life insurance and long-term disability insurance for employees at various levels negotiated in their bargaining unit contracts. The District renews these policies every two year through a request for proposal process with the help of CBIZ Benefit advisors.

For the past two years, UNUM Insurance Company has been the District's group life insurance and long-term disability insurance carrier. Current annual costs for those two policies is \$288,665.

The request for proposal process resulted in proposals from five insurance companies. The key component is the pricing for the insurance policies as well as any other associated features of the policies, such as guaranteed monthly minimum benefits and Social Security integration.

Analysis of the proposals from an annual cost standpoint was as follows:

Lincoln Financial Insurance Company	\$221,575
Symetra Insurance Company	\$238,617
UNUM Insurance Company	\$248,742
Madison National Insurance Company	\$268,791
Prudential Insurance Company	\$401,710

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the proposal from Lincoln Financial Insurance Company for group life insurance and long-term disability insurance for employees for Fiscal Year 2024 and Fiscal Year 2025.

**RECOMMENDED MOTION**

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby accept the proposal of Lincoln Financial Insurance Company for group life insurance and long-term disability insurance for Fiscal Year 2024 and Fiscal Year 2025.*

Submitted by: \_\_\_\_\_  
Paul Bourgeois

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 XII. i**

**Title: Approval of Stormwater Pond Maintenance Agreement  
With the City of Chanhassen**

**Date: March 9, 2023**

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**EXECUTIVE SUMMARY:**

As part of the Minnetonka Middle School West parking lot reconfiguration project that will be completed in summer 2023, the District will be adding an underground stormwater pond and an above-ground stormwater pond to the Minnetonka Middle School West site. These stormwater ponds are necessary to comply with Federal and State regulations regarding the control of water runoff from the site. Stormwater will be captured in these two pond facilities and then infiltrated into groundwater reservoirs.

For each stormwater facility, it is standard practice for Cities to require a maintenance easement to access the facility and perform maintenance. This access will be utilized only in the instance where the District has not performed required maintenance on a stormwater facility. Were that to ever happen, the City would be able to step in and perform the maintenance.

The District currently has 23 underground stormwater ponds and 11 above-ground stormwater ponds and associated stormwater maintenance agreements for each.

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**ATTACHMENTS:**

Stormwater Maintenance Agreement

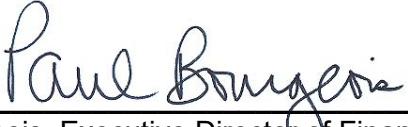
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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the stormwater maintenance agreement with the City of Chanhassen for stormwater retention facilities at Minnetonka Middle School West.

**RECOMMENDED MOTION**

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the stormwater maintenance agreement with the City of Chanhassen for stormwater retention facilities at Minnetonka Middle School West.*

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

Concurrence: 

David Law, Superintendent

## STORMWATER MAINTENANCE AGREEMENT BEST MANAGEMENT PRACTICE FACILITIES

**THIS AGREEMENT** is made and entered into as of the \_\_\_\_\_ day of \_\_\_\_\_, 2023, by and between Minnetonka Public Schools (ISD #276), hereinafter referred to as the "Owner" and the **CITY OF CHANHASSEN**, a Minnesota municipal corporation, hereinafter referred to as the "City".

### RECITALS

A. The Owner is the owner of certain real property located in Carver County, Minnesota, legally described as follows:

#### ***LEGAL DESCRIPTION***

The Southwest Quarter (SW 1/4) of the Northwest Quarter (NW 1/4) of Section Three (3), Township One Hundred Sixteen (116), Range Twenty Three (23) West, according to the U. S. Government Survey thereof, excepting therefrom the 35/100ths acres conveyed by deed recorded in the office of the Register of Deeds of Carver County, Minnesota, in Book 8 of Deeds, page 400, and that part thereof conveyed by deed recorded in the office of the Register of Deeds of Carver County, Minnesota, in Book 41 of Deeds, page 322, and subject to the right, title and interest of the State of Minnesota in that strip of land conveyed by deed recorded in the office of the Register of Deeds of Carver County, Minnesota, in Book 33 of Deeds, page 25.

