

**MINNETONKA SCHOOL BOARD SPECIAL MEETING
AND STUDY SESSION
District Service Center**

**June 16, 2022
6:00 p.m.**

AGENDA

SPECIAL MEETING

- | | | |
|------|------|--|
| 6:00 | I. | Call to Order and Pledge to the Flag |
| | II. | Adoption of Agenda |
| 6:02 | III. | Approval of Employee Collective Bargaining Agreements |
| 6:20 | IV. | Consent Agenda <ul style="list-style-type: none">a. Minutes of June 2, 2022 Regular Meetingb. Personnel Changesc. Approval of MDE Format Long-Term Facilities Maintenance Health and Safety Plan and Statement of Assuranced. Approval of Updated 401(a) Plan Documentse. Approval of Resolution for Membership in the MSHSLf. Approval of Designation of Identified Official with Authority (IOWA) |
| | V. | Adjournment to Study Session |

STUDY SESSION

- | | | |
|------|----|---|
| 6:25 | 1. | Review of NWEA Results |
| 7:10 | 2. | Review of Istation Results |
| 7:45 | 3. | Review of Instructional Materials |
| 7:55 | 4. | Report on Goals <ul style="list-style-type: none">a) Secondary Belonging Reportsb) Belonging Summitsc) Student Feedback from Search Institute |
| 9:15 | 5. | Update on Cruz-Guzman |

CITIZEN INPUT

7:10 p.m.	Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed on the reverse.
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GUIDELINES FOR CITIZEN INPUT

Welcome to the Minnetonka School Board's Study Session! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every Study Session during *Citizen Input*.

1. Anyone indicating a desire to speak to any item about educational services—except for information that personally identifies or violates the privacy rights of employees or students—during *Citizen Input* 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 *Citizen Input* 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.

APPROVAL

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

Board Agenda Item III.

**Title: Approval of Agreement with
Minnetonka Schools Office Assistants**

Date: June 16, 2022

CONTEXT/BACKGROUND:

District representatives and the Minnetonka School Office Assistants representatives met and negotiated on the terms and conditions of employment for the 2022-2024 collective bargaining agreement. Minnetonka School Office Assistants finalized their vote to approve the new agreement on June 3, 2022.

The tentative agreement meets the parameters set by the School Board. The wage schedule increases by 4% on July 1, 2022, and another 4.1% on July 1, 2023. Eligible office assistants will also be given step increases during the two years of the agreement.

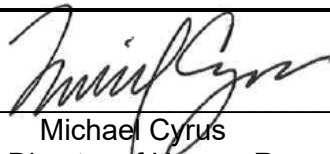
In the second year of the contract, the monthly District contribution for health insurance increases by 5% per month.

We would like to acknowledge the work of the negotiation teams: Jennifer Harrington, Nancy Bohac and Monika Salden for the Minnetonka School Office Assistants and Michael Cyrus and Robyn Klinker for the District team.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Michael Cyrus
Executive Director of Human Resources

Concurrence: _____

Dennis Peterson
Superintendent

STATUS OF NEGOTIATIONS

MINNETONKA SCHOOL OFFICE ASSISTANTS & MINNETONKA PUBLIC SCHOOLS #276 July 1, 2022 to June 30, 2024

I	PURPOSE	
II	DEFINITIONS	
III	RECOGNITION OF EXCLUSIVE REPRESENTATIVE	
IV	NON-DISCRIMINATION	
V	SCHOOL BOARD RIGHTS	
VI	<p>HOURS OF WORK</p> <p><u>Section 4, Job Share</u></p> <p>Clerical unit are engaged in a job sharing arrangement, in which two employees share equally a position of 40 hours per week; and the employees have expressed an interest in sharing fringe benefits for the position;</p> <p>a. Clerical employees in a job share position shall accrue seniority per Article XX XIX of the contract. Job sharing arrangements shall be on a temporary basis and re-evaluated at the end of each school year or shall be re-evaluated should one of the job sharing clerical employees terminate employment or be granted a leave of absence.</p>	<p>Page 3 of current contract Correct Article reference in Section 4, Job Share, a. TA: 5/25/2022</p>
VII	GRIEVANCE PROCEDURE	
VIII	<p>PAID HOLIDAYS AND EMERGENCY CLOSINGS</p> <p><u>Section 1</u></p> <p>There shall be eleven (11) holidays per year for 10-month employees and twelve (12) <u>thirteen (13)</u> holidays per year for 12-month employees to be selected by the Employer from the legal and school holidays listed in Section 3.</p> <p><u>Section 3, Holidays</u></p> <p><u>Employees will have the following federal, state, or other holidays off from work on the day indicated or when the holiday is recognized:</u></p> <ol style="list-style-type: none"> 1. Independence Day 2. Labor Day 3. Thanksgiving Day 4. Day following Thanksgiving Day 5. <u>Christmas Eve Day December 24</u> 6. <u>Christmas Day December 25</u> 7. New Year's Day 	<p>Page 6 of current contract <u>Section 1</u> - 12-month employees have 13 holidays TA: 5/25/2022</p> <p>Page 7 of current contract <u>Section 3, Holidays</u> TA: 5/25/2022</p>

STATUS OF NEGOTIATIONS

MINNETONKA SCHOOL OFFICE ASSISTANTS & MINNETONKA PUBLIC SCHOOLS #276 July 1, 2022 to June 30, 2024

<p>8. President's Day</p> <p>9. Good Friday. Friday immediately prior to Easter holiday. If Good Friday this day is not recognized as a District holiday, ten (10) month employees shall have the last day of their contract year off; twelve (12) month employees shall have New Year's Eve Day off.</p> <p>10. Memorial Day</p> <p>11. Martin Luther King Day</p> <p>12. Two floating holidays for twelve (12) month employees and one floating holiday for ten (10) month employees who are scheduled a minimum of 200 days per year. Floating holidays must be used on a non-school day. The dates of the floating holidays must be approved by the employee's supervisor. Floating holidays will only be approved if adequate coverage is available on the day of the floating holiday request. The floating holidays must be used by June 30th of each year. The number of floating holidays granted under this Section on any given day will be limited as follows:</p> <ul style="list-style-type: none">• One employee at each elementary school• One employee at each middle school• One twelve (12) month employee and one ten (10) month employee at the high school• One employee per department at MCEC• One employee per department at the District Service Center	
IX HEALTH REQUIREMENTS	
X VACATIONS	
XI PROBATIONARY EMPLOYMENT	
<p>XII LEAVES</p> <p><u>Section 2, Sick Leave</u></p> <p><u>Subd. 4</u></p> <p>Employees who are employed on a full-time, twelve (12) month basis shall be granted forty-five (45) days of leave which shall be reserved for use only when accrued sick leave has been exhausted and in case of long term illness only, and which shall remain as "reserved leave" during employment. Employees other than full-time, twelve (12) month, and are regularly scheduled to work at least twenty (20) hours per week shall be granted "reserved leave" proportional to the number of months</p>	<p>Page 12 of current contract</p> <p><u>Section 2, Sick Leave</u></p> <p><u>Subd. 4</u></p> <p>TA: 5/25/2022</p>

STATUS OF NEGOTIATIONS

MINNETONKA SCHOOL OFFICE ASSISTANTS & MINNETONKA PUBLIC SCHOOLS #276 July 1, 2022 to June 30, 2024

they are scheduled to work during the year and the average number of daily hours worked each month. "Long term" shall be defined as an illness or disability extending for more than fifteen (15) consecutive working days.

Upon entering the third year of employment the long term (reserved) sick leave shall become available as "accrued sick leave" and may be used as the need arises. No employee shall use more than sixty five (65) days of his/her total "accrued sick leave" during one period of absence. During any one period of absence, employees shall be permitted to use their total accrued sick leave for the long-term disability (LTD) elimination period of 90 calendar days or up to 65 days of the employee's total accrued sick leave, whichever comes first.

Subd. 7

No employee shall be permitted to use more than sixty five (65) days of the employee's total accrued sick leave during any one period of absence. During any one period of absence, employees shall be permitted to use their total accrued sick leave for the long-term disability (LTD) elimination period of 90 calendar days or up to 65 days of the employee's total accrued sick leave, whichever comes first.

Section 3, Personal Leave

Subd. 2

The number of leaves granted under this Section shall be limited to no more than ten percent (10%) of the employees described in Article II. Personal days will only be approved if adequate coverage is available on the day of the personal day request.

Section 4, Religious Leave

Subd. 1

Upon request, two (2) days of religious leave per year will be granted at the employer's discretion without salary deduction. There shall be three (3) days notice to the supervisor of the request for leave under this Section. An employee may utilize up to two (2) days without loss of pay or deduction of basic or personal leave to observe recognized religious holidays of his/her faith if such observance reasonably requires such leave. Notice of intention to utilize religious leave, which must identify the religious holiday, shall be given via the school's online absence management system at least three (3) calendar days in advance.

Page 13 of current contract
Section 2, Sick Leave
Subd. 7
TA: 5/25/2022

Page 14 of current contract
Section 3, Personal Leave
Subd. 2
TA: 5/25/2022

Page 14 of current contract
Section 4, Religious Leave
Subd. 1
TA: 5/25/2022

STATUS OF NEGOTIATIONS

MINNETONKA SCHOOL OFFICE ASSISTANTS & MINNETONKA PUBLIC SCHOOLS #276 July 1, 2022 to June 30, 2024

<p><u>Section 8, Reimbursement for Unused Basic Leave</u></p> <p><u>Subd. 1</u> As of the end of each fiscal year, the clerical unit member will be reimbursed for unused basic leave days. The reimbursement will be paid directly to the employee via payroll on or before July 1.</p> <p><u>Subd. 2</u> To qualify for reimbursement, the employee's accrued basic leave must total at least 520 hours or 90 days, whichever comes sooner with less than 55 hours of basic leave being used during the previous twelve (12) <u>months month period between May 1-April 30.</u> The total accrued leave balance cannot be below 520 hours or 90 days after the reimbursement</p> <p><u>Subd. 3</u> If the clerical unit member used between 0-32 hours of basic leave during the previous twelve (12) months, the clerical unit employee will be reimbursed for 56 <u>60</u> hours of basic leave.</p> <p><u>Subd. 4</u> If the clerical unit member used between 33-55 hours of basic leave during the previous twelve (12) <u>months month period between May 1-April 30,</u> the clerical unit member will be reimbursed for 40 hours of basic leave.</p> <p><u>Subdivision 5</u> <u>Clerical unit members with at least 15 years of seniority on the seniority list published on the preceding July 15 will be reimbursed for 40 hours of basic leave. To qualify for this reimbursement, the clerical unit member must have at least 520 hours or 90 days of sick leave as of April 30. The total accrued basic leave balance cannot be below 520 hours or 90 days after reimbursement. If the clerical unit member qualifies for reimbursement under Subd. 3 or Subd. 4, then these 40 hours will be in addition to the hours for which they are eligible to be reimbursed.</u></p>	<p>Page 16 of current contract <u>Section 8, Reimbursement for Unused Basic Leave</u> Subd.1 TA: 5/25/2022</p> <p>Page 16 of current contract Section 8, Subd. 2. TA: 5/25/2022</p> <p>Page 16 of current contract Section 8, Subd. 3. TA: 5/25/2022</p> <p>Page 16 of current contract Section 8, Subd. 4. TA: 5/25/2022</p> <p>Section 8, ADD New Subd. 5 TA: 5/25/2022</p>
<p>XIII DISCIPLINE AND DISCHARGE</p>	
<p>XIV HOSPITAL/MEDIAL INSURANCE</p> <p><u>Section 3</u> District Contributions for Health Insurance 2020-2022 <u>2022-2024:</u></p>	<p>Page 20 of current contract Section 3</p>

STATUS OF NEGOTIATIONS

MINNETONKA SCHOOL OFFICE ASSISTANTS & MINNETONKA PUBLIC SCHOOLS #276 July 1, 2022 to June 30, 2024

Type of Health Insurance Coverage	Monthly District Contribution 2022-2023	Monthly District Contribution 2023-2024
Single	\$672	\$706
Employee +1	\$697	\$732
Family	\$831	\$873

TA: 5/25/2022

The Employer shall pay \$672 each month effective July 1, 2020 2022, through June 30, 2022 and \$706 each month effective July 1, 2023, for individual coverage, towards the monthly premium for individual coverage for all employees who are eligible for, and are enrolled in, the School District Group Hospitalization, Medical, and Major Medical Plan, and who elect to receive individual coverage only. For employees who have not reached the age of sixty-five (65) such plan shall not be modified during the term of this Agreement to reduce the aggregate value of benefits except as may be mutually agreed in writing between the parties; employees over the age of sixty-five (65) shall be covered only by such provisions of a plan, if any, as the insurance carrier is willing to provide to the District for such employees. The additional cost of any premiums shall be borne by the employee and paid by payroll deduction while the employee is receiving pay from the District. The coverages and benefits provided shall be, in all cases, governed by the terms and condition of the insurance policy and policies and procedures of the insurance carrier. The Employer will select the insurance carrier and the insurance policy.

Section 4

The Employer shall pay up to \$697 each month effective July 1, 2020 2022 through June 30, 2023 and \$732 each month effective July 1, 2023, toward the monthly premium for employee + 1 coverage, and up to \$831 each month effective July 1, 2020 2022 and \$873 each month effective July 1, 2023, through June 30, 2022, toward the monthly premium for family coverage, for all employees who are eligible for, and are enrolled in, the School District Group Hospitalization, Medical and Major Medical Plan, and who elect to receive both individual, either employee + 1, or family coverage. For employees under the age of sixty-five (65) such plan shall not be modified during the term of this Agreement to reduce the aggregate value of benefits except as may be mutually agreed in writing between the parties; employees over the age of sixty-five (65) shall be covered only by such provisions of a plan, if any, as the insurance carrier is willing to provide to the District for such employees. The additional cost of the premium shall be borne by the employee and paid by payroll deduction while the employee is receiving pay from the District. The coverages and benefits provided shall be, in all cases, governed by the terms and conditions of the insurance policy and the policies and procedures of the insurance carrier. The Employer

Page 20 of current contract
Section 4

TA: 5/25/2022

STATUS OF NEGOTIATIONS

MINNETONKA SCHOOL OFFICE ASSISTANTS & MINNETONKA PUBLIC SCHOOLS #276 July 1, 2022 to June 30, 2024

<p>will select the insurance carrier and the insurance policy. To qualify for family coverage, the employee must have eligible dependents as defined by the insurance carrier, and must make a request for such coverage on a form provided by the Employer.</p> <p><u>Section 5</u> An employee may elect to apply the actual monthly contribution the Employer is required to make for hospital/medical insurance as specified in Section 3 and Section 4 above, toward the District designated Health Maintenance Organization (HMO), provided the employee qualifies for such plan. The additional cost of the premium shall be borne by the employee and paid by payroll deduction while the employee is receiving pay from the District. Coverages and benefits provided as well as eligibility shall in all cases be governed by the terms and conditions of the HMO contract and the policies and procedures of the HMO carrier. The Employer will select the HMO carrier and the contract of coverage.</p>	<p>Page 20 of current contract <u>Section 5</u> Delete section TA: 5/25/2022</p>
XV LIFE INSURANCE	
XVI INCOME PROTECTION INSURANCE Article XIV: <u>Long-Term Disability (LTD)</u> /Income Protection Insurance	<p>Page 21 of current contract Change Article title to include LTD TA: 5/25/2022</p>
XVII DENTAL INSURANCE	
XVIII. DEFINED CONTRIBUTION VOLUNTARY EMPLOYEE BENEFICIARY ASSOCIATION (VEBA) PLAN <u>Section 2, Benefit</u> Employees shall receive a percent of base salary, for deposit into a VEBA-Post Retirement Account at the following percentage rates: Completing 3 Years of Service (Year 4 through Year 9 of Service)..2% Year 10 of Service and Thereafter.....4% Employees shall be responsible for the monthly account maintenance fee.	<p>Page 22 of current contract <u>Section 2, Benefits</u> TA: 5/25/2022</p>

STATUS OF NEGOTIATIONS

MINNETONKA SCHOOL OFFICE ASSISTANTS & MINNETONKA PUBLIC SCHOOLS #276 July 1, 2022 to June 30, 2024

Years of service is based on the seniority list that is published on July 15 of each year as described in Article XIX, Section 2.	
<p>XIX SENIORITY LAYOFF AND EMPLOYMENT</p> <p><u>Section 2, Seniority List</u> On July 15 of each year, an updated seniority list will be posted on employee bulletin boards and sent <u>via email</u> to the Bargaining Unit showing the seniority of all employees covered by this Agreement through the preceding June 30. Said updated seniority list shall state the number of years each employee has accrued through the preceding June 30. Unless a written and dated statement challenging the seniority standing of any employee is filed by July 31, the seniority standing of the employees as shown on such list shall be deemed to be correct. The seniority list will otherwise be updated during the course of the year as it is necessary to effectuate the purposes of this Agreement. No employee shall be included on the seniority list until the employee has completed the probationary period. Upon completion of an employee's probationary period, the employee will be placed on the seniority list and accrued seniority hours shall be measured from the most recent date of hire.</p>	<p>Page 22 of current contract <u>Section 2, Seniority List</u> TA: 5/25/2022</p>
XX GENERAL PROVISIONS	
XXI WAGES AND CLASSIFICATIONS	
XXII DURATION	
APPENDIX A: WAGE SCHEDULE See attached	<p>Page 28 of current contract TA: 5/25/2022</p>
MOUs See attached	<p>Page 29 of current Contract Move all three MOUs forward TA: 5/25/2022</p>
POSITIONS BY LEVEL See attached	<p>Page 32 of current contract TA: 5/25/2022</p>

2020-2022-2022-2024 WAGE SCHEDULES

2020-2021 WAGE SCHEDULE										
LEVEL	Steps			Longevity						
	1	2	3	4 & 5	6 & 7	8 & 9	10 & 11	12 & 13	14 & 15	16
I	\$18.71	\$19.11	\$19.51	\$20.30	\$20.61	\$20.93	\$21.17	\$21.39	\$21.74	\$22.34
II	\$19.40	\$19.87	\$20.36	\$21.18	\$21.50	\$21.81	\$22.04	\$22.29	\$22.63	\$23.21
III	\$21.17	\$21.68	\$22.16	\$23.02	\$23.35	\$23.67	\$23.88	\$24.09	\$24.48	\$25.12
IV	\$22.52	\$23.04	\$23.54	\$24.43	\$24.77	\$25.08	\$25.31	\$25.53	\$25.94	\$26.57
V	\$23.10	\$23.72	\$24.26	\$25.13	\$25.46	\$25.76	\$26.01	\$26.22	\$26.62	\$27.27
VI	\$24.47	\$25.02	\$25.57	\$26.47	\$26.79	\$27.12	\$27.35	\$27.57	\$27.99	\$28.66
VII	\$25.13	\$25.66	\$26.21	\$27.13	\$27.44	\$27.79	\$28.01	\$28.25	\$28.67	\$29.34

2021-2022 WAGE SCHEDULE										
LEVEL	Steps			Longevity						
	1	2	3	4 & 5	6 & 7	8 & 9	10 & 11	12 & 13	14 & 15	16
I	\$18.99	\$19.40	\$19.80	\$20.60	\$20.92	\$21.24	\$21.49	\$21.71	\$22.07	\$22.88
II	\$19.69	\$20.17	\$20.67	\$21.50	\$21.82	\$22.14	\$22.37	\$22.62	\$22.97	\$23.76
III	\$21.49	\$22.01	\$22.49	\$23.37	\$23.70	\$24.03	\$24.24	\$24.45	\$24.85	\$25.70
IV	\$22.86	\$23.39	\$23.89	\$24.80	\$25.14	\$25.46	\$25.69	\$25.91	\$26.33	\$27.17
V	\$23.45	\$24.08	\$24.62	\$25.51	\$25.84	\$26.15	\$26.40	\$26.61	\$27.02	\$27.88
VI	\$24.84	\$25.40	\$25.95	\$26.87	\$27.19	\$27.53	\$27.76	\$27.98	\$28.41	\$29.29
VII	\$25.51	\$26.04	\$26.60	\$27.54	\$27.85	\$28.21	\$28.43	\$28.67	\$29.10	\$29.98

2022-23 WAGE SCHEDULE										
LEVEL	Steps			Longevity						
	1	2	3	4 & 5	6 & 7	8 & 9	10 & 11	12 & 13	14 & 15	16
I	\$19.75	\$20.18	\$20.59	\$21.42	\$21.76	\$22.09	\$22.35	\$22.58	\$22.95	\$23.80
II	\$20.48	\$20.98	\$21.50	\$22.36	\$22.69	\$23.03	\$23.26	\$23.52	\$23.89	\$24.71
III	\$22.35	\$22.89	\$23.39	\$24.30	\$24.65	\$24.99	\$25.21	\$25.43	\$25.84	\$26.73
IV	\$23.77	\$24.33	\$24.85	\$25.79	\$26.15	\$26.48	\$26.72	\$26.95	\$27.38	\$28.26
V	\$24.39	\$25.04	\$25.60	\$26.53	\$26.87	\$27.20	\$27.46	\$27.67	\$28.10	\$29.00
VI	\$25.83	\$26.42	\$26.99	\$27.94	\$28.28	\$28.63	\$28.87	\$29.10	\$29.55	\$30.46
VII	\$26.53	\$27.08	\$27.66	\$28.64	\$28.96	\$29.34	\$29.57	\$29.82	\$30.26	\$31.18

2023-24 WAGE SCHEDULE										
LEVEL	Steps			Longevity						
	1	2	3	4 & 5	6 & 7	8 & 9	10 & 11	12 & 13	14 & 15	16
I	\$20.56	\$21.01	\$21.43	\$22.30	\$22.65	\$23.00	\$23.27	\$23.51	\$23.89	\$24.78
II	\$21.32	\$21.84	\$22.38	\$23.28	\$23.62	\$23.97	\$24.21	\$24.48	\$24.87	\$25.72
III	\$23.27	\$23.83	\$24.35	\$25.30	\$25.66	\$26.01	\$26.24	\$26.47	\$26.90	\$27.83
IV	\$24.74	\$25.33	\$25.87	\$26.85	\$27.22	\$27.57	\$27.82	\$28.05	\$28.50	\$29.42
V	\$25.39	\$26.07	\$26.65	\$27.62	\$27.97	\$28.32	\$28.59	\$28.80	\$29.25	\$30.19
VI	\$26.89	\$27.50	\$28.10	\$29.09	\$29.44	\$29.80	\$30.05	\$30.29	\$30.76	\$31.71
VII	\$27.62	\$28.19	\$28.79	\$29.81	\$30.15	\$30.54	\$30.78	\$31.04	\$31.50	\$32.46

Employees who have not reached step 16 shall be eligible for one lane advancement during the two-year period of this contract. Lane advancement will be given on July 1 of each year for those who are eligible.

Employees must have been continuously employed in the bargaining unit for the preceding four (4) months.

Employees who have not reached step 16 shall be eligible for a step increase starting July 1 of each year from their current step providing they have been continuously employed in the bargaining unit for the preceding four (4) months. As of June 30, 2014, steps are no longer directly associated with years of service.

Employees are eligible to begin the longevity steps after accruing 4 years of seniority in the office assistant bargaining unit.

If the position requires a two-year Associate's degree as a job qualification, the employee who has the required Associate's degree shall receive a differential of \$0.65 per hour.

MEMORANDUMS OF UNDERSTANDING

FRINGE BENEFIT CONTRIBUTION

Effective January 1, **2021 2023**, in the event that the portion of the insurance allocation set out in Article XIV, Section 3 which is used to pay for health insurance, exceeds by more than 5% the sum of the monthly premium **above what is already going to be applied**, the District will pay such increase not to exceed \$50 per month. This language will sunset on June 30, **2022 2024**.

LONGEVITY STIPEND

Employees who have been at the top longevity step for a minimum of one year will be eligible for a one-time payment of \$500 each contract year. Such one-time payment shall be paid as salary prior to October 1.

CONTINUING EDUCATION

The parties agree that employees will be eligible for an additional 30-cents per hour effective for completing 40 Continuing Education Credits (CEU).

The process includes the following:

- Human Resources must pre-approve university classes (courses must be germane to the assignment.)
- Supervisors must pre-approve non-university CEU's.
- CEU's will only be given for classes when the employee is not on work time.

Number of university credits will be converted to CEU's following the same formula that is used for the teachers.

- One semester credit = 24 CEU's
- One quarter credit = 16 CEU's

Non-university classes will be converted to CEU's hour for hour.

- One hour of class time = one CEU

Criteria:

- Each university course can only be used toward one 30-cents per hour advancement.
- Each employee will be limited to one 30-cent increase per school year.
- Once an increase is given, the employee will start over in counting the university CEU's on July 1 of the subsequent year.
- University courses must be submitted and used during the school year in which they are completed unless the employee has not reached the 40 CEU requirement, then the employee can carry the CEU's over until he/she has met the 40 CEU requirement.
- Non-university CEU's can be carried over from year to year until the 40 hours are reached.

Submission Process:

- A CEU completion form must be completed and submitted to Human Resources along with supporting documentation indicating date of completion, number of hours completed, and the name of the course.
- University credit requires a transcript verifying satisfactory completion of the course.
- Submission for advancement should only occur once the 40 CEU's have been completed.
- The 30-cents per hour increase will be effective the date the approved submission was received by Human Resources.

Signatures for Memorandums of Understanding:

For the MINNETONKA SCHOOL OFFICE ASSISTANTS

_____ Negotiating Committee Member	_____ Date
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_____ Negotiating Committee Member	_____ Date
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_____ Negotiating Committee Member	_____ Date
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For the INDEPENDENT SCHOOL DISTRICT NO. 276

_____ Chairperson, School Board	_____ Date
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_____ Clerk, School Board	_____ Date
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_____ Chief District Negotiator	_____ Date
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_____ Negotiation Committee Member	_____ Date
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CLERICAL POSITIONS BY LEVEL

LEVEL/POSITION

LEVEL I	Attendance Office Assistant, MHS Department Support Assistant, MHS
LEVEL II	Receptionist, MHS Student Activities Office Assistant, MHS <u>Student Affairs Office Assistant, MHS</u>
LEVEL III	Admin/Prevention Services Office Assistant, MHS Adult Programs Office Assistant, MCEC Aquatics Office Assistant, MME College and Career Counseling Office Assistant, MHS Early Childhood Screening Office Assistant, MCEC ECFE Program Office Assistant, MCEC Explorers Club Billing Clerk, MCEC Explorers Club Enrollment Office Assistant, MCEC <u>Explorers Club Office Assistant, MCEC/Groveland</u> Guidance Office Assistant, MME and MMW Health Services Office Assistant, MCEC Human Resources Technician, DSC Marketing Support Office Assistant, DSC Minnetonka Community Education Office Assistant, MCEC School Office Assistant, Elementary and Middle Schools Office Assistant to Executive Director of Minnetonka Community Education, MCEC <u>Receptionist and Communications Office Assistant, DSC</u> Student Support Services Office Assistant, MHS and DSC Special Education Office Assistant, All School Buildings <u>Vantage Program Office Assistant</u> Youth Programs Office Assistant, MCEC
LEVEL IV	<u>Accounting Clerk, DSC</u> Accounts Payable Clerk, DSC Assessment Office Assistant, DSC <u>Communications Office Assistant, DSC</u> ECSE Program Office Assistant, MCEC Facilities Scheduler, DSC Nutrition Services Office Assistant, DSC Office Assistant for Administration and Student Support, MHS Office Assistant for Testing, MHS Office Assistant for Assistant Principal, MHS Office Assistant for Student Records <u>Accounting</u> , DSC Student Activities Office Assistant, MHS <u>Student Support Services Office Assistant, DSC</u> Teaching and Learning Office Assistant, DSC Third Party Billing Office Assistant, DSC Tour de Tonka Office Assistant, MCEC <u>VANTAGE Program Office Assistant</u>
LEVEL V	Head Office Assistant, Elementary and Middle Schools <u>Student Accounting Enrollment Assistant, DSC</u>
LEVEL VI	Head Office Assistant, MHS
LEVEL VII	NONE

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

Board Agenda Item III. b

**Title: Approval of MAP Collective Bargaining
Agreement for 2022-24**

Date: June 16, 2022

CONTEXT/BACKGROUND:

The District's representatives and the Minnetonka Association of Principals (MAP) representatives met and negotiated on the terms and conditions of employment for the collective bargaining agreement to cover the period July 1, 2022, through June 30, 2024.

We are recommending approval of the tentative agreement which should include the following financial components:

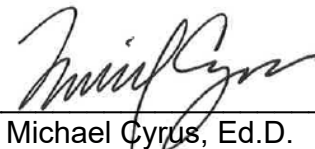
- Current MAP member salaries increase by 4.55% in 2022-23 and 4.65% in 2023-24; step changes applied to elementary assistant principals as appropriate.
- All MAP members will now be eligible for a role-specific percentage of base salary as performance pay, replacing the former flat and equal amount for every full-year member.
- In the first year of the agreement, the lump sum payment that is provided twice a year will increase by \$250 for each payment for full-year principals; an equivalent amount will be included in the partial-year assistant principals' payroll.
- There is no increase in the monthly District insurance contribution for any MAP employees.

We would like to express appreciation to the members of the negotiations teams: Jeff Erickson, Andrew Gilbertson and Freya Schirmacher for MAP and Robyn Klinker and Paul Bourgeois who joined me as representatives of the District.

RECOMMENDATION:

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

Submitted by: _____


Michael Cyrus, Ed.D.

Executive Director of Human Resources

Concurrence: _____



Dr. Dennis L. Peterson
Superintendent

CONSENT

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

Board Agenda Item IV.

Title: Resolution Pertaining to Consent Agenda

Date: June 16, 2022

OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for June 16, 2022:

- a. Minutes of June 2, 2022 Regular Meeting
- b. Recommended Personnel Items
- c. Approval of MDE Format Long-Term Facilities Maintenance Health and Safety Plan and Statement of Assurance
- d. Approval of Updated 401(a) Plan Documents
- e. Approval of Resolution for Membership in the MSHSL
- f. Approval of Designation of Identified Official with Authority

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Dennis L. Peterson, Superintendent

CONSENT

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

Board Agenda Item IV. a

Title: Meeting Minutes

Date: June 16, 2022

OVERVIEW:

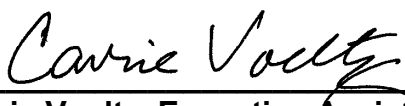
The minutes of the proceedings of the Minnetonka School Board's following meetings are attached:

1. June 2, 2022 Regular Meeting

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____


Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Minutes of June 2, 2022 Regular School Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, June 2, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, John Odom, Meghan Selinger, Lisa Wagner and Superintendent Dennis Peterson, ex officio. The meeting was also livestreamed on the District's YouTube channel.

Prior to the meeting, the Board recognized, via a video, the following groups and individuals: National Association of Music Merchants (NAMM) Best Communities for Music Education Award; ACDA State Honor Choir Participants (elementary and middle level); National French Contest (Le Grand Concours) Medal Recipients; and Robotics Team State Qualifiers.

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

1. AGENDA

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

2. SCHOOL REPORT: MINNEWASHTA

Minnewashta Elementary Principal Cindy Andress shared highlights of the school year, including updates on student learning and support, student well-being and belonging, professional development and staffing and parent involvement efforts.

3. COMMUNITY COMMENTS

Chairperson Vitale noted that this opportunity for comment was available to community members who wished to address the Board on any item on that night's agenda.

MME teacher Colin Perucco addressed the Board at this time. He asked the Board and District Administration to do a better job of supporting BIPOC and LGBTQ+ staff and students, which will in turn build a better, more equitable district for all.

4. **APPROVAL OF WAIVERS OF PHYSICAL EDUCATION REQUIREMENTS**

Dr. Peterson noted that in December of 2007, the School Board approved a Physical Education Waiver provided students met certain requirements. Mr. Jeffrey Erickson, principal at Minnetonka High School, certifies that the students on the list provided to the School Board have met the requirements in order to be granted a waiver.

Lee-O'Halloran moved, Wagner seconded, that the Board approve the list of students to be granted a waiver. Upon vote being taken thereon, the motion carried unanimously.

5. **ACCEPTANCE OF MHS CLASS OF 2022 GRADUATES**

Dr. Peterson asked that the Board give final authorization to all students who have completed the District's requirement for graduation.

Ambrosen moved, Odom seconded, that the Board approve the list of graduates, as shown in Addendum A. Upon vote being taken thereon, the motion carried unanimously.

6. **TOUR DE TONKA REPORT**

Executive Director of Community Education Tim Litfin presented information regarding this year's upcoming Tour de Tonka bike ride event, to be held on August 6. He reiterated that volunteers are always needed for this great event!

7. **STUDENT WELL-BEING AND MENTAL HEALTH ADVISORY UPDATE**

Assistant Superintendent for Instruction Dr. Amy LaDue and Health Services Director Annie Lumbar-Bendson presented this item to the Board. Highlights of their presentation included the following:

Education and Outreach

The District goal outlines the priority to providing ongoing education and outreach on mental health and student well-being, with students, staff, parents and the community, while continuing to work on ending stigma and fostering strong relationships within the school and with our mental health community stakeholders and resources.

Student voice in relation to well-being, health, and mental health continues to be sought out, elevated, and addressed. The Teaching & Learning Student Advisory group met in February to discuss the embedded health model and thoughts/recommendations for the health curriculum that is currently under review. This advisory group's overall purpose is to provide an ongoing opportunity for student voice and engagement in District teaching and learning processes and programs. They previously convened to discuss mental health, needs of students, and the impact

of COVID on students. This was previously reported on to the Board in the mid-year update.

The MHS Student Wellness Group continues to meet weekly, and work began to incorporate, partner, and support the work of this group with the overall focus and effort around well-being and mental health in the District. The Director of Health Services will continue to collaborate and meet with them monthly to strengthen and support their work.

The District's partnerships with community providers and contracted services continued and expanded based on the needs of students and families. As reported to the Board mid-year, the District partnered with Jonah Salita and the DIAL app he developed to make resources more accessible and available to students. Currently, the app is being piloted at the high school after a vetting and review process with District stakeholders.

The partnership with Relate Counseling continues to provide co-located therapy services for students. This important assistance allows direct support to our families to ensure that students have their mental health needs addressed, allowing them to fully engage in their educational programming, reinforcing the District's commitment and focus on whole child health.

The District expanded the number of seats available with EmpowerU (increased from 40 to 50) during the second semester in response to student needs at the high school level. This expansion is aimed to ensure the success of students by providing a resource to address their barriers to success.

Outreach, collaboration, and education continues with Alex McCannel, Licensed Marriage and Family Therapist, through a contract that provides for direct care to families and education to staff around trauma informed practices.

Work continues on the manual to outline and standardize processes for Care & Treatment and will continue moving forward. The goal is to clearly delineate the process for students needing to be placed in an alternative setting due to health needs and how the District can ensure their educational needs are being addressed while also providing the necessary and needed support to transition back into the school setting when they are able to do so.

Children's Mental Health Awareness Week was May 1-7 and provided an opportunity to promote positive youth development and to overtly address the stigma associated with mental health needs. Principals were provided with a myriad of resources and encouraged to incorporate these into parent newsletters, weekly updates, morning announcements, and school-based activities. Additionally, ideas were provided to Principals around gratitude acknowledgments, affirming kindness messages, and general promotion of mental health awareness. They were also provided with

articles/handouts on reducing stigma, tips to boost mental health, and tools for promoting good mental health.

The Minnetonka Schools Well-Being Guide (located on the Minnetonka website) was sent out to all staff in May to reinforce the rich resources available to them that provide information and connections around student academic, social, emotional, and behavioral well-being.

Information on the Employee Assistance Program (through VITAL WorkLife) was also sent out to all staff at the beginning of April to remind them of the supports and resources available to all district employees and their families to support mental health.

Mental Health Advisory

Ms. Lumber-Bendson provided this update to the Board. The District's Mental Health Advisory Council continued to meet monthly throughout the year. The goal was to continue to elevate and support the inclusion of key recommendations from the Mental Health Advisory Council into District actions for the 2021-22 school year.

The focus of the Council this year was to redefine membership and purpose, identify needs and opportunities for parent education, respond to stakeholder feedback around needs related to mental health, identify, and collate resources in the community, and to identify opportunities for education around the intersection of COVID and mental health.

To further support parent and community education, the Mental Health Advisory Council sponsored a web-based speaker event for families on April 28, 2022, that was well received with almost 200 families registered for the event. Dr. Darryl Goetz, a licensed psychologist with a PhD in family social science and the founder/director of the Wayzata Center for Marriage and Family Health in Wayzata, spoke on "Supporting Our Kids Through Challenging Times: Building Resilience for Healthy Well-Being." Following Dr. Goetz's presentation, families were able to participate in a group discussion for elementary, middle, and high school levels, facilitated by a licensed provider that is part of the Advisory Council. All registrants also received handouts that Dr. Goetz referenced during his presentation titled "Communicating with our Kids" and "Symptoms of Distress in Kids (SAD-A-FACES)."