Also that part of Lot E, Bardwell Acres, not conveyed by said deed recorded in the office of the Register of Deeds of Carver County, Minnesota, in Book 41 of Deeds, page 322.

Subject to a permanent easement for roadway purposes as recorded in the office of the Register of Deeds of Carver County, Minnesota, in Book 64 of Deeds, page 32.

("Property"); and

B. The Owner is proposing construction and implementation of underground storm chambers and stormwater biofiltration cell (Best Management Practice) BMP systems within the Property; and

C. The submitted permit application, hereinafter called the "Plans", which are expressly made a part hereof, as approved by the City, provides for filtration/infiltration of stormwater within the confines of the Property via underground storm chambers and biofiltration cell systems; and

D. The City and the Owner agree that the health, safety, and welfare of the residents of the City of Chanhassen, Minnesota, require that on-site stormwater management/BMP facilities be constructed and maintained on the Property; and

E. The City requires that on-site underground storm chambers and biofiltration cell ("Stormwater Facilities") as shown on the Plans be constructed and adequately maintained by the Owner as a condition of approval; and

F. The Owner is required to enter into this Agreement as a condition of approval and grant to the City a license to enter the Property to inspect and, if necessary, complete work required under the terms of this Agreement.

**NOW, THEREFORE**, in consideration of mutual covenants of the parties set forth herein and other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

**1. Construction of Stormwater Improvements.** Owner shall construct the Stormwater Facilities in accordance with the plans and specifications identified in the Plan.

**2. Maintenance of Stormwater Improvements.**

A. The Owner shall adequately maintain the Stormwater Facilities in accordance with the City engineering standards for stormwater treatment facilities attached hereto as **Exhibit A**. This includes all pavement, pipes, channels, and other conveyances built to convey stormwater to the facility, as well as all structures, improvements, and vegetation provided to control the quantity and quality of the stormwater. Adequate maintenance is herein defined as good working condition so that these Stormwater Facilities are performing their design functions.

B. The Owner will perform the work necessary to keep these Stormwater Facilities in good working order as appropriate. In the event a maintenance schedule for the Stormwater Facilities (including sediment removal) is outlined on the approved Plans, the schedule will be followed and comply with all applicable federal, state, and local regulations relating to the disposal of material, such as sediment.

**3. Inspection and Reporting.** The Owner shall inspect the Stormwater Facilities and submit an inspection report annually and shall be responsible for the payment of any associated costs. The purpose of the inspection is to assure safe and proper functioning of the facilities. The inspection shall cover the entire facilities. Deficiencies shall be noted in the inspection report set forth in **Exhibit A**.

**4. City Access and Maintenance Rights.**

A. The Owner hereby grants a license to the City, its authorized agents and employees, to enter upon the Property to inspect the Stormwater Facilities whenever the City deems necessary as shown on **Exhibit B**, and to complete any maintenance, if necessary subject and pursuant to the terms of subparagraph B, below. The City shall provide written notice to the Owner fourteen (14) days prior to entry. The City shall provide the Owner, copies of the inspection findings and a directive to commence with the repairs if necessary ("Inspection Report").

B. In the event the Owner fails to maintain the Stormwater Facilities in good working condition acceptable to the City and such failure continues for 60 days after the City gives the

Owner written notice of such failure, the City may enter upon the Property and take whatever steps necessary, including excavation and the storage of materials and equipment, to correct deficiencies identified in the Inspection Report. The City's notice shall specifically state which maintenance tasks are to be performed. The City may charge the costs, including assessing the City's costs to the Owner's property taxes, to the Owner. This provision shall not be construed to allow the City to erect any structure of permanent nature outside of the area of the Stormwater Facilities. It is expressly understood and agreed that the City is under no obligation to routinely maintain or repair said Stormwater Facilities, and in no event shall this Agreement be construed to impose any such obligation on the City. In addition, Owner agrees that it is, and will be, solely responsible to address complaints and legal claims brought by any third party with regard to the maintenance and operation and the consequences there from the Stormwater Facilities. The Owner shall defend and hold the City harmless from any such third-party claim, except to the extent of the City's or its agents', contractors' or employees' negligence or willful misconduct.