Moving forward, the Minnesota Student Survey results will be reviewed, prioritized, and considered as a resource to inform the work for this Advisory for the upcoming year. Board member Wagner said she looked forward to seeing the results of the Student Survey.

8. **UPDATE ON BARRIERS TO SUCCESS WORK**

The District began a concerted effort to identify barriers to student academic success nearly 10 years ago during the 2012-13 school year. As a key strategy, the School Board set a goal in 2014 to design and implement school-specific strategies that address identified barriers to student academic achievement and subsequently provided progress reports over several years related to the strategies being implemented as well as the success of these strategies at each school. Dr. LaDue provided the following update on the current work at each building:

Clear Springs Elementary

FOCUS AREA: Clear Springs focused on making certain ALL students have multiple trusting and supporting relationships in the building and access to individualized support groups as needed.

OUTCOMES: Through the use of adult mentoring, relationship professional development, and professional learning communities, Clear Springs has been committed to making sure ALL students have multiple adult connections in the building.

Our theme is: We Are Clear Springs- Be Responsible, Be Safe, Be Respectful, and Be Ready to Learn. Our theme of “We Are Clear Springs” correlates to the expectation in our building that ALL students recognize their role in making our community one in which ALL students belong and honor each other.

FOCUS AREA: We also used the SAEBRS screener to make data-based decisions to help identify which students may need targeted additional support for social and emotional needs, as part of the MTSS process.

OUTCOMES: This year, SAEBRS screening data at Clear Springs stayed fairly consistent and stable throughout the year, with the following outcomes:

- Fall 2021: 90 students identified as at-risk (7.7 percent of the building)
- Winter 2022: 90 students identified as at-risk (7.7 percent of the building)
- Spring 2022: 98 students identified as at-risk (7.8 percent of the building)

After students were identified on SAEBRS as students who may need additional support for social/emotional needs, multiple interventions were utilized. This included strategies such as Tier 2 weekly small group instruction and individualized student interventions provided by the school social worker and school psychologist. These groups targeted needs such as building social skills, emotional regulation, building coping skills, reducing anxiety, or instruction for executive functioning skills. Students were identified for participation in these groups through SAEBRS results, teacher or parent referrals, or identification of needs during the Student Support Team (SST) process.

Other MTSS interventions that occurred at Clear Springs to reduce barriers to success this year included: multiple Tier 1, 2 and 3 academic intervention programs to support reading and math skills; executive functioning skill building and ADHD advocacy provided by our ADHD Coach; Targeted intervention for K-2 students indicating a need to build confidence and connection at school provided by our intervention para (Project Play program); Scheduled weekly mentoring sessions between staff and students in need of additional connection to a trusted adult; opportunities for daily check-ins and movement breaks with our behavior paraprofessional; and various individualized and targeted interventions designed as part of MTSS as students went through the SST team process, which included intervention plans for **51** students as part of SST this year.

Deephaven Elementary

At Deephaven Elementary the approach to removing barriers was to ask each teacher to identify and target 2-3 students in their classroom with barriers to learning. Each teacher developed a plan to address their students' unique barriers.

Below are four examples of how this work was implemented at the classroom level throughout the school year.

FOCUS AREA: Teacher identified 2 students with reading challenges.

OUTCOMES: Teacher worked closely with identified students one on one and had many volunteers work with them in small groups to take tests and practice reading skills. Identify good fit books so they can be successful reading on their own. I have gone to CST with one of the students to have her tested for a learning disability. Worked with our counselor to help one of the families with food for snacks and at home, as well as some personal items needed. The teacher worked with the reading and math interventionists at school to share information and to make sure they were working together to address the student's needs. Reading fluency scores went from 17 words per minute to 33 words per minute for one student and from 34 words per minute to 44 words per minute for another student. Self-confidence rose and they were comfortable reading out loud to the class.

FOCUS AREA: Teacher's goal was to make sure a new student felt comfortable at Deephaven.

OUTCOMES: The teacher worked with our counselor as a resource to help him adjust to his new school and help him be more present. She provided the student with preferred seating and checked in routinely with the student and his family. The student now has friends and is socially confident and happy at school.

FOCUS AREA: Teacher's goal was to support student's sensory issues, anxiety, and dysregulated emotions.

OUTCOMES: Worked closely with parents and the special education department to get her evaluated and diagnosed with EBD and ASD. She is now receiving support from multiple adults at school to help her improve her social skills and regulate her emotions. She has accepted more academic rigor and has input into choice and creativity in assignments. Her grades have improved and she is more engaged in class.

FOCUS AREA: Teacher supported a student with vision problems

OUTCOMES: Supported eye doctor recommendation of having her sit in the front of the classroom. She was given a page to cover text and expose the text to be read. She is receiving services from our reading interventionist and engaged in additional guided reading groups. Use of manipulatives for spelling, such as sand, and her reading has gone from 27 words per minute to 39 words per minute.

SUMMARY: Each classroom teacher had different student barriers to address and utilized a myriad of strategies to support students in overcoming their barriers. This was a personalized approach based on the unique needs in each classroom.

Excelsior Elementary

FOCUS AREA: Excelsior Elementary is using SAEBRS (Social Academic Emotional Behavior Risk Screener) data to determine groups of students facing barriers to success. Students are universally screened 3 times per year--which helps identify students 'at risk' in one of 4 areas: social, emotional, academic, and behavioral. Classroom teachers complete a 19-question survey for each student. The data are sorted, and students are grouped by risk area. Teachers are then informed about which students qualify for support services and collaborate with the School Counselor to meet student needs.

The licensed school counselor meets weekly with the identified students and offers targeted, data-driven interventions in these areas: social skills support, academic strategies to help with focus/concentration, and emotional needs such as anxiety, social isolation, or overall well-being.

OUTCOMES: The licensed school counselor meets weekly with identified students and offers targeted interventions in these areas: social skills support, academic strategies to help with focus/concentration, and emotional needs such as anxiety, social isolation, or overall well-being.

As of April 7, after weekly meetings with the elementary counselor, Relate Therapist, or ADHD Coach, the number of students who show a need for support counseling has been reduced.

Students identified as at risk:

- Fall 2021: 7.5 percent (56 of 742 students)
- Spring 2022: 5.5 percent (41 of 738 students)

****Please note, this is year 5 of SAEBRS implementation. Since its inception, we have decreased student barriers significantly. Fall 2018: 10 percent (81 students)**

Groveland Elementary

Groveland Elementary focused on students who were identified in the Fall of 2021 on the SAEBRS screener as needing support in 2 or more of the areas tested (Social, Emotional, Academic, Behavioral). Our data showed that a total 25 students were identified in this category.

FOCUS AREA: The goal was to reduce the number of students who struggled in two or more areas on the SAEBRS screener.

The school Psychologist, School Social Worker, Relate Counselor, Behavior Para and administrative staff worked to address these needs. The School Psychologist applied interventions related to executive functioning needs, including small group social skills instruction focused on executive functioning, emotional regulation skills, and individual coping skills, which support classroom-based, teacher managed, positive behavioral interventions. The school Social Worker met with students individually to apply interventions in social and emotional areas including groups to work on strategies to improve friendships, reduce anxiety and work through changing family dynamics. The Counselor from Relate met with individual and small groups to work on issues with anxiety as well as changing family dynamics. The Behavior Para was instrumental in proactive check-ins with students as well as providing “in-the-moment” support when students were dysregulated.

OUTCOMES: The interventions showed encouraging signs of improvement. The overall number of students with 2 or more areas of concern dropped by more than half from **25** to **10**. Of the **15** students that showed improvement, most did not show any areas of significant concern in the spring. Only **1** student showed an increase in the number of areas of concern.

2+ areas of concern		
Grade	Fall	Spring
K	1	0
1	8	4
2	7	1
3	4	2
4	3	1

5	2	2
Total	25	10

Minnewashta Elementary

Minnewashta Elementary continued to follow the students identified with barriers during the 2020-21 school year. There are 23 students that have been identified and followed for multiple years to see how students are progressing over time. 65 percent (17) of the students identified are currently in special education.

FOCUS AREAS: The barriers identified include Academics, Family Crisis/Challenge, Mental Health, Disruptive Behavior, Discipline Referrals, Work Completion, Attendance, Transportation, Threat Assessment

OUTCOMES:

Academic: 78 percent (18) of identified students have academic barriers. Of the 18 students, 9 remain at the 40 percentile or below on MAP Reading. Three of the students currently receive Wilson Intensive. An additional 3 students are receiving Wilson Intensive and are now performing above the 40 percentile.

Family Crisis/Challenge: 26 percent (6) of identified students have encountered a family crisis or challenge this year. We have supplied food, resources, gas vouchers, connected with eye professionals, winter gear, transportation, holiday gifts, crisis team referrals, county connections, and trusted adult connections. The principal directly communicates with these families. The school psychologist, social worker, front office, and assistant principal have been essential in wrapping around these children and families.

Mental Health: 70 percent (16) of identified students have challenges with mental health. Our school psychologist (general education) and social worker (special education) have connected with RELATE (at school and outside of school), the county, and other resources the families are comfortable using for their children. 81 percent (13) of identified students are receiving support services through a mental health professional. We have one student currently in critical care that is not a part of our barriers work. We will add this student to our work for next year. We have a relaxation club that is offered before school for most of the identified students.

Disruptive Behavior: 52 percent (12) of identified students display disruptive behavior. One student with disruptive behavior is in the Atlas Program and we work through the case manager to support him. 92 percent (11) of the 12 students have challenging behaviors at recess. One of the students is disruptive in class more than at other times of the day. He is receiving special education services, but the data is not showing a decline in disruptive behavior, in fact, there is an increase in disruptive behavior. We offer a bike club at the beginning of the school day, exercise club before school in the

morning, and movement breaks with exercise that increases the heartrate during the day combined with yoga or relaxation. Our Reflection Room paraprofessional problem solves with these students and enters discipline data.

Discipline Referrals: There are 77 discipline referrals amongst these students from 12 different students. 57 percent (44) of referrals originate from one student. This one student is also the student in the disruptive behavior category that has increased in disruptive behavior this year. Our Reflection Room paraprofessional problem solves with these students and enters discipline data.

Work Completion: .04 percent (1) of students struggle to complete assignments. This student is in the Atlas program and completes more work than any other year and is a twice exceptional student. The percentage of students in this category has dropped by 83%. The strategies we use are homework club (funded by a grant), and para support through special education. We may need to explore para support for students not in special education if work completion is an issue. Homework club is staff by Minnewashta teachers.

Attendance: The average attendance for this group is 86.59 percent with 2 students averaging attendance of 61 percent. This is an area that we will address and hope that some of the attendance is for public health reasons. A resource we will explore is www.attendanceworks.org

Transportation: 13 percent (3) students need transportation in order to attend and participate in all aspects of the school. We provide transportation as needed to participate during the school day and to attend school events.

Threat Assessment: We have conducted a threat assessment on 4 percent (1) of these students this school year and 17 percent (4) of them last school year. In total we have completed four additional threat assessments this year. We will add these students to students we are tracking for our barriers work. We have been using the Wisconsin School Threat Assessment Forms - Phase 1.

100 percent of the identified students (23) are in the Low Risk category on SAEBRS. This is our fourth year using SAEBRS and the results would not have been possible without the direct interventions of the school psychologist (general education), social worker (special education), and school counselor (in the early years of SAEBRS for general education).

Scenic Heights Elementary

FOCUS AREA: Scenic Heights used SAEBRS (Social Academic Emotional Behavior Risk Screener) data, and Student Support Team (SST) referrals to determine groups of students facing barriers to success. Students are universally screened three times per school year which helps to identify students at risk in one of four areas: social, academic, emotional and behavior concerns. Classroom teachers complete a 19

question survey for each student. The data are sorted, and students are grouped by risk area. Teachers are then informed about which students qualify for support services and collaborate with the School Counselors and Behavior Support Para to meet student needs.

Our School Counselors meet weekly with the identified students and offer targeted, data driven interventions in these areas: social skills, self-regulation, organization and concentration skills. They also support emotional needs such as anxiety, self-esteem and overall well-being. Our Behavior Support Para utilizes the Check-In Check-Out (CICO) program and regularly scheduled motor breaks to support individual students daily. In addition to these supports, our highest needs students benefit from Relate Therapy, ADHD Coaching, Before and After School Clubs (Relaxation, Exercise Club, Immersion Homework Club, English Homework Club), Growing Through Grief and Project Play.

OUTCOMES: It is evident that the intervention services are working. The number of office discipline referrals as well as special education referrals were reduced by using SAEBRS data to put proactive, preventative supports in place for identified students. A general marker of success for the Check-In Check-Out program is a student graduating to new goals or out of the program entirely after 6-8 weeks of individual support.

Students identified as at risk on SAEBRS:

- Fall 2021: $88/882 = 10.2$ percent of students identified
- Spring 2022: $76/894 = 8.5$ percent of students identified

CICO and Motor break data:

- Students who started in this program: 31
- Students who have graduated from program entirely and are now utilizing tier 1 supports: $26/31 = 84$ percent of students made progress
- Students who moved to tier 3 (special education supports): 2

Minnetonka Middle School East

FOCUS AREA: As a critical piece in the development of a workable MTSS model, MME has focused on developing a more robust system of diagnostics, supports and enrichments to support student literacy. Specific to the current 6th grade class, we reviewed longitudinal data (MCAs and NWEAs) and specific reading fluency scores related to benchmarks.

In the fall, all students took a 3 minute DIBELS assessment called the MAZE to provide a quick snapshot of a student's fluency and comprehension. Students with non-proficient scores or scores below the MAZE benchmark did additional fluency

diagnostics with the reading specialist, who listens for error types, decoding weaknesses, and other fluency related challenges.

This information was then used to guide decisions on interventions as we determine the best program and resources for supporting them. In some cases, this meant a reading support class, the Just Words program, or the Wilson Reading program. Other students were monitored by the reading specialist via ongoing conversations with the ELA teacher, the parents, and quarterly monitoring. Additionally, literacy concerns raised by teachers during PLC and grade level meetings were brought to the reading specialist and student support team for additional discussions around appropriate interventions. In the spring, a series of growth assessments are administered to determine recommended placements and supports for the subsequent year.

OUTCOMES: For the current Sixth Grade class, based on preliminary MCA reading assessment results, overall, the number of students proficient increased this year by 7.1 percent and 56 percent of all students improved their scale scores over the previous year. Additionally, data analysis, specific to students engaged in tier 2 and tier 3 interventions, as well as NWEA growth target scores, has yet to be calculated, but will be studied by the building improvement team over the summer.

FOCUS AREA: MME staff collaborated with student leaders to launch the MHI (Mental Health Initiative) Committee. This committee focused on developing new and innovative approaches to supporting students with mental health concerns through educational outreach and a campaign to eliminate the stigma that prevents many students from seeking help.

OUTCOMES: The MHI committee met before school on a bi-monthly basis and has developed a year-long campaign that culminated in a May Mental Health Awareness Month outreach. During this outreach, the committee utilized the morning show to provide weekly tips for proactively supporting mental health, created engaging competitions that challenged students to utilize new mental health support techniques, and raised awareness around specific resources and organizations that are available for students struggling with a mental health concern.

Minnetonka Middle School West

FOCUS AREA: Ensure that the students identified as struggling learners through the MTSS work (students with multiple failures or at academic risk) will show academic improvement as measured by achievement of NWEA growth targets, NWEA RIT scores, MCA scores, class achievement, and qualitative surveys.

OUTCOMES: We identified 97 MMW learners as being academically at risk after the second quarter. Using their second quarter grades, we focused on the students who had two or more D/F/I/NG grades on their grading report. Those 97 kids had a total of 271 D/F/I/NG grades. The school counselors reviewed the data to design an action plan for the 97 students identified as at risk. Many of the action plans included the

interventions listed in Goal/Focus Area #3 below. After the third quarter and the implementation of the action plans, that group of 97 students decreased their total number of D/F/I/NG grades from 271 to 178, which is approximately one less D/F/I/NG grade per student who was deemed academically at risk.

FOCUS AREA: Successfully utilize MTSS Tier 1 and Tier 2 academic supports such as MAST, Morning Help, Study Lunch, Advisory Math Support, and other interventions for students needing additional academic support.

OUTCOMES: Due to the use of the academic supports listed above, MMW students significantly increased their proficiency level on the Math MCA tests according to preliminary data. The percentage of all students enrolled in Grades 6-8 at Minnetonka Middle School West for at least half a school year who are proficient on the MCA Mathematics tests (MCA and MTAS) show an 8.5 percent increase in 2022.

FOCUS AREA: The MTSS counselor oversees targeted academic and social emotional intervention for students needing high levels of support.

OUTCOMES: MMW used an extensive variety of interventions this school year to provide targeted academic and social emotional intervention. Among those interventions were reading and math workshop classes, math advisory, weekly or daily check-ins with counseling staff for academic and social or emotional counseling, 504 plans, study skills classes, referring students to Tonka Online, Men and Women of color affinity groups, Wilson Reading support, study lunch, Relate Counseling based school therapy, counselor social skill and mental health groups, and the ADHD learning lab. These services were provided to many students, however 93 of the 97 students identified in goal area #1 received at least one and oftentimes more than one of the supports.

MHS

GOAL: To provide an inclusive and respectful school environment where all students feel safe, welcome, supported, valued and accepted so that they will experience more success inside and outside of the classroom.

FOCUS AREA: Tonka Prep

Tonka Prep was created to break down barriers, increase access, and open doors for our students of color. The goal is to use proven strategies to get students to value learning, improve their grades, and maintain high standards for themselves so they can achieve academic excellence.

Tonka Prep - To promote academic excellence and open doors for students this year, an Academic and Student Support Coordinator position was created. This coordinator worked with thirty male students of color throughout the school year to:

- Set goals- Academic and Personal
- Conduct 1:1 meetings tracking progress
- Provide field trips to expose them to Colleges, Universities, and Tech schools
- Act as a designated mentor
- Access lessons on attitudes and perseverance
- Participate in study sessions to keep up with academics and get support
- Learn about their leadership strengths through Strengthsfinder
- Be inspired by influential life coaches/speakers
- Understand resources available
- Learn about and take advantage of support classes
- Learn about and engage in advanced classes

OUTCOMES:

- 15 of 23 (65 percent) students Grades 10-12 involved in Tonka Prep had a higher first semester GPA than they had coming into the school year
- All 9 senior students have post-secondary plans, including:
 - Five attending Normandale College
 - One attending SW Minnesota State University (Marshall, MN)
 - One attending Saint Cloud State University
 - One attending Paul Quinn College (Dallas, TX)
 - One starting his own business
- There were 27 out of 30 Tonka Prep students who attended one or more of the after-school study sessions during the month of May.

Additional Tasks - Students:

- Listed barriers to success for them on a survey in the Fall. *Follow up survey being conducted this week*
- Rated the importance of school to them on a 1-10 scale (average 7.8) in the Fall. Follow up also being conducted this week
- Completed an activity identifying where they see themselves as 20, 30, 40 and 60 year-olds

FOCUS AREA: AP/IB Classes

There was underrepresentation of students of color in these classes.

OUTCOMES: Teachers personally invited underrepresented students to join IB/AP classes. Counselors also analyzed information regarding underrepresented student groups that had not yet taken an AP/IB class as guides for their 1:1 meetings. They introduced students to AP/IB options that would be natural fits to follow their current courses. For IB classes, there was a 24 percent increase in enrollment amongst our Black students and a 21 percent increase in enrollment amongst our Hispanic

students. For AP classes, there was a 12 percent increase in enrollment amongst our Black students and a 7 percent increase in enrollment amongst our Hispanic students.

FOCUS AREA: VANTAGE

Black, Hispanic, and Native American Students are underrepresented in VANTAGE. The goal was to increase enrollment with these students, analyze why enrollment is low, and create an outreach plan.

OUTCOMES: A VANTAGE Diversity Task Force was created consisting of staff and students. This Task force presented what VANTAGE is and why they should enroll students in Men of Color and Women of Color groups. There was an increase in VANTAGE enrollment with Black, Hispanic, and Native American students from 18 to 42. This was an over 133 percent increase from our current 2021-22 school year to next year's 2022-23 school year.

In the discussion that followed, Board member Becker asked whether there are any female students in the Tonka Prep program or whether it is a program geared to boys. Dr. LaDue said she knows that was the target population for this first group and would get the details for the Board about the reasoning. Board member Becker said she really loves to see the report on this each year and to see the work being done. Board Clerk Wagner said it's helpful to see how this effort has continued over the years and the difference it's made for kids over the years. Board member Selinger asked whether the nine different focus areas of barriers were explored in each school. Dr. LaDue said those were the nine original focus areas explored and that schools have gone in different directions as they have noted the specific priority areas based on needs in their buildings. Chairperson Vitale commented that when the Board writes its goals there is a balance of being specific but not so specific that individual schools, the administration, staff and students don't have some involvement in it. He said this report by Dr. LaDue reflects that there is freedom and flexibility in order to adapt and that when the Board turns the goals over to Administration, and staff and teachers are actively involved, great things happen.

9. **Q-COMP AND PLC REPORT**

Director of Teacher Development Sara White presented this item to the Board. She began by saying that in 2021-22, the Minnetonka Public Schools Q-Comp program successfully supported teachers in their quest to improve academic achievement. Survey data overwhelmingly demonstrated that the Q-Comp program has positively impacted student achievement. Many teachers reported that their students' achievement was impacted due to the support they received from the observation process. PLC groups from across the District voiced that the Q-Comp program allowed them to identify student needs, intentionally share and implement resources and strategies, and increase consistency among buildings, grades and classrooms.

Individuals also shared that M-GEM allowed them to be more intentional in their focus

to support students in learning. Because of their work with instructional coaches, teachers felt empowered to take risks as they implemented new strategies, resources, and assessments. The post-observation conversation allowed teachers to intentionally consider their planning and instruction. School Board Clerk Lisa Wagner said it's clear the District is hitting the target with teacher learning. Chairperson Vitale expressed his thanks to the District's TICs and the APOC Committee.

10. **REPORT ON EDUCATORS RECEIVING CONTINUING CONTRACT STATUS**

Dr. Peterson presented this item to the Board. He said that each year the administration recommends to the Board the names of those teachers and administrators who have completed their probationary period, and whom we are recommending receive continuing contract status.

To be eligible for this status, a teacher or administrator must have served a three-year probationary period in the District, or in cases where the teacher or administrator previously served three or more continuous years in a Minnesota public school district, the teacher or administrator would serve a one-year probationary period in Minnetonka.

The staff who are achieving continuing contract status for 2022-23 are the following:

First Name	Last Name	Subject	Building
Molly	Barry	Grade 2 Spanish Imm.	Groveland
Alyssa	Baumer	Language Arts	MHS
Lee	Berger	Tech Ed/Auto	MHS
Anna	Bjork	ELL	MME
Tara	Charlton	Language Arts	MHS
Robyn	Connelly	Special Education	SAIL
Vivian	Cunha Galletta Kern	Grade 1 Spanish Imm.	Minnewashta
Madalyn	Daven	ECSE	MCEC
Jennifer	Delatorre	Kindergarten Spanish Imm.	Clear Springs
Jacqueline	Dickens	Nurse	Deephaven
Wenyun	Dong	Grade 5 Chinese Imm.	Scenic Heights
John	Douglass	Language Arts	MHS
Jonathan	Dryke	Physical Education	MMW
Troy	Dvorak	School Psychologist	Deephaven
Stacey	Edlavitch	Special Education	MHS
Benjamin	Eller	Grade 1 Spanish Imm.	Clear Springs
Sally	Goddard	Reading	Scenic Heights
Kristin	Goeser	Adaptive PE	MHS/MME
Connor	Gomer	Math	MHS
Katherine	Haire	Special Education	MHS

Anne	Helseth	Special Education	MHS
Nicollette	Hendrix	Special Education	Excelsior
Josh	Jansen	Assistant Principal	Deephaven
Faith	Kasper	Special Education	SAIL
Beth	Keskey	Science	MMW
Dalton	Knes	Teacher of Student Affairs	MMW
Alexander	Lauer	Language Arts	MHS
Kristen	Lea	Navigator Teacher	Excelsior
Daniel	Leland	Social Studies	MME
Conor	Maher	Counselor	MHS
Leighanne	Mahoney	S/L Pathologist	Minnewashta
Angela	Meagher	Grade 3	Minnewashta
Taylor	Moon	Special Education	MHS
Claudia	Morales Pico	Kindergarten Spanish Imm.	Deephaven
Kristen	Moreen	Special Education	MHS
Kendra	Olson	Counselor	MHS
Savannah	Olson	Kindergarten Spanish Imm.	Minnewashta
Susan	Owens	Grade 4	Deephaven
Tara	Owens	Special Education	Clear Springs
Sarah	Palmer	Nurse	Scenic Heights
Melanie	Pederson	Special Education	Minnewashta
Charles	Plumadore	Science	MME
Daniel	Polski	Reading	MMW
Alicia	Reedy	S/L Pathologist	MME
Katie	Roche	Math	MHS
Amanda	Say	Science	MHS
Sarah	Seldon	Counselor	MHS
Diane	Severin	Nurse	Minnewashta
Drew	Simanton	Special Education	Minnewashta
Ellie	Stillman	Language Arts	MME
Bryce	Tesdahl	Physical Education	MHS
Kirsten	Tetzlaff	Math/Computer Science	MME
Lissa	Thomas	Orchestra	Minnewashta
Erin	Washburn	Math	MMW
Reilly	Woodruff	Special Education	MMW

Chairperson Vitale, on behalf of the Board, congratulated the educators named above on reaching this achievement.

11. ADOPTION OF FY23 BUDGET

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He began by saying that the Board is required by statute to adopt a budget for each fiscal year prior to July 1 of that fiscal year. District administration has been working with staff on the development of the Fiscal Year 2023 Budget. The General Fund Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$259,298 of ongoing revenues to ongoing expenses. An increase in the Basic Revenue Formula of \$135 per Adjusted Pupil Unit from the State of Minnesota is the major component of increased revenue per pupil projected for FY2023. This amount equates to a 2.00% increase in the Basic Formula. Targeted enrollment growth on an October-to-October basis is an increase of 185 K-12 students, from 11,187 in October 2021 to 11,372 students in October 2022. October enrollment is used by the State of Minnesota to apportion payments for the fiscal year, but the District is actually paid on the Adjusted Pupil Units that the October enrollment head count generates during the full course of the year. The Unassigned Fund Balance at the end of FY2023 is projected to be \$23,897,204 which is 16.2% of projected FY2023 expenditures. The combination of tightly monitored expense controls plus the additional revenue provided from enrollment growth in past years has allowed the District to continue to maintain very stable finances while maintaining and selectively expanding opportunities for students. Additional Operating Referendum Revenue, which is in place through the 2024 Pay 2025 levy to fund Fiscal Year 2026, gives the District a stable base of revenue from which to maintain the high-quality programs that are being delivered to students.

Mr. Bourgeois then walked the Board through the District's various funds, explaining the revenues and expenses for each. In the discussion that followed, Board member Lee-O'Halloran asked how the current inflationary conditions match up with what was presented. Mr. Bourgeois explained that MDE estimates the rate of inflation, and then the actual numbers are trued up in the following years. Dr. Peterson also said the budget is of course impacted by student numbers, and those numbers are not known until after school begins in the fall. Board Treasurer Becker noted that the District's Finance Advisory Committee, of which she is a member, had met last week and gone over the budget in detail, and they had been supportive of it.

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

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby adopt the Fiscal Year 2023 Budget as presented in the Summary of Budgets – All Governmental Fund Types in accordance with Governmental Accounting Standards Board standards, including projected revenues and other sources of \$220,604,640 for all funds, projected expenditures and other uses of \$229,667,972 for all funds and a projected fund balance at the end of Fiscal Year 2023 of \$72,387,903 for all funds.

Upon vote being taken thereon, the motion carried unanimously.

12. **APPROVAL OF NON-RENEWAL**

Executive Director of Human Resources Dr. Mike Cyrus presented this item to the Board. He explained that Chairperson Vitale needed to read the resolution out loud, call for a motion to approve the resolution, and then conduct a roll-call vote.

Chairperson Vitale then read the following resolution out loud:

***RESOLUTION RELATING TO THE
TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF THE
PROBATIONARY TEACHER***

WHEREAS, the teacher listed below, is a probationary teacher in Independent School District No. 276:

Kelly Elias-Special Education Teacher, Clear Springs Elementary School

BE IT RESOLVED, by the School Board of Independent School District No. 276, that pursuant to Minnesota Stat. §122A.40, that the teaching contract of the probationary teacher named above in Independent School District No. 276, is hereby terminated and not renewed.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding the termination and non-renewal of said contract as provided by law.

Becker moved, Wagner seconded, that the Board approve the resolution as presented. Upon roll call vote being taken thereon, the following voted in favor: Ambrosen, Becker, Lee-O'Halloran, Odom, Selinger, Wagner and Vitale; none voted against; whereupon the motion carried unanimously.

13. **APPROVAL OF OPEB TRANSFER**

Mr. Bourgeois presented this item to the Board. He began by saying that in December of 2008, the School Board had established a Trust Fund for Other Post-employment Benefits (OPEB) as authorized by Minnesota Statute 471.6175. The purpose of the fund was to accumulate assets to pay for OPEB Benefits that had been contractually obligated to various employee groups prior to July 1, 2002. The Statute authorized the sale of bonds to fund the corpus of the OPEB Trust, and the investment of those bond proceeds in the same array of investments as the State Board of Investment can invest in for State pension funds. The Statute also gave entities the opportunity to choose between an irrevocable trust option or a revocable trust option. The District chose to establish a revocable trust because that option allows for the use of excess assets over and above the actuarially determined liability of the trust fund. This option was chosen because it would give flexibility to future School Boards of the District to utilize excess trust fund assets.

Mr. Bourgeois noted that at the Board's previous study session in May, a discussion had been held regarding the possible transfer of \$2,850,000 from the Fund to fund the additional cost of the VANTAGE/MOMENTUM building to be constructed at 5735 Highway 101 (adjacent to Clear Springs Elementary School and the District Service Center). The Board had agreed to the transfer, and official approval from the Board was being requested by Administration this evening.

Mr. Bourgeois explained that as retirees pass away, the pool of persons receiving payments from the OPEB Trust likewise declines. With the withdrawal of an additional \$2,850,000 for the VANTAGE/MOMENTUM Project, the Total Assets of the OPEB Trust are projected at \$16,055,817 to cover the \$10,985,427 liability at 146%, with excess assets of \$4,714,287. A conservative projection of investment earnings averaging 3.00% indicates that even with an additional \$2,850,000 in excess assets withdrawn in FY22, the OPEB Trust Assets will remain at approximately 150% or more of the projected liability through June 30, 2039, and because of the mortality of the closed group of beneficiaries, the excess assets of the OPEB Trust will gradually grow back to a projected \$8,984,704 by June 20, 2039. The liability at June 30, 2039 is projected to be funded at 270%.

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

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the transfer of \$2,850,000 in excess assets from the OPEB Trust Fund to the General Fund as authorized by Minnesota Statutes 471.6175 Subd. 7(a)(iv) to fund the additional cost of the proposed VANTAGE/MOMENTUM building to be constructed at 5735 Highway 101, Minnetonka, MN.

Upon vote being taken thereon, the motion carried unanimously.

14. **CONSENT AGENDA**

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

- Minutes of May 5 Regular Meeting; May 19 Special Meeting; and May 19 Closed Session
- Study Session Summary of May 19, 2022
- Payment of Bills—in the amount of \$7,183,327.46.
- Recommended Personnel Items
- Gifts and Donations for May 2022: \$300.00 from the Blackbaud Giving Account and \$50.00 from Target c/o Cyber Grants, LLC; both to be placed in the Deephaven Elementary School Principal Discretionary Account. \$188.93 from the Groveland Elementary School PTO to be placed in the Groveland Elementary School Grade 3 Account. \$48.52 from the Benevity Community Account and \$5.60 from the Blackbaud Giving Account; both to be placed in the Minnewashta Elementary School Principal Discretionary Account. \$5.60 from the Blackbaud

Giving Account to be placed in the Excelsior Elementary School Principal Discretionary Account. \$2,000.00 from Wendy Lulavy to be placed in the MHS Jani Pankoff Scholarship Account. \$500.00 from Brad Burnham to be placed in the MHS Mary Beth Wiig Scholarship Account. \$2,218.82 from the MMW PTO to be placed in the MMW Enrichment Grants Account. \$250.00 from Seacole-CRC, LLC to be placed in the MHS Seniors Serve 2022 Program Account. \$1,000.00 from Virginia and John Fogg to be placed in the MHS Theatre Account. \$27.40 from Box Tops for Education to be placed in the MME Student Leadership Account. \$22.40 from the Blackbaud Giving Account to be placed in the MMW Principal Discretionary Account. \$121.55 from Brent Rickenbach and \$26.60 from the Benevity Community Account; both to be placed in the Scenic Heights Elementary School Principal Discretionary Account. \$100.00 from the Minnetonka Skippers Booster Club to be placed in the MHS Softball Program Account. \$100.00 from the Minnetonka Skippers Booster Club to be placed in the MHS Human Rights & Relations Club Account. \$100.00 from Arden and Donna Hetland to be placed in the Minnetonka Community Education Dennis Alexander Memorial Fund. \$600.00 from the Minnetonka Curtain Call Club to be placed in the MHS Theatre Mama Mia Account. \$5,250.00 from the Minnetonka Curtain Call Club and \$6,638.96 from Group Donation; both to be placed in the MHS Theatre Something Rotten 2.0 Account. \$24.00 from the Blackbaud Giving Account to be placed in the Minnetonka School District General Fund. \$1,000.00 from the Carlson Family Foundation to be placed in the MHS Curtain Call Club Account. Total Gifts and Donations thus far for 2021-22: \$378,002.20.

- Electronic Fund Transfers
- Individual Contracts
- FY22 Transportation Reimbursement to Qualified Non-Public Schools
- Advertising Licensing Agreement with the Touchdown Club

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

15. **BOARD REPORTS**

None.

16. **SUPERINTENDENT'S REPORT**

Dr. Peterson noted that graduation is Monday, June 6 at US Bank Stadium. Details will be coming for the Board on where to park, when to arrive, etc. There is plenty of room for all guests to attend. Also, there will be year-end celebrations at the school buildings for staff rather than one end-of-year staff event.

17. **ANNOUNCEMENTS**

Chairperson Vitale congratulated Dr. Peterson on his retirement. This is the last regular School Board meeting for Dr. Peterson in his career as a superintendent.

Chairperson Vitale mentioned the retirement celebration the District held for Dr. Peterson last evening and said it had been a wonderful tribute. For those who want to view the celebration, the video will be available on the District website by the end of the week.

18. **ADJOURNMENT**

Becker moved, Ambrosen seconded, adjournment at 9:38 p.m. Upon vote being taken thereon, the motion carried unanimously.

Lisa Wagner, Clerk

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

Board Agenda Item IV. b.

TITLE: Recommended Personnel Items

DATE: June 16, 2022

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

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

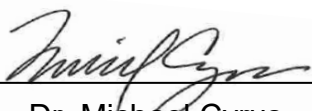
State law requires that the School Board formally approve all personnel actions. At the time of hiring, employees are told that the administration formally recommends employment, and that the employment action is finalized only after Board action. On these routine matters, however, the administration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

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

FUTURE ACTION/RECOMMENDATION:

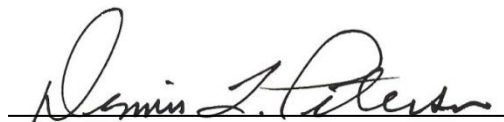
The administration recommends approval of all attached personnel changes.