**5. Reimbursement of Costs.** The Owner shall reimburse the City for all costs reasonably incurred by the City in the enforcement of this Agreement, or any portion thereof, including court costs and reasonable attorneys' fees.

**6. Indemnification.** This Agreement imposes no liability of any kind whatsoever on the City. The Owner shall indemnify and hold harmless the City and its agents and employees against any and all claims, demands, losses, damages, and expenses (including reasonable attorneys' fees) arising out of or resulting from the Owner or the Owner's agents' or employees' negligent or intentional acts, or any violation of any safety law, regulation or code in the performance of this Agreement, without regard to any inspection or review made or not made by the City, its agents or employees or failure by the City, its agents or employees to take any other prudent precautions, except to the extent of the City's or its agents', contractors' or employees' negligence or willful misconduct. In the event the City, upon the failure of the Owner to comply with any conditions of this Agreement, performs said conditions pursuant to its authority in this Agreement, the Owner shall indemnify and hold harmless the City, its employees, agents and representatives from any cost, damage or harm, except to the extent resulting from the City's or its agents', or employees' negligent acts in the performance of the Owner's required work under this Agreement. Failure to perform any of the Owner's required work shall not be considered negligence by the City, its employees, agents or representatives.

**7. Notice.** All notices required under this Agreement shall either be personally delivered or be sent by certified or registered mail and addressed as follows:

To the Owner:

Minnetonka Public Schools  
Attention: Paul Bourgeois  
5621 County Road 101  
Minnetonka, MN 55345

To the City:

City of Chanhassen  
Attention: Water Resources Engineer  
7700 Market Boulevard  
P.O. Box 147  
Chanhassen, Minnesota 55317

All notices given hereunder shall be deemed given when personally delivered or two business days after being placed in the mail properly addressed as provided herein.

**8. Successors/Covenants Run With the Property.** The terms and conditions of this Agreement shall run with the Property. All duties and obligations of Owner under this Agreement shall be duties and obligations of Owner's successors and assigns, jointly and severally.

**9. Covenants Run with Property.** The terms and conditions of this Agreement shall run with the Property and shall be binding upon future owners of the Property.

OWNER:

\_\_\_\_\_,  
a \_\_\_\_\_

By:

\_\_\_\_\_  
[print  
name] \_\_\_\_\_  
Its \_\_\_\_\_ [title]

STATE OF MINNESOTA      )  
                                )  
                                ) ss.  
COUNTY OF HENNEPIN      )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of  
\_\_\_\_\_, 2023, by \_\_\_\_\_, the \_\_\_\_\_, on  
behalf of said entity.

\_\_\_\_\_  
Notary Public

CITY:  
**CITY OF CHANHASSEN**

By: \_\_\_\_\_  
Elise Ryan, Mayor

By: \_\_\_\_\_  
Laurie Hokkanen, City Manager

STATE OF MINNESOTA      )  
                                )  
COUNTY OF CARVER        )

The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_, 2023, by **Elise Ryan** and **Laurie Hokkanen**, respectively, the Mayor and City Manager, of the **City of Chanhassen**, a Minnesota municipal corporation, on behalf of the corporation and pursuant to the authority granted by its City Council.

\_\_\_\_\_  
Notary Public

DRAFTED BY:  
City of Chanhassen  
7700 Market Boulevard  
P.O. Box 147  
Chanhassen, MN 55317

**EXHIBIT A**  
**TO**  
**STORMWATER MAINTENANCE AGREEMENT**

**Operations and Maintenance of Stormwater Facility**

The Owner, shall be vested with and shall be responsible for conducting an annual inspection of the stormwater facility as depicted and attached hereto, utilizing the stormwater facility maintenance inspection checklist, attached hereto, and shall make any repairs to the stormwater facility necessary for its intended design and function, as determined by the City's Water Resources Engineer for the remaining life of the Stormwater Facility.

**Stormwater Facility Maintenance Inspection Checklist**

**(to be filled in by the City of Chanhassen)**

**EXHIBIT B**  
**STORMWATER BMP EXHIBIT**

**(To be filled in by the City of Chanhassen)**