Submitted by:



Dr. Michael Cyrus
Executive Director of Human Resources

Concurrence by:



Dr. Dennis L. Peterson
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
DREXLER, BENJAMIN	MATH, 1.0 FTE, MHS	2022-23	\$79,887
FOX, KATHRYN	SUMMER READING TEACHER, 1.92 HOURS/DAY, MME	6/23/22-9/1/22	\$69.11/HOUR
HESSBURG, JOSEPH	GRADE 5, 1.0 FTE, MWTA	8/30/22-6/9/23	\$78,487
KING, JARED	VANTAGE SOCIAL STUDIES TEACHER, 1.0 FTE, MHS/VANTAGE	2022-23	\$84,177
KVITRUD, ZIYING	ELEMENTARY CHINESE IMMERSION FLOAT TEACHER, 1.0 FTE, SH	8/30/22-6/9/23	\$74,026
LANGLAS, MARY	ELL, 1.0 FTE, MWTA/MMW	2022-23	\$76,592
QUINONEZ, MARIEL	ELEMENTARY SPANISH IMMERSION FLOAT TEACHER, 1.0 FTE, GR	8/30/22-6/9/23	\$70,901
THINGVOLD, KELSEY	LANGUAGE ARTS, 1.0 FTE, MME	2022-23	\$72,796
WANG, YI TING	ELEMENTARY CHINESE IMMERSION FLOAT TEACHER, 1.0 FTE, EXC/SH	8/30/22-6/9/23	\$65,211

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
CAMRUD, HANNAH	ECSE, 1.0 FTE, MCEC	7/29/22	RESIGNATION
HAIRE, KATHERINE	SPECIAL ED, 1.0 FTE, MHS	6/13/22	RESIGNATION
HOPPE, DEANNE	ASSISTANT PRINCIPAL, 1.0 FTE, MMW	6/30/23	RETIREMENT
MACKINNEY, MICHELLE	SPECIAL ED, 1.0 FTE, MME	6/13/22	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
ANDERSON, RAMONA	SPECIAL ED, 0.8 FTE, MHS – REQUESTING 0.2 FTE LOA FOR TRA PT PRGM	2022-23	PART TIME TRA PROGRAM
BATTERMAN, KATHRYN	BUSINESS ED/SOCIAL STUDIES, 1.0 FTE, MHS	11/21/22-6/9/23	CHILD REARING
CHEN, SIRUI	GRADE 5 CHINESE IMMERSION, 1.0 FTE, EXC	9/26/22-12/21/22	CHILD REARING
GERGEN, EMILY	GRADE 1 SPANISH IMMERSION, 1.0 FTE, GR	4/4/22-6/13/22	MEDICAL
HOPPE, DEANNE	ASSISTANT PRINCIPAL, 1.0 FTE, MMW	10/3/22-6/30/23	FMLA/PERSONAL
JUSTINAK, CARRIE	RTI/READING, 0.75 FTE, MWTA – REQUESTING 0.25 FTE LOA	2022-23	PERSONAL
LUETH, SARA	ELT, 0.5 FTE, CS – REQUESTING 0.39 FTE LOA	2022-23	JOB SHARE
LUNDEEN, ABBY	GRADE 6 HEALTH, 0.8 FTE, MME – REQUESTING 0.2 FTE LOA	2022-23	PERSONAL
O'LEARY, HEIDI	ELT/RTI, 0.935 FTE, EXC – REQUESTING 0.065 FTE LOA	2022-23	PERSONAL
SWEDLUND, SARAH	FACS, 0.51 FTE, MME – REQUESTING 0.09 FTE LOA	2022-23	PERSONAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
HAYDEN, CHARISSA	LANG ARTS, 0.9 FTE, MHS	8/30/22-6/9/23	LANG ARTS, 1.0 FTE, MHS
JUSTINAK, CARRIE	READING/SPECIAL ED, 1.0 FTE, MWTA	2022-23	RTI/READING, 0.75 FTE, MWTA – WITH 0.25 FTE LOA
LUETH, SARA	ELT, 0.82 FTE, CS – WITH 0.07 FTE LOA IN 21-22	2022-23	ELT, 0.5 FTE, CS – WITH 0.39 FTE LOA
LUNDEEN, ABBY	HEALTH/GRADE 6 STUDY SKILLS, 1.0 FTE, MME	2022-23	GRADE 6/HEALTH, 0.8 FTE, MME – WITH 0.2 FTE LOA
MALONE, KAREN	RESERVE TEACHER	2022-23	SPECIAL ED TEACHER, 0.5 FTE, CS
RIEMER, MICHAEL	HEALTH/PHY ED TEACHER, 1.0 FTE, MMW	2022-23	ADAPTIVE PHY ED/PHY ED TEACHER, 1.0 FTE, MMW
SKOGERBO, CHELSEY	GRADE 2, 1.0 FTE, GR	2022-23	GRADE 3, 1.0 FTE, DH
SWEDLUND, SARAH	FACS TEACHER, 0.75 FTE, MME IN 21-22	2022-23	FACS TEACHER, 0.51 FTE, MME – WITH 0.09 FTE LOA

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
HOHAG, LILLIAN	EXPLORERS CLUB PRGM ASST, HOURS VARY, MCEC	6/1/22	\$15.30/HR
IVANNOV, ALISA	SWIM INSTRUCTOR, 20 HRS/WK, AQUATICS	5/20/22	\$14.00/HR
JAMESON, SASCHA	LIFEGUARD, 20 HRS/WK, MCE/AQUATICS	5/22/22	\$14.00/HR
PETERSON, LILY	EXPLORERS CLUB PRGM ASST, HOURS VARY, MCEC	5/26/22	\$15.00/HR
RAABE, JOSHUA	LEVEL III SCHOOL OFFICE ASST, 8 HRS/DAY, EXC	6/13/22	\$22.49/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
BA, RACHEL	LEVEL III SCHOOL OFFICE ASST, 8 HRS/DAY, MWTA	7/15/22	RESIGNATION
BAUER, BARBARA	CLASS C ADVANCED LRNG PARA FOR INDEP INVEST, 14 HRS/WK, GR	6/10/22	RESIGNATION
BOLL, DUSTIN	CLASS D SPEC ED PARA, 6.5 HRS/DAY, SH	6/10/22	RESIGNATION
DREW, REBECCA	CLASS D SPECIAL ED/BUS & TRAFFIC PARA, 6.75 HRS/DAY, EXC	6/10/22	RESIGNATION
DUFAULT, MATTHEW	TECHNICAL SPECIALIST, 30 HRS/WK, EXC/MME/MMW/MHS	6/3/22	RESIGNATION
DYE, JORDAN	EXPLORERS CLUB PRGM LEAD, 30 HRS/WK, SH	6/10/22	RESIGNATION

ERANI, MARY	CLASS C CLRM PARA, 6.75 HRS/DAY, MWTA (LOA IN 2021-22)	6/10/22	RESIGNATION
FORRO, JANE	CLASS D ECSE PARA, 24 HRS/WK, MCEC	6/10/22	RESIGNATION
FRIES, KATHLEEN	CLASS D ECSE PARA, 18.75 HRS/WK, MCEC – CURRENTLY ON LOA SINCE 2/8/22	6/10/22	RESIGNATION
GERMANI, JASON	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME	6/10/22	RESIGNATION
HALBUR, MADELINE	CLASS D ECSE PARA, 11 HRS/WK, MCEC	6/10/22	RESIGNATION
HOCKER, PAULE	CLASS C NAVIGATOR/BUS & TRAFFIC PARA, 4.5 HRS/DAY, SH	6/10/22	RESIGNATION
	CLASS A LR/PG PARA, 1.5 HRS/DAY, SH		
KERTSON, JACKSON	EXPLORERS CLUB PRGM ASST, 20 HRS/WK, EXC	6/10/22	RESIGNATION
MALDONADO RAMIREZ, KARIM	CLASS D SPEC ED PARA, 6 HRS/DAY, MWTA	6/10/22	RESIGNATION
OSTOVICH, XIAOXIAO	MUSIC ACADEMY INSTRUCTOR, 10-25 HRS/WK, MCE	6/3/22	RESIGNATION
PEACOCK, SIENNA	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	6/10/22	RESIGNATION
PEARS, JANE	CLASS B HALL PARA, 6.5 HRS/DAY, MHS	6/10/22	RESIGNATION
	CLASS E HEALTH PARA, 15 MIN/DAY, MHS		
RIVARD, SUZANNE	CLASS D SPEC ED PARA, 2 HRS/DAY, CS	6/10/22	RESIGNATION
SIMS, DONNA	CLASS C CLRM PARA, 4 HRS/DAY, EXC	6/10/22	RETIREMENT
	CLASS D SPEC ED/BUS & TRAFFIC PARA, 2.5 HRS/DAY, EXC		
SOLORZANO, ABIGAIL	CLASS B SUPVRY PARA, 15 MIN/DAY, MMW	6/10/22	RESIGNATION
	CLASS D SPEC ED PARA, 6.25 HRS/DAY, MMW		
SOUCEK, CHRISTINE	CLASS D SPEC ED/BUS & TRAFFIC PARA, 7 HRS/DAY, MWTA	6/10/22	RESIGNATION
WARE, GINA	CLASS D SPEC ED/BUS & TRAFFIC PARA, 7 HRS/DAY, MWTA	6/10/22	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
CARLSON, ASHLEY	LEVEL V HEAD OFFICE ASST, 8 HRS/DAY, EXC	8/29/22-11/18/22	CHILD REARING
GUSE, TATJANA	EXPLORERS CLUB PRGM ASST, 34 HRS/WK, MCEC	6/13/22-9/9/22	PERSONAL/FMLA
LEE, LISA	CLASS D SPEC ED PARA, 6 HRS/DAY, MHS	8/30/22-1/2/23	PROFESSIONAL GROWTH

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
SVIHEL, CHRISTINE	CLASS C TEACHING & LEARNING PARA, 25 HRS/WK, DSC	6/13/22	CLASS C TEACHING & LEARNING PARA, 40 HRS/WK, DSC
	CLASS C PROJECT THINK PARA, 7 HRS/WK, DH		
TAFFE, LESLIE	CLASS B MTKA PRESCHOOL PARA, 30 HRS/WK, MCEC	2022-23	CLASS B MTKA PRESCHOOL PARA, 15 HRS/WK, MCEC (QUALIFIES FOR PHASED RETIREMENT THROUGH PERA)

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
BARTA, BLAKE	BOYS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$3,810
BARTELT, LAUREN	ASSOCIATE DIRECTOR, SUMMER THEATER CAMP-FAB. 50'S	MCEC	SUMMER 2022	\$1,200
BHOJWANI, COLLIN	BOYS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$3,810
BOYUM, TRENT	DIRECTOR, SUMMER THEATER CAMP-FABULOUS 50'S	MCEC	SUMMER 2022	\$5,000
BURFEIND, MITCH	SUPERMILEAGE ADVISOR	MHS	2021-22	\$4,546
DRYKE, JON	BOYS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$3,927
DUNLAP, MASON	BOYS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$3,810
EICHLER, ELIZABETH	LEGACY 2023 CO-ADVISOR	MHS	2021-22	\$500
ELLIS, TERRI	STUDENT GOVERNMENT ADVISOR	MHS	2021-22	\$6,394
FREDERICK, MIRANDA	EVENT WORKER	MHS	2021-22	VARIES
GATENBY, CONNOR	BOYS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$3,927
GURLEY, CAREINO	MEN OF COLOR CO-ADVISOR	MHS	2021-22	\$1,539.50
HEAGNEY, MARC	BOYS LACROSSE ASST COACH	MHS	4/4/22-6/18/22	\$3,810
JOHNSON, BECKY	STUDENT GOVERNMENT ASST ADVISOR	MHS	2021-22	\$3,315
SALCEDO, JUAN PABLO	EART CLUB ADVISOR	MHS	2021-22	\$1,232
TUTHILL, STEVE	LEGACY 2023 CO-ADVISOR	MHS	2021-22	\$500
WESELY, MICHAEL	ARCHERY INSTRUCTOR, MCE	MMW	7/5/22	\$16.79/HR
YUE, JOSH	BOYS LACROSSE HEAD COACH	MHS	4/4/22-6/18/22	\$5,527

CONSENT

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

Board Agenda Item IV. c

Title: Approval of MDE Format Long-Term Facilities Maintenance and Health & Safety Plan and Statement of Assurance June 16, 2022

EXECUTIVE SUMMARY:

At the Board Meeting of May 4, 2022, the School Board approved the annual update for the 10-Year Long Term Facilities Maintenance Plan.

Subsequent to that meeting, on May 27, 2022 MDE released instructions and forms that they want Districts to use in submitting the annual update of the Long-Term Facilities Maintenance Plan to MDE, including adding Health & Safety data to the plan along with Long Term Facilities Maintenance information.

MDE also is requiring a Statement of Assurances signed by the Superintendent, a detailed list of FY24 Long Term Facilities Maintenance Projects, an estimated bonding schedule to fund those projects, and a Board Resolution signed by the Board Clerk or Deputy Clerk to be submitted along with the MDE revenue and MDE expense plan spreadsheets. The MDE deadline for submitting this information is July 31, 2022.

The MDE-required forms and resolution are attached.

ATTACHMENTS:

Long-Term Facility Maintenance Ten-Year Expenditure Application
FY24 Long-Term Facility Maintenance Ten-Year Revenue Projection
FY24 Long-Term Facilities Maintenance Projects
Estimated Bonding Schedule to Fund FY24 Projects
Statement of Assurances

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the MDE-required documents for the update of the Ten-Year Long-Term Facilities Maintenance Plan for FY2023 through FY2032 for submission to the Minnesota Department of Education. The resolution is written in an MDE-recommended format.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



Dennis Peterson, Superintendent

RECOMMENDED MOTION

WHEREAS, TO QUALIFY FOR Long-Term Facilities Maintenance revenue, Minnesota Statutes require that a school district must annually adopt and approve a ten-year facilities plan and submit it to the Commissioner of Education for approval no later than July 31, and,

WHEREAS, the School Board approved an annual Ten-Year Long-Term Facilities Maintenance Plan inclusive of all projects and funding on May 5, 2022, in accordance with Minnesota Statutes,

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the Long-Term Facilities Maintenance Ten Year Plan for Fiscal Years 2023 through 2032 documents as required by the Minnesota Department of Education for submission to the Minnesota Department of Education for Commissioner approval and funding of the Fiscal Year 2024 projects, inclusive of:

Long-Term Facility Maintenance Ten-Year Expenditure Application
FY24 Long-Term Facility Maintenance Ten-Year Revenue Projection
FY24 Long-Term Facilities Maintenance Projects
Estimated Bonding Schedule to Fund FY24 Projects
Statement of Assurances

Board Members Present:

Board Members Absent: None


Board Member _____ moved the motion which was seconded by Board Member _____.

Those voting in favor:

Those voting against: None

WITNESS my hand officially as such recording officer and duly appointed School Board Deputy Clerk on June 17, 2022.

Paul Bourgeois , School Board Deputy Clerk

 <div> <div>Division of School Finance</div> <div>400 NE Stinson Blvd</div> <div>Minneapolis, MN 55413</div> </div>		<div>Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only</div>										<div>ED - 02478-08</div>	
<div>Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.</div>													
<div>District Info.</div>		<div>Enter Information</div>		<div>District Info.</div>		<div>Enter Information</div>							
<div>District Name:</div>		<div>Minnetonka</div>		<div>Date:</div>		<div>6/16/2022</div>							
<div>District Number:</div>		<div>276</div>		<div>Email:</div>		<div>paul.bourgeois@minnetonkaschools.org</div>							
<div>District Contact Name:</div>		<div>Paul Bourgeois</div>											
<div>Contact Phone #</div>		<div>612-240-5997</div>											
<div>Fiscal Year (FY) Ending June 30</div>													
<div>Expenditure Categories</div>				<div>2022 (base year) 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032</div>									
<div>Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.</div>													
<div>Finance Code</div>		<div>Category (1)</div>											
347		Physical Hazards		\$110,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
349		Other Hazardous Materials		\$110,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
352		Environmental Health and Safety Management		\$110,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
358		Asbestos Removal and Encapsulation		\$10,000	\$10,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
363		Fire Safety		\$117,097	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
366		Indoor Air Quality		\$10,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
		Total Health and Safety Capital Projects		\$467,097	\$590,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000
<div>Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year</div>													
<div>Finance Code</div>		<div>Category (2)</div>											
358		Asbestos Removal and Encapsulation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363		Fire Safety		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366		Indoor Air Quality		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<div>Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151</div>													
<div>Finance Code</div>		<div>Category (3)</div>											
355		Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<div>Accessibility</div>													
<div>Finance Code</div>		<div>Category (4)</div>											
367		Accessibility		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<div>Deferred Capital Expenditures and Maintenance Projects</div>													
<div>Finance Code</div>		<div>Category (5)</div>											
368		Building Envelope		\$85,000	\$0	\$450,000	\$600,000	\$900,000	\$500,000	\$1,500,000	\$800,000	\$2,190,000	\$2,190,000
369		Building Hardware and Equipment		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370		Electrical		\$0	\$575,000	\$0	\$0	\$1,200,000	\$0	\$0	\$0	\$0	\$0
379		Interior Surfaces		\$642,000	\$1,806,000	\$2,615,000	\$1,010,000	\$974,000	\$1,015,000	\$215,000	\$215,000	\$215,000	\$215,000
380		Mechanical Systems		\$2,268,000	\$1,942,000	\$3,490,000	\$3,130,000	\$2,640,000	\$3,860,000	\$2,500,000	\$9,520,000	\$1,200,000	\$1,200,000
381		Plumbing		\$220,000	\$124,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382		Professional Services and Salary		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383		Roof Systems		\$611,000	\$818,000	\$1,700,000	\$2,520,000	\$1,091,000	\$1,905,000	\$1,370,000	\$1,340,000	\$2,840,000	\$1,340,000
384		Site Projects		\$1,274,000	\$980,000	\$730,000	\$750,000	\$1,195,000	\$950,000	\$2,890,000	\$900,000	\$900,000	\$900,000
		Total Deferred Capital Expense and Maintenance		\$5,100,000	\$6,245,000	\$8,985,000	\$8,010,000	\$8,000,000	\$8,230,000	\$8,475,000	\$6,775,000	\$7,345,000	\$5,845,000
		Total Annual 10-Year Plan Expenditures		\$5,567,097	\$6,835,000	\$9,585,000	\$8,610,000	\$8,600,000	\$8,830,000	\$9,075,000	\$7,375,000	\$7,945,000	\$6,445,000
<div>Fund Balance Section</div>													
<div>Fund 01</div>													
		Beginning Fund Balance 01-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Fiscal Year Revenue - Levy		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Fiscal Year Revenue - AID if Applicable		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Transfer OUT if applicable - Special Legislation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Estimated Fiscal Year Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		Ending Fiscal Year Fund Balance 01-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<div>Fund 06</div>													
		Beginning Fund Balance 06-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Fiscal Year Bonded Revenue		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		Other Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		LTFM Estimated Fiscal Year Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		Ending Fiscal Year Fund Balance 06-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<div>End of worksheet</div>													

[illegible]

End of V/orksheet

105% LEVY

**Independent School District No. 276, (Minnetonka), Minnesota
Taxable General Obligation Facilities Maintenance Bonds, Series 2021G
February 1, 2028 Call @ Par
FINAL**

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2023	165,000.00	242,415.38	407,415.38	427,786.15	2021	2022
02/01/2024	235,000.00	174,705.00	409,705.00	430,190.25	2022	2023
02/01/2025	245,000.00	162,955.00	407,955.00	428,352.75	2023	2024
02/01/2026	260,000.00	150,705.00	410,705.00	431,240.25	2024	2025
02/01/2027	270,000.00	137,705.00	407,705.00	428,090.25	2025	2026
02/01/2028	285,000.00	124,205.00	409,205.00	429,665.25	2026	2027
02/01/2029	300,000.00	109,955.00	409,955.00	430,452.75	2027	2028
02/01/2030	305,000.00	105,425.00	410,425.00	430,946.25	2028	2029
02/01/2031	310,000.00	100,240.00	410,240.00	430,752.00	2029	2030
02/01/2032	315,000.00	94,195.00	409,195.00	429,654.75	2030	2031
02/01/2033	320,000.00	88,052.50	408,052.50	428,455.13	2031	2032
02/01/2034	325,000.00	81,812.50	406,812.50	427,153.13	2032	2033
02/01/2035	335,000.00	74,500.00	409,500.00	429,975.00	2033	2034
02/01/2036	340,000.00	66,962.50	406,962.50	427,310.63	2034	2035
02/01/2037	350,000.00	59,312.50	409,312.50	429,778.13	2035	2036
02/01/2038	360,000.00	50,387.50	410,387.50	430,906.88	2036	2037
02/01/2039	365,000.00	41,207.50	406,207.50	426,517.88	2037	2038
02/01/2040	375,000.00	31,900.00	406,900.00	427,245.00	2038	2039
02/01/2041	385,000.00	21,587.50	406,587.50	426,916.88	2039	2040
02/01/2042	400,000.00	11,000.00	411,000.00	431,550.00	2040	2041
	6,245,000.00	1,929,227.88	8,174,227.88	8,582,939.27		

105% LEVY**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2022****Callable 2/1/30 @ Par****Assumes: NBQ, Moody's Aaa, Level Debt Service****Desk NBQ Rates as of 5/31/22 + 50bps (0.50%)*******PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2024	195,000.00	466,686.00	661,686.00	694,770.30	2022	2023
02/01/2025	320,000.00	341,434.50	661,434.50	694,506.23	2023	2024
02/01/2026	330,000.00	327,354.50	657,354.50	690,222.23	2024	2025
02/01/2027	345,000.00	312,834.50	657,834.50	690,726.23	2025	2026
02/01/2028	360,000.00	297,654.50	657,654.50	690,537.23	2026	2027
02/01/2029	380,000.00	281,814.50	661,814.50	694,905.23	2027	2028
02/01/2030	395,000.00	265,094.50	660,094.50	693,099.23	2028	2029
02/01/2031	410,000.00	247,714.50	657,714.50	690,600.23	2029	2030
02/01/2032	425,000.00	234,758.50	659,758.50	692,746.43	2030	2031
02/01/2033	440,000.00	221,031.00	661,031.00	694,082.55	2031	2032
02/01/2034	455,000.00	205,631.00	660,631.00	693,662.55	2032	2033
02/01/2035	470,000.00	189,387.50	659,387.50	692,356.88	2033	2034
02/01/2036	485,000.00	172,279.50	657,279.50	690,143.48	2034	2035
02/01/2037	505,000.00	154,237.50	659,237.50	692,199.38	2035	2036
02/01/2038	525,000.00	135,199.00	660,199.00	693,208.95	2036	2037
02/01/2039	545,000.00	115,196.50	660,196.50	693,206.33	2037	2038
02/01/2040	565,000.00	94,159.50	659,159.50	692,117.48	2038	2039
02/01/2041	590,000.00	72,124.50	662,124.50	695,230.73	2039	2040
02/01/2042	610,000.00	49,055.50	659,055.50	692,008.28	2040	2041
02/01/2043	635,000.00	25,082.50	660,082.50	693,086.63	2041	2042
	8,985,000.00	4,208,730.00	13,193,730.00	13,853,416.50		

105% LEVY**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2023****Callable 2/1/31 @ Par****Assumes: NBQ, Moody's Aaa, Level Debt Service****Desk NBQ Rates as of 5/31/22 + 100bps (1.00%)*******PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2025	145,000.00	472,464.67	617,464.67	648,337.90	2023	2024
02/01/2026	270,000.00	347,098.50	617,098.50	647,953.43	2024	2025
02/01/2027	285,000.00	333,598.50	618,598.50	649,528.43	2025	2026
02/01/2028	295,000.00	319,348.50	614,348.50	645,065.93	2026	2027
02/01/2029	310,000.00	304,598.50	614,598.50	645,328.43	2027	2028
02/01/2030	330,000.00	289,098.50	619,098.50	650,053.43	2028	2029
02/01/2031	345,000.00	272,598.50	617,598.50	648,478.43	2029	2030
02/01/2032	360,000.00	255,348.50	615,348.50	646,115.93	2030	2031
02/01/2033	375,000.00	241,488.50	616,488.50	647,312.93	2031	2032
02/01/2034	390,000.00	227,501.00	617,501.00	648,376.05	2032	2033
02/01/2035	405,000.00	211,901.00	616,901.00	647,746.05	2033	2034
02/01/2036	420,000.00	195,417.50	615,417.50	646,188.38	2034	2035
02/01/2037	440,000.00	178,029.50	618,029.50	648,930.98	2035	2036
02/01/2038	455,000.00	159,461.50	614,461.50	645,184.58	2036	2037
02/01/2039	475,000.00	140,033.00	615,033.00	645,784.65	2037	2038
02/01/2040	495,000.00	119,560.50	614,560.50	645,288.53	2038	2039
02/01/2041	520,000.00	97,978.50	617,978.50	648,877.43	2039	2040
02/01/2042	540,000.00	75,098.50	615,098.50	645,853.43	2040	2041
02/01/2043	565,000.00	51,284.50	616,284.50	647,098.73	2041	2042
02/01/2044	590,000.00	26,255.00	616,255.00	647,067.75	2042	2043
	8,010,000.00	4,318,163.17	12,328,163.17	12,944,571.33		

105% LEVY

**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2024**

Callable 2/1/32 @ Par

Assumes: NBQ, Moody's Aaa, Level Debt Service

Desk NBQ Rates as of 5/31/22 + 150bps (1.50%)

*****PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2026	125,000.00	522,196.67	647,196.67	679,556.50	2024	2025
02/01/2027	260,000.00	385,397.50	645,397.50	677,667.38	2025	2026
02/01/2028	275,000.00	372,397.50	647,397.50	679,767.38	2026	2027
02/01/2029	285,000.00	358,647.50	643,647.50	675,829.88	2027	2028
02/01/2030	300,000.00	344,397.50	644,397.50	676,617.38	2028	2029
02/01/2031	315,000.00	329,397.50	644,397.50	676,617.38	2029	2030
02/01/2032	330,000.00	313,647.50	643,647.50	675,829.88	2030	2031
02/01/2033	350,000.00	297,147.50	647,147.50	679,504.88	2031	2032
02/01/2034	365,000.00	278,422.50	643,422.50	675,593.63	2032	2033
02/01/2035	385,000.00	258,895.00	643,895.00	676,089.75	2033	2034
02/01/2036	405,000.00	241,570.00	646,570.00	678,898.50	2034	2035
02/01/2037	420,000.00	223,061.50	643,061.50	675,214.58	2035	2036
02/01/2038	440,000.00	203,573.50	643,573.50	675,752.18	2036	2037
02/01/2039	460,000.00	182,805.50	642,805.50	674,945.78	2037	2038
02/01/2040	485,000.00	160,863.50	645,863.50	678,156.68	2038	2039
02/01/2041	510,000.00	137,535.00	647,535.00	679,911.75	2039	2040
02/01/2042	530,000.00	112,749.00	642,749.00	674,886.45	2040	2041
02/01/2043	560,000.00	86,779.00	646,779.00	679,117.95	2041	2042
02/01/2044	585,000.00	59,283.00	644,283.00	676,497.15	2042	2043
02/01/2045	615,000.00	30,442.50	645,442.50	677,714.63	2043	2044
	8,000,000.00	4,899,209.17	12,899,209.17	13,544,169.63		

105% LEVY**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2025****Callable 2/1/33 @ Par****Assumes: NBQ, Moody's Aaa, Level Debt Service****Desk NBQ Rates as of 5/31/22 + 150bps (1.50%)*******PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2027	125,000.00	536,705.33	661,705.33	694,790.60	2025	2026
02/01/2028	265,000.00	396,279.00	661,279.00	694,342.95	2026	2027
02/01/2029	280,000.00	383,029.00	663,029.00	696,180.45	2027	2028
02/01/2030	295,000.00	369,029.00	664,029.00	697,230.45	2028	2029
02/01/2031	310,000.00	354,279.00	664,279.00	697,492.95	2029	2030
02/01/2032	325,000.00	338,779.00	663,779.00	696,967.95	2030	2031
02/01/2033	340,000.00	322,529.00	662,529.00	695,655.45	2031	2032
02/01/2034	360,000.00	305,529.00	665,529.00	698,805.45	2032	2033
02/01/2035	375,000.00	286,449.00	661,449.00	694,521.45	2033	2034
02/01/2036	395,000.00	266,574.00	661,574.00	694,652.70	2034	2035
02/01/2037	415,000.00	248,799.00	663,799.00	696,988.95	2035	2036
02/01/2038	435,000.00	229,833.50	664,833.50	698,075.18	2036	2037
02/01/2039	455,000.00	209,649.50	664,649.50	697,881.98	2037	2038
02/01/2040	475,000.00	188,173.50	663,173.50	696,332.18	2038	2039
02/01/2041	500,000.00	165,516.00	665,516.00	698,791.80	2039	2040
02/01/2042	520,000.00	141,466.00	661,466.00	694,539.30	2040	2041
02/01/2043	550,000.00	116,194.00	666,194.00	699,503.70	2041	2042
02/01/2044	575,000.00	89,244.00	664,244.00	697,456.20	2042	2043
02/01/2045	605,000.00	61,011.50	666,011.50	699,312.08	2043	2044
02/01/2046	630,000.00	31,185.00	661,185.00	694,244.25	2044	2045
	8,230,000.00	5,040,253.33	13,270,253.33	13,933,766.00		

105% LEVY

**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2026**

Callable 2/1/34 @ Par

Assumes: NBQ, Moody's Aaa, Level Debt Service

Desk NBQ Rates as of 5/31/22 + 150bps (1.50%)

*****PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2028	130,000.00	552,718.67	682,718.67	716,854.60	2026	2027
02/01/2029	275,000.00	408,039.00	683,039.00	717,190.95	2027	2028
02/01/2030	290,000.00	394,289.00	684,289.00	718,503.45	2028	2029
02/01/2031	305,000.00	379,789.00	684,789.00	719,028.45	2029	2030
02/01/2032	320,000.00	364,539.00	684,539.00	718,765.95	2030	2031
02/01/2033	335,000.00	348,539.00	683,539.00	717,715.95	2031	2032
02/01/2034	350,000.00	331,789.00	681,789.00	715,878.45	2032	2033
02/01/2035	370,000.00	314,289.00	684,289.00	718,503.45	2033	2034
02/01/2036	390,000.00	294,679.00	684,679.00	718,912.95	2034	2035
02/01/2037	410,000.00	274,009.00	684,009.00	718,209.45	2035	2036
02/01/2038	425,000.00	255,559.00	680,559.00	714,586.95	2036	2037
02/01/2039	445,000.00	236,136.50	681,136.50	715,193.33	2037	2038
02/01/2040	465,000.00	215,488.50	680,488.50	714,512.93	2038	2039
02/01/2041	490,000.00	193,540.50	683,540.50	717,717.53	2039	2040
02/01/2042	515,000.00	170,167.50	685,167.50	719,425.88	2040	2041
02/01/2043	535,000.00	145,396.00	680,396.00	714,415.80	2041	2042
02/01/2044	565,000.00	119,395.00	684,395.00	718,614.75	2042	2043
02/01/2045	590,000.00	91,710.00	681,710.00	715,795.50	2043	2044
02/01/2046	620,000.00	62,741.00	682,741.00	716,878.05	2044	2045
02/01/2047	650,000.00	32,175.00	682,175.00	716,283.75	2045	2046
	8,475,000.00	5,184,988.67	13,659,988.67	14,342,988.10		

105% LEVY

Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2027
Callable 2/1/35 @ Par
Assumes: NBQ, Moody's Aaa, Level Debt Service
Desk NBQ Rates as of 5/31/22 + 150bps (1.50%)
*****PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2029	105,000.00	439,498.67	544,498.67	571,723.60	2027	2028
02/01/2030	220,000.00	324,374.00	544,374.00	571,592.70	2028	2029
02/01/2031	230,000.00	313,374.00	543,374.00	570,542.70	2029	2030
02/01/2032	240,000.00	301,874.00	541,874.00	568,967.70	2030	2031
02/01/2033	250,000.00	289,874.00	539,874.00	566,867.70	2031	2032
02/01/2034	265,000.00	277,374.00	542,374.00	569,492.70	2032	2033
02/01/2035	280,000.00	264,124.00	544,124.00	571,330.20	2033	2034
02/01/2036	290,000.00	250,124.00	540,124.00	567,130.20	2034	2035
02/01/2037	305,000.00	235,189.00	540,189.00	567,198.45	2035	2036
02/01/2038	325,000.00	219,481.50	544,481.50	571,705.58	2036	2037
02/01/2039	340,000.00	202,744.00	542,744.00	569,881.20	2037	2038
02/01/2040	355,000.00	187,206.00	542,206.00	569,316.30	2038	2039
02/01/2041	370,000.00	170,734.00	540,734.00	567,770.70	2039	2040
02/01/2042	390,000.00	153,270.00	543,270.00	570,433.50	2040	2041
02/01/2043	405,000.00	134,667.00	539,667.00	566,650.35	2041	2042
02/01/2044	425,000.00	115,186.50	540,186.50	567,195.83	2042	2043
02/01/2045	445,000.00	94,531.50	539,531.50	566,508.08	2043	2044
02/01/2046	470,000.00	72,726.50	542,726.50	569,862.83	2044	2045
02/01/2047	490,000.00	49,649.50	539,649.50	566,631.98	2045	2046
02/01/2048	515,000.00	25,492.50	540,492.50	567,517.13	2046	2047
	6,715,000.00	4,121,494.67	10,836,494.67	11,378,319.40		

105% LEVY**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2028****Callable 2/1/36 @ Par****Assumes: NBQ, Moody's Aaa, Level Debt Service****Desk NBQ Rates as of 5/31/22 + 150bps (1.50%)*******PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2030	115,000.00	480,074.67	595,074.67	624,828.40	2028	2029
02/01/2031	240,000.00	354,306.00	594,306.00	624,021.30	2029	2030
02/01/2032	250,000.00	342,306.00	592,306.00	621,921.30	2030	2031
02/01/2033	260,000.00	329,806.00	589,806.00	619,296.30	2031	2032
02/01/2034	275,000.00	316,806.00	591,806.00	621,396.30	2032	2033
02/01/2035	290,000.00	303,056.00	593,056.00	622,708.80	2033	2034
02/01/2036	305,000.00	288,556.00	593,556.00	623,233.80	2034	2035
02/01/2037	320,000.00	273,306.00	593,306.00	622,971.30	2035	2036
02/01/2038	335,000.00	256,986.00	591,986.00	621,585.30	2036	2037
02/01/2039	350,000.00	239,901.00	589,901.00	619,396.05	2037	2038
02/01/2040	370,000.00	222,051.00	592,051.00	621,653.55	2038	2039
02/01/2041	385,000.00	205,142.00	590,142.00	619,649.10	2039	2040
02/01/2042	405,000.00	187,278.00	592,278.00	621,891.90	2040	2041
02/01/2043	425,000.00	168,162.00	593,162.00	622,820.10	2041	2042
02/01/2044	445,000.00	147,889.50	592,889.50	622,533.98	2042	2043
02/01/2045	465,000.00	126,485.00	591,485.00	621,059.25	2043	2044
02/01/2046	490,000.00	103,886.00	593,886.00	623,580.30	2044	2045
02/01/2047	515,000.00	79,876.00	594,876.00	624,619.80	2045	2046
02/01/2048	540,000.00	54,589.50	594,589.50	624,318.98	2046	2047
02/01/2049	565,000.00	27,967.50	592,967.50	622,615.88	2047	2048
	7,345,000.00	4,508,430.17	11,853,430.17	12,446,101.68		

105% LEVY

**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2029**

Callable 2/1/37 @ Par

Assumes: NBQ, Moody's Aaa, Level Debt Service

Desk NBQ Rates as of 5/31/22 + 150bps (1.50%)

*****PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2031	90,000.00	383,383.33	473,383.33	497,052.50	2029	2030
02/01/2032	190,000.00	283,037.50	473,037.50	496,689.38	2030	2031
02/01/2033	200,000.00	273,537.50	473,537.50	497,214.38	2031	2032
02/01/2034	210,000.00	263,537.50	473,537.50	497,214.38	2032	2033
02/01/2035	220,000.00	253,037.50	473,037.50	496,689.38	2033	2034
02/01/2036	230,000.00	242,037.50	472,037.50	495,639.38	2034	2035
02/01/2037	240,000.00	230,537.50	470,537.50	494,064.38	2035	2036
02/01/2038	255,000.00	218,537.50	473,537.50	497,214.38	2036	2037
02/01/2039	265,000.00	205,660.00	470,660.00	494,193.00	2037	2038
02/01/2040	280,000.00	192,277.50	472,277.50	495,891.38	2038	2039
02/01/2041	295,000.00	178,137.50	473,137.50	496,794.38	2039	2040
02/01/2042	310,000.00	163,240.00	473,240.00	496,902.00	2040	2041
02/01/2043	320,000.00	148,856.00	468,856.00	492,298.80	2041	2042
02/01/2044	335,000.00	133,752.00	468,752.00	492,189.60	2042	2043
02/01/2045	355,000.00	117,772.50	472,772.50	496,411.13	2043	2044
02/01/2046	370,000.00	100,697.00	470,697.00	494,231.85	2044	2045
02/01/2047	390,000.00	82,715.00	472,715.00	496,350.75	2045	2046
02/01/2048	410,000.00	63,605.00	473,605.00	497,285.25	2046	2047
02/01/2049	430,000.00	43,474.00	473,474.00	497,147.70	2047	2048
02/01/2050	450,000.00	22,275.00	472,275.00	495,888.75	2048	2049
	5,845,000.00	3,600,107.33	9,445,107.33	9,917,362.70		

105% LEVY**Independent School District No. 276, Minnetonka, Minnesota
General Obligation Facilities Maintenance Bonds, Series 2030****Callable 2/1/38 @ Par****Assumes: NBQ, Moody's Aaa, Level Debt Service****Desk NBQ Rates as of 5/31/22 + 150bps (1.50%)*******PRELIMINARY*****

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Col- lect Year
02/01/2032	85,000.00	367,996.00	452,996.00	475,645.80	2030	2031
02/01/2033	180,000.00	271,747.00	451,747.00	474,334.35	2031	2032
02/01/2034	190,000.00	262,747.00	452,747.00	475,384.35	2032	2033
02/01/2035	200,000.00	253,247.00	453,247.00	475,909.35	2033	2034
02/01/2036	210,000.00	243,247.00	453,247.00	475,909.35	2034	2035
02/01/2037	220,000.00	232,747.00	452,747.00	475,384.35	2035	2036
02/01/2038	230,000.00	221,747.00	451,747.00	474,334.35	2036	2037
02/01/2039	245,000.00	210,247.00	455,247.00	478,009.35	2037	2038
02/01/2040	255,000.00	197,752.00	452,752.00	475,389.60	2038	2039
02/01/2041	270,000.00	184,747.00	454,747.00	477,484.35	2039	2040
02/01/2042	280,000.00	170,977.00	450,977.00	473,525.85	2040	2041
02/01/2043	295,000.00	156,697.00	451,697.00	474,281.85	2041	2042
02/01/2044	310,000.00	143,009.00	453,009.00	475,659.45	2042	2043
02/01/2045	325,000.00	128,377.00	453,377.00	476,045.85	2043	2044
02/01/2046	340,000.00	112,874.50	452,874.50	475,518.23	2044	2045
02/01/2047	355,000.00	96,520.50	451,520.50	474,096.53	2045	2046
02/01/2048	375,000.00	79,267.50	454,267.50	476,980.88	2046	2047
02/01/2049	395,000.00	60,892.50	455,892.50	478,687.13	2047	2048
02/01/2050	410,000.00	41,498.00	451,498.00	474,072.90	2048	2049
02/01/2051	430,000.00	21,285.00	451,285.00	473,849.25	2049	2050
	5,600,000.00	3,457,622.00	9,057,622.00	9,510,503.10		

**Minnetonka Independent School District 276
Long-Term Facilities Maintenance Ten-Year Plan
FY2023 Through FY2032**

June 30, 2022

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2023 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 45,000
	906	384	Fencing replacement-backstops	\$ 30,000
	920	379	1958-60 classroom cabinet replacement - 5 rooms	\$ 150,000
Deephaven Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement - 1956 wall finishes	\$ 335,000
	905	380	Replace unit ventilators - 1956 section 12 rooms	\$ 640,000
Excelsior Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 35,000
Groveland Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 35,000
	905	380	Replace unit ventilators - 1966 section - 12 rooms	\$ 555,000
	906	384	Fencing replacement-backstops	\$ 60,000
Minnewashta Elementary	900	379	Painting per plan	\$ 1,000
	903	379	Carpet/VCT replacement	\$ 50,000
	905	380	Replace rooftop hvac mechanical units	\$ 70,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 35,000
	906	384	Fencing replacement-backstops	\$ 60,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 343,000
	903	379	Carpet/VCT replacement	\$ 3,000
	904	379	1968 science cabinet replacement	\$ 813,000
	906	384	Fencing replacement-backstops	\$ 130,000
	901	384	Tennis court resurfacing	\$ 130,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 580,000
	903	379	Carpet/VCT replacement	\$ 3,000
	904	379	1964 cabinet replacement	\$ 120,000
Minnetonka High School	900	379	Painting per plan	\$ 5,000
	901	384	Retaining wall replacement - front turning circle area	\$ 490,000
	903	379	Carpet/VCT replacement	\$ 67,000
	904	370	2003 lighting fixture replacement - Veterans Field	\$ 600,000
	905	380	Replace original mechanical controls	\$ 135,000
	905	380	Replace rooftop hvac mechanical units	\$ 375,000
	901	384	Replace underground stormwater piping-east parking lot	\$ 150,000
	967	380	1996 underground tank replacement 01/31/22 quotes	\$ 150,000
Communtiy Education Center	900	379	Painting per plan	\$ 2,000
Pagel Activity Center	900	379	Painting per plan	\$ 10,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 3,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 22-23				\$ 6,245,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2024 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 700,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
	920	368	1986 window replacement at media center & front	\$ 300,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 50,000
	905	380	Replace unit ventilators - 1956 section-12 rooms	\$ 640,000
	920	379	1958-60 classroom cabinet replacement -12 rooms	\$ 480,000
	920	368	1986 window replacement at media center	\$ 150,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
	920	379	1958 classroom cabinet replacement - 14 rooms	\$ 420,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Running track and driveway repaving	\$ 170,000
	903	379	Carpet/VCT replacement - 1958 wall finishes	\$ 250,000
	920	379	1958-66 classroom cabinet replacement-22 rooms	\$ 650,000
	905	380	Replace unit ventilators - 1958 section - 11 rooms	\$ 440,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace rooftop hvac mechanical units	\$ 225,000
	905	380	Replace unit ventilators - 1967 section - 14 rooms	\$ 560,000
	945	384	Paving - east parking lot and fire lane drive	\$ 200,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 5,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 5,000
	904	379	1968 science cabinet replacement	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 12,000
	902	383	Roofing replacement per plan	\$ 1,000,000
	905	380	Replace rooftop hvac mechanical units	\$ 475,000
	945	384	Paving - east parking lot and fire lane drive	\$ 210,000
Community Education Center	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 5,000
Pagel Activity Center	900	379	Painting per plan	\$ 9,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
	905	380	Replace 1997 hvac mechanical units	\$ 550,000
District Service Center	900	379	Painting per plan	\$ 5,000
	945	384	Paving - lower lot	\$ 150,000
Warehouse	900	379	Painting per plan	\$ 4,000
Total 23-24				\$ 8,985,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2025 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 420,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1958 section - 12 rooms	\$ 480,000
Deephaven Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 250,000
	905	380	Replace unit ventilators - 1956 section - 12 rooms	\$ 500,000
	920	368	1996 window replacement at east side	\$ 300,000
Excelsior Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 200,000
	920	379	1958-64 classroom cabinet replacement - 13 rooms	\$ 500,000
Groveland Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
Minnewashta Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	920	368	1996 window replacement at west side	\$ 300,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 5,000
	901	384	Pavement mill and overlay per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1967 section - 12 rooms	\$ 500,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 8,000
	902	383	Roofing replacement per plan	\$ 400,000
	903	379	Carpet/VCT replacement	\$ 30,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 8,000
	902	383	Roofing replacement per plan	\$ 800,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	901	384	Pavement mill and overlay per plan	\$ 400,000
	902	383	Roofing replacement per plan	\$ 900,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 600,000
	958	384	Synthetic turf replacement-JV baseball infield	\$ 150,000
Communtiy Education Center	900	379	Painting per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 20,000
Page! Activity Center	900	379	Painting per plan	\$ 9,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
	905	380	Replace 2000 hvac mechanical units	\$ 800,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 2,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 24-25				\$ 8,010,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2026 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	Replace unit ventilators - 1956 section - 15 rooms	\$ 500,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	Replace unit ventilators - 1956 section - 15 rooms	\$ 600,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 791,000
	903	379	Carpet/VCT replacement	\$ 20,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
Minnewashta Elementary	902	383	Roofing replacement per plan	\$ 300,000
	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 17 rooms	\$ 750,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	971	370	1964 replace original switch gear & transformer	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	970	370	1964 replace original switch gear & transformer	\$ 600,000
	967	380	1993 hvac replacement - 10 rooms & R-22	\$ 500,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 20,000
	989	384	2013 replace synthetic turf soccer field	\$ 595,000
	921	368	Roofing replacement per plan	\$ 900,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	1952 replace boiler 3 exhaust system	\$ 140,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 25-26				\$ 8,000,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2027 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
	967	380	1993 hvac replacement	\$ 300,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 400,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 400,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 250,000
	902	383	Roofing replacement per plan	\$ 550,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 180,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ -
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 20 rooms	\$ 800,000
	967	380	1993 hvac replacement - 10 rooms	\$ 180,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ -
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 15 rooms & R-22	\$ 750,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 355,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 15 rooms & R-22	\$ 750,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 20,000
Community Education Center	900	379	Painting per plan	\$ 7,000
	905	380	Replace 1938-area hvac rooftop units-partial	\$ 500,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 26-27				\$ 8,230,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2028 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 250,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 525,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 280,000
	902	383	Roofing replacement per plan	\$ 520,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 20 rooms & R-22	\$ 1,000,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 250,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 20 rooms & R-22	\$ 1,150,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace area hvac rooftop units-partial	\$ 350,000
	978	384	2006 track - rebuild and replace	\$ 1,585,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
	902	383	Roofing replacement per plan	\$ 350,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 27-28				\$ 8,475,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2029 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement-single story section	\$ 400,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace MHS cooling tower	\$ 1,045,000
Community Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
	915	380	Ice chiller R-22 replacement	\$ 1,275,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 28-29				\$ 6,775,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2030 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
Minnetonka Dome	902	383	Roofing replacement of dome	\$ 1,500,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 29-30				\$ 7,345,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2031 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
Communtty Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	901	384	Parking lot mill & overlay	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 30-31				\$ 5,845,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2032 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 800,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	901	384	Parking lot mill & overlay	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 30-31				\$ 5,600,000



Division of School Finance
400 NE Stinson Blvd.
Minneapolis, MN 55413

Fiscal Year (FY) 2024 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-08
Due: July 31, 2022

General Information: Minnesota school districts, intermediate school districts, cooperative districts, applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2021, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2022. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District or Cooperative: Minnetonka	District Number and Type: 276-01	Date Submitted: 06/16/2022
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2021, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2024 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2021, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2024 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.411, subd. 3[2021]).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2021]). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Director:	Name – Superintendent or Cooperative Director (Please print) Dennis L. Peterson	Date: 06/16/2022
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CONSENT

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

Board Agenda Item IV. d

Title: Approval of Update to District 401(a) Retirement Savings Plan June 16, 2022

EXECUTIVE SUMMARY:

Minnetonka Independent School District has had a 401a Retirement Savings Plan in place since July 1, 2002. The 401(a) Plan allows for employees 55 and older to save for retirement in a tax-deferred manner in addition to the District's 403(b) and 457 tax-deferred savings plan.

Pelion Benefits of Durhan, North Carolina is the Third Party Administrator of the 401(a) plan. As part of their responsibilities, they periodically update the plan document to bring it in to compliance with any new regulations that the Internal Revenue Service may set from time to time.

At this time it is necessary to approve the updated 401(a) Plan Document to incorporate any recent changes set by the IRS. Upon approval, Pelion Benefits will file the updated plan document with the IRS on behalf of the District.

ATTACHMENTS:

401(a) Update Plan Document

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the 401(a) Updated Plan Document.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve the 401(a) Updated Plan Document as prepared by Thirds Party Administrator Pelion Benefits, Inc. on behalf of Minnetonka Independent School District 276.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


Dennis Peterson, Superintendent

Pelion Benefits, Inc
NONSTANDARDIZED GOVERNMENTAL PROFIT SHARING/401(k) PLAN
ADOPTION AGREEMENT #001

By executing this Nonstandardized Governmental Profit Sharing/401(k) Plan Adoption Agreement (the "Adoption Agreement" or "AA"), the undersigned Employer agrees to establish or continue a Governmental Profit Sharing/401(k) Plan for its Employees. The Governmental Profit Sharing/401(k) Plan adopted by the Employer consists of the Governmental Defined Contribution Pre-Approved Plan Basic Plan Document #03 (the "BPD") and the elections made under this Adoption Agreement (collectively referred to as the "Plan"). An Employer may jointly co-sponsor the Plan by signing a Participating Employer Adoption Page, which is attached to this Adoption Agreement. **This Plan is effective as of the Effective Date identified on the Signature Page of this Adoption Agreement.**

SECTION 1
EMPLOYER INFORMATION

1-1 EMPLOYER INFORMATION.

Name: Minnetonka Public Schools

Address: 5621 County Road 101

Minnetonka, MN 55345

Telephone: 952-401-5031

1-2 EMPLOYER IDENTIFICATION NUMBER (EIN). 41-6001402

1-3 FORM OF BUSINESS.

☒ State or political subdivision of a State

☐ State agency or instrumentality

☐ Indian Tribal Government

☐ Describe other Employer qualified to adopt a Governmental Plan: _____

1-4 EMPLOYER'S TAX YEAR END. The Employer's tax year ends June 30

1-5 RELATED EMPLOYERS. Is the Employer part of a group of Related Employers (as defined in Section 1.83 of the Plan)?

☐ Yes

☒ No

If yes, Related Employers may be listed below. A Related Employer must execute a Participating Employer Adoption Page for Employees of that Related Employer to participate in this Plan.

[Note: This AA §1-5 is for informational purposes and the Employer need not list Related Employers. The failure to identify all Related Employers will not jeopardize the qualified status of the Plan.]

SECTION 2
PLAN INFORMATION

2-1 PLAN NAME. Minnetonka Public Schools Special Pay Plan

Original Effective Date: January 1, 2002

Restatement Effective Date: January 1, 2022

2-2 PLAN NUMBER. 001

2-3 TYPE OF PLAN.

☐ (a) This Plan is a Profit Sharing Plan. (**Note:** May also include Matching Contributions under AA §6B.)

☐ (b) This Plan is a Grandfathered Profit Sharing/401(k) Plan. [**Note:** To qualify as a Grandfathered Profit Sharing/401(k) Plan, the Employer must have maintained a 401(k) plan as of May 6, 1986. A Grandfathered Profit Sharing/401(k) Plan may also include a plan of an Indian Tribal Government, as defined in Section 1.58 of the Plan. See Section 1.55 of the Plan for a more detailed description of a Grandfathered Profit Sharing/401(k) Plan.]

- ☐ (c) The Plan is intended to be a FICA Replacement Plan (as described under Section 4.03 of the Plan). [*Note: If this subsection (c) is checked, elections under this AA must be consistent with the requirements of a FICA Replacement Plan as described under Section 4.03 of the Plan.*]

2-4 **PLAN YEAR.**

- ☒ (a) Calendar year.
☐ (b) The 12-consecutive month period ending on _____ each year.
☐ (c) The Plan has a Short Plan Year running from ____ to ____.

2-5 **FROZEN PLAN.** Check this AA §2-5 if the Plan is a frozen Plan to which no contributions will be made.

- ☐ This Plan is a frozen Plan effective _____. (See Section 3.02(a)(2) of the Plan.)

[*Note: As a frozen Plan, the Employer will not make any contributions with respect to Plan Compensation earned after such date and no Participant will be permitted to make any contributions to the Plan after such date. In addition, no Employee will become a Participant after the date the Plan is frozen.*]

2-6 **MULTIPLE EMPLOYER PLAN.** Is this Plan a Multiple Employer Plan as defined in Section 16.07 of the Plan? (See Section 16.07 of the Plan for special rules applicable to Multiple Employer Plans.)

- ☐ Yes
☒ No

2-7 **PLAN ADMINISTRATOR.**

- ☒ (a) The Employer identified in AA §1-1.
☐ (b) Name: _____

Address: _____

Telephone: _____

2-8 **DEFINITION OF DISABLED.** An individual is considered Disabled for purposes of applying the provisions of this Plan if:

- ☐ (a) The individual is covered by the Employer's disability insurance plan and is determined to be disabled under such plan.
☒ (b) The individual is determined to be disabled by the Social Security Administration under Section 223(d) of the Social Security Act for purposes of determining eligibility for Social Security benefits.
☐ (c) The Plan Administrator determines an individual is unable to engage in any substantial gainful activity by reason of a medically determinable physical or mental impairment that can be expected to result in death or which has lasted, or can be expected to last, for a continuous period of not less than 12 months. The permanence and degree of such impairment shall be supported by medical evidence. The Plan Administrator may establish reasonable procedures for determining whether a Participant is Disabled.

[*Note: An Employer may elect any or all of (a), (b) and (c) above. If more than one of (a), (b) and (c) is selected, the hierarchy for determining whether an individual is considered Disabled is (a), then (b) and then (c), unless described otherwise under separate administrative procedures or under subsection (d) below.*]

- ☐ (d) Alternative definition of Disabled: _____

[*Note: Any alternative definition described in this subsection (d) will apply uniformly to all Participants under the Plan and will be applied in a nondiscretionary manner. The Employer may describe different definitions of Disabled for different purposes under the plan.*]

SECTION 3
ELIGIBLE EMPLOYEES

3-1 **ELIGIBLE EMPLOYEES.** In addition to the Employees identified in Section 2.02 of the Plan, the following Employees are excluded from participation under the Plan with respect to the contribution source(s) identified in this AA §3-1. See Sections 2.02(d) and (e) of the Plan for rules regarding the effect on Plan participation if an Employee changes between an eligible and ineligible class of employment.

- | Deferral | Match | ER | |
|--------------------------|--------------------------|--------------------------|-------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (a) No exclusions |

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(b) Collectively Bargained Employees
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(c) Non-resident aliens who receive no compensation from the Employer which constitutes U.S. source income
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(d) Leased Employees
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(e) Employees paid on an hourly basis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(f) Employees paid on a salaried basis
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(g) Employees in an elected or appointed position.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(h) Part-Time Employees (as defined in Section 1.71 of the Plan)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(i) Seasonal Employees (as defined in Section 1.89 of the Plan)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(j) Temporary Employees (as defined in Section 1.93 of the Plan)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(k) Employees eligible for another qualified plan sponsored by the Employer or a Related Employer Specify name of other qualified plan (optional): _____
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(l) Other: <u>Anyone who is not an actively employed teacher or administrator with a minimum initial Special Pay of \$500.00</u>

[Note: The elections under the ER column apply to any Pick-Up Contributions and any After-Tax Employee Contributions authorized under AA §6-7, unless elected otherwise under subsection (l) above. The exclusions inserted may not result in a specifically named individual or a finite group (such as employees hired before a certain date) being the only employee or employees participating under the plan in violation of the permanency requirements or Treas. Reg. §1.401-1(b)(2). It is permissible to limit participation under the plan to an employee or employees of a specifically named position or positions.]

SECTION 4 MINIMUM AGE AND SERVICE REQUIREMENTS

4-1 **ELIGIBILITY REQUIREMENTS – MINIMUM AGE AND SERVICE.** An Eligible Employee (as defined in AA §3-1) who satisfies the minimum age and service conditions under this AA §4-1 will be eligible to participate under the Plan as of his/her Entry Date (as defined in AA §4-2 below).

(a) **Service Requirement.** An Eligible Employee must complete the following minimum service requirements to participate in the Plan.

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(1) There is no minimum service requirement for participation in the Plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2) ____ Year(s) of Service (as defined in Section 2.03(a)(1) of the Plan and AA §4-3).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3) The completion of at least ____ Hours of Service during the first ____ months of employment (or the first ____ days of employment) or the completion of a Year of Service (as defined in AA §4-3), if earlier. <input type="checkbox"/> (i) An Employee who completes the required Hours of Service satisfies eligibility at the end of the designated period, regardless if the Employee actually works for the entire period. <input type="checkbox"/> (ii) An Employee who completes the required Hours of Service must also be employed continuously during the designated period of employment. See Section 2.03(a)(2) of the Plan for rules regarding the application of this subsection (ii).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(4) The completion of ____ Hours of Service during an Eligibility Computation Period. <i>[Note: An Employee satisfies the service requirement immediately upon completion of the designated Hours of Service rather than at the end of the Eligibility Computation Period.]</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(5) Full-time Employees are eligible to participate as set forth in subsection (i)

Deferral Match ER

below. Employees who are “part-time” Employees must complete a Year of Service (as defined in AA §4-3). For this purpose, a full-time Employee is any Employee not defined in subsection (ii) below.

- (i) Full-time Employees must complete the following minimum service requirements to participate in the Plan:

- ☐ (A) There is no minimum service requirement for participation in the Plan.
- ☐ (B) The completion of at least ____ Hours of Service during the first ____ months of employment or the completion of a Year of Service (as defined in AA §4-3), if earlier.
- ☐ (C) Under the Elapsed Time method as defined in AA §4-3(c) below.
- ☐ (D) Describe: _____

[**Note:** Any conditions provided under this subsection (D) must be definitely determinable.]

- (ii) Part-time Employees must complete a Year of Service (as defined in AA §4-3). For this purpose, a part-time Employee is any Employee (including a temporary or seasonal Employee) whose normal work schedule is less than:

- ☐ (A) For this purpose, a part-time Employee is any Employee (including a temporary or seasonal Employee) whose normal work schedule is less than:
- ☐ (I) ____ hours per week.
- ☐ (II) ____ hours per month.
- ☐ (III) ____ hours per year.

- ☐ (B) Describe part-time Employees for this purpose: _____

[**Note:** A part-time employee must be described as an individual who works less than a specified number of hours (no greater than 40) during a standard work week.]

☐ ☐ ☐ (6) Under the Elapsed Time method as described in AA §4-3(c) below.

☐ ☐ ☐ (7) Describe eligibility conditions: _____

- (b) **Minimum Age Requirement.** An Eligible Employee (as defined in AA §3-1) must have attained the following age with respect to the contribution source(s) identified in this AA §4-1(b).

Deferral Match ER

- ☐ ☐ ☒ (1) There is no minimum age for Plan eligibility.
- ☐ ☐ ☐ (2) Age 21.
- ☐ ☐ ☐ (3) Age ____.

- ☐ (c) **Special eligibility rules.** The following special eligibility rules apply with respect to the Plan: _____

[**Note:** Any elections under the ER column under this AA §4-1 apply to any Pick-Up Contributions authorized under AA §6-1(d) and any After-Tax Employee Contributions authorized under AA §6-7, unless elected otherwise under subsection (c) above. Subsection (c) above may be used to apply the eligibility conditions selected under this AA §4-1 separately with respect to different Employee groups or different contribution formulas under the Plan. Any special rules under subsection (c) above must be definitely determinable.]

- 4-2 **ENTRY DATE.** An Eligible Employee (as defined in AA §3-1) who satisfies the minimum age and service requirements in AA §4-1 shall be eligible to participate in the Plan as of his/her Entry Date. For this purpose, the Entry Date is the following date with respect to the contribution source(s) identified under this AA §4-2.

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(a) Immediate. The date the minimum age and service requirements are satisfied (or date of hire, if no minimum age and service requirements apply).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(b) Semi-annual. The first day of the 1st and 7th month of the Plan Year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(c) Quarterly. The first day of the 1st, 4th, 7th and 10th month of the Plan Year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(d) Monthly. The first day of each calendar month.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(e) Payroll period. The first day of the payroll period.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(f) The first day of the Plan Year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(g) Describe Entry Date: _____

[*Note: Entry Date under this subsection (g) must be no later than 3 years after the date described under (a).*]

An Eligible Employee's Entry Date (as defined above) is determined based on when the Employee satisfies the minimum age and service requirements in AA §4-1. For this purpose, an Employee's Entry Date is the Entry Date:

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(h) next following satisfaction of the minimum age and service requirements.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(i) coinciding with or next following satisfaction of the minimum age and service requirements.
N/A	<input type="checkbox"/>	<input type="checkbox"/>	(j) nearest the satisfaction of the minimum age and service requirements.
N/A	<input type="checkbox"/>	<input type="checkbox"/>	(k) preceding the satisfaction of the minimum age and service requirements.

This section may be used to describe any special rules for determining Entry Dates under the Plan. For example, if different Entry Date provisions apply for the same contribution sources with respect to different groups of Employees, such different Entry Date provisions may be described below.

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(l) Describe any special rules that apply with respect to the Entry Dates under this AA §4-2: _____

[*Note: The elections under the ER column under this AA §4-2 apply to any Pick-Up Contributions selected under AA §6-1(d) and any After-Tax Employee Contributions selected under AA §6-7, unless elected otherwise under subsection (l) above. Any special rules under subsection (l) above must be definitely determinable.*]

- 4-3 **DEFAULT ELIGIBILITY RULES.** In applying the minimum age and service requirements under AA §4-1 above, the following default rules apply with respect to all contribution sources under the Plan:

- **Year of Service.** An Employee earns a Year of Service for eligibility purposes upon completing 1,000 Hours of Service during an Eligibility Computation Period. Hours of Service are calculated based on actual hours worked during the Eligibility Computation Period. (See Section 1.57 of the Plan for the definition of Hour of Service.)
- **Eligibility Computation Period.** If one Year of Service is required for eligibility, the Plan will determine subsequent Eligibility Computation Periods on the basis of Plan Years. (See Section 2.03(a)(3)(i) of the Plan). If more than one Year of Service is required for eligibility, the Plan will determine subsequent Eligibility Computation Periods on the basis of Anniversary Years. (See Section 2.03(a)(3)(ii) of the Plan.)

To override the default eligibility rules, complete the applicable sections of this AA §4-3. **If this AA §4-3 is not completed for a particular contribution source, the default eligibility rules apply.**

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(a) Year of Service. Instead of 1,000 Hours of Service, an Employee earns a Year of Service upon the completion of ____ Hours of Service during an Eligibility Computation Period.

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(b) Eligibility Computation Period (ECP). The Plan will use Anniversary Years, unless more than one Year of Service is required under AA §4-1(a), in which case the Plan will shift to Plan Years if the Employee does not earn a Year of Service during the first Eligibility Computation Period. (See Section 2.03(a)(3)(ii) of the Plan.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(c) Elapsed Time method. Eligibility service will be determined under the Elapsed Time method. An Eligible Employee (as defined in AA §3-1) must complete a period of service, as designated below, to participate in the Plan. (See Section 2.03(a)(6) of the Plan.) <input type="checkbox"/> (1) For Deferral, must complete a ____ period of service <input type="checkbox"/> (2) For Match, must complete a ____ period of service <input type="checkbox"/> (3) For ER, must complete a ____ period of service <i>[Note: Under the Elapsed Time method, service will be measured from the Employee's employment commencement date (or reemployment commencement date, if applicable) without regard to the Eligibility Computation Period designated in Section 2.03(a)(3) of the Plan.]</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(d) Equivalency Method. For purposes of determining an Employee's Hours of Service for eligibility, the Plan will use the Equivalency Method (as defined in Section 2.03(a)(5) of the Plan). The Equivalency Method will apply to: <input type="checkbox"/> (1) All Employees. <input type="checkbox"/> (2) Only Employees for whom the Employer does not maintain hourly records. For Employees for whom the Employer maintains hourly records, eligibility will be determined based on actual hours worked. Hours of Service for eligibility will be determined under the following Equivalency Method. <input type="checkbox"/> (3) Monthly. 190 Hours of Service for each month worked. <input type="checkbox"/> (4) Weekly. 45 Hours of Service for each week worked. <input type="checkbox"/> (5) Daily. 10 Hours of Service for each day worked. <input type="checkbox"/> (6) Semi-monthly. 95 Hours of Service for each semi-monthly period worked. <input type="checkbox"/> (7) Describe Equivalency Method: _____ <i>[Note: Any description of an Equivalency Method under this subsection (7) must be definitely determinable.]</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(e) Special eligibility provisions. _____

[Note: The elections under the ER column under this AA §4-3 apply to any Pick-Up Contributions authorized under AA §6-1(d) and any After-Tax Employee Contributions selected under AA §6-7, unless elected otherwise under subsection (e) above. Any special rules under subsection (e) above must be definitely determinable.]

4-4 EFFECTIVE DATE OF MINIMUM AGE AND SERVICE REQUIREMENTS. The minimum age and/or service requirements under AA §4-1 apply to all Employees under the Plan. An Employee will participate with respect to all contribution sources under the Plan as of his/her Entry Date, taking into account all service with the Employer, including service earned prior to the Effective Date.

To allow Employees employed on a specified date to enter the Plan without regard to the minimum age and/or service conditions, complete this AA §4-4.

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	An Eligible Employee who is employed by the Employer on the following designated date will enter the Plan on the designated date without regard to minimum age and/or service requirements (as designated below): <input type="checkbox"/> (a) the Effective Date of this Plan (as designated in the Employer Signature Page). <input type="checkbox"/> (b) the date the Plan is executed by the Employer (as indicated on the Employer Signature Page). <input type="checkbox"/> (c) _____ <i>[insert date no earlier than the Effective Date of this Plan]</i> An Eligible Employee who is employed on the designated date will enter the Plan on the designated date without regard to the minimum age and service requirements under AA

§4-1. If both minimum age and service conditions are not waived, select subsection (d) or (e) below to designate which condition is waived under this AA §4-4.

☐ (d) This AA §4-4 only applies to the minimum service condition.

☐ (e) This AA §4-4 only applies to the minimum age condition.

The provisions of this AA §4-4 apply to all Eligible Employees employed on the designated date unless designated otherwise under subsection (f) or (g) below.

☐ (f) The provisions of this AA §4-4 apply to the following group of Employees employed on the designated date: _____

☐ (g) Describe special rules: _____

[Note: An Employee who is employed as of the designated date described in this AA §4-4 will enter the Plan as of such date unless a different Entry Date is designated under subsection (g) above. The elections under the ER column apply to any Pick-Up Contributions authorized under AA §6-1(d) and any After-Tax Employee Contributions selected under AA §6-7, unless elected otherwise under subsection (g) above. Any special rules under subsection (g) above must be definitely determinable.]

4-5 **SERVICE WITH PREDECESSOR EMPLOYER.** Service with the following Predecessor Employers will be counted for purposes of determining eligibility, vesting and allocation conditions under this Plan, unless designated otherwise under subsection (a) or (b) below. (See Sections 2.06, 3.07(b) and 6.07 of the Plan.)

☐ (a) The Plan will count service with the following Predecessor Employers:

Name of Predecessor Employer	Eligibility	Vesting	Allocation Conditions
<input type="checkbox"/> (1) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐ (b) Describe any special provisions applicable to Predecessor Employer service: _____

4-6 **BREAKS IN SERVICE.** Generally, an Employee will be credited with all service earned with the Employer, including service earned prior to a Break in Service. To disregard service earned prior to a Break in Service for eligibility purposes, complete this AA §4-6. (See Section 2.07 of the Plan.)

☐ (a) If an Employee incurs at least one Break in Service, the Plan will disregard all service earned prior to such Break in Service for purposes of determining eligibility to participate.

☐ (b) If an Employee incurs at least _____ Breaks in Service, the Plan will disregard all service earned prior to such Break in Service for purposes of determining eligibility to participate. *[Enter "0" if prior service will be disregarded for all rehired Employees.]*

☐ (c) The Nonvested Participant Break in Service rule applies to all Employees, including Employees who have not terminated employment.

☐ (d) Describe: _____

SECTION 5 COMPENSATION DEFINITIONS

5-1 **TOTAL COMPENSATION.** Total Compensation is based on the definition set forth under this AA §5-1. See Section 1.94 of the Plan for a specific definition of the various types of Total Compensation.

☒ (a) W-2 Wages

☐ (b) Code §415 Compensation

☐ (c) Wages under Code §3401(a)

[Note: For purposes of determining Total Compensation, each definition includes Elective Deferrals as defined in Section 1.36 of the Plan, pre-tax contributions to a Code §125 cafeteria plan or a Code §457 plan, and qualified transportation fringes under Code §132(f)(4).]

5-2 **POST-SEVERANCE COMPENSATION.** Total Compensation includes post-severance compensation, to the extent provided in Section 1.94(b) of the Plan, unless otherwise elected below.

- ☐ (a) **Exclusion of post-severance compensation from Total Compensation.** The following amounts paid after a Participant's severance of employment are excluded from Total Compensation.
- ☐ (1) **Unused leave payments.** Payment for unused accrued bona fide sick, vacation, or other leave, but only if the Employee would have been able to use the leave if employment had continued.
- ☐ (2) **Deferred compensation.** Payments received by an Employee pursuant to a nonqualified unfunded deferred compensation plan, but only if the payment would have been paid to the Employee at the same time if the Employee had continued in employment and only to the extent that the payment is includible in the Employee's gross income.

[Note: Plan Compensation (as defined in Section 1.75 of the Plan) includes any post-severance compensation amounts that are includible in Total Compensation. The Employer may elect to exclude all compensation paid after severance of employment from the definition of Plan Compensation under AA §5-3(j) below or may elect to exclude specific types of post-severance compensation from Plan Compensation under AA §5-3(l) below.]

- ☐ (b) **Continuation payments for disabled Participants.** If this subsection (b) is not elected, Total Compensation does not include continuation payments for disabled Participants. If this subsection (b) is elected, Total Compensation shall include post-severance compensation paid to a Participant who is permanently and totally disabled, as provided in Section 1.94(c) of the Plan.

5-3 **PLAN COMPENSATION.** Plan Compensation is **Total Compensation** (as defined in AA §5-1 above) with the following exclusions described below.

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(a) No exclusions.
N/A	<input type="checkbox"/>	<input type="checkbox"/>	(b) Elective Deferrals (as defined in Section 1.36 of the Plan), pre-tax contributions to a cafeteria plan or a Code §457 plan, and qualified transportation fringes under Code §132(f)(4) are excluded.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(c) All fringe benefits (cash and noncash), reimbursements or other expense allowances, moving expenses, deferred compensation, and welfare benefits are excluded.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(d) Compensation above \$___ is excluded.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(e) Amounts received as a bonus are excluded.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(f) Amounts received as commissions are excluded.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(g) Overtime payments are excluded.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(h) Amounts received for services performed for a non-signatory Related Employer are excluded. (See Section 2.02(c) of the Plan.)
			<i>[Note: If this subsection (h) is not elected, amounts received for services performed for a non-signatory Related Employer are INCLUDED in Plan Compensation.]</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(i) "Deemed §125 compensation" as defined in Section 1.94(d) of the Plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(j) Amounts received after termination of employment are excluded. (See Section 1.94(b) of the Plan.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(k) Differential Pay (as defined in Section 1.94(e) of the Plan).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(l) Describe adjustments to Plan Compensation: _____

[Note: Any modification under subsection (l) must be definitely determinable and preclude Employer discretion. The elections under the ER column under this AA §5-3 apply to any Pick-Up Contributions authorized under AA §6-1(d) and any After-Tax Employee Contributions selected under AA §6-7, unless elected otherwise under subsection (l).]

5-4 **PERIOD FOR DETERMINING COMPENSATION.**

- (a) **Compensation Period.** Plan Compensation will be determined on the basis of the following period(s) for the contribution sources identified in this AA §5-4. [**Note:** If a period other than the Plan Year applies for any contribution source, any reference to the Plan Year as it refers to Plan Compensation for that contribution source will be deemed to be a reference to the period designated under this AA §5-4.]

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(1) The Plan Year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2) The calendar year ending in the Plan Year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3) The Employer's fiscal tax year ending in the Plan Year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(4) The 12-month period ending on ____ which ends during the Plan Year.

- (b) **Compensation while a Participant.** Unless provided otherwise under this subsection (b), in determining Plan Compensation, only compensation earned while an individual is a Participant under the Plan with respect to a particular contribution source will be taken into account.

To count compensation for the entire Plan Year for a particular contribution source, including compensation earned while an individual is not a Participant with respect to such contribution source, check below. (See Section 1.75(b) of the Plan.)

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All compensation earned during the Plan Year will be taken into account, including compensation earned while an individual is not a Participant.

- (c) **Few weeks rule.** The few weeks rule (as described in Section 5.02(c)(7)(i) of the Plan) will not apply unless designated otherwise under this subsection (c).

- ☐ Amounts earned but not paid during a Limitation Year solely because of the timing of pay periods and pay dates shall be included in Total Compensation for the Limitation Year, provided the amounts are paid during the first few weeks of the next Limitation Year, the amounts are included on a uniform and consistent basis with respect to all similarly situated Employees, and no amounts are included in more than one Limitation Year.

SECTION 6
EMPLOYER AND EMPLOYEE CONTRIBUTIONS

- 6-1 **EMPLOYER / EMPLOYEE CONTRIBUTIONS.** The Employer/Employee may make the following contributions under the Plan:

- ☒ (a) Employer Contributions under AA §6-2
- ☐ (b) Voluntary After-Tax Employee Contributions under AA §6-7(a)
- ☐ (c) Mandatory After-Tax Employee Contributions under AA §6-7(b)
- ☐ (d) Employer Pick-Up Contributions under AA §6-7(c)
- ☐ (e) N/A. No Employer/Employee Contributions are permitted under the Plan [*Skip to Section 6A*]

- 6-2 **EMPLOYER CONTRIBUTION FORMULA.** For the period designated in AA §6-5(a) below, the Employer will make the following Employer Contributions on behalf of Participants who satisfy the allocation conditions designated in AA §6-6 below. Any Employer Contribution authorized under this AA §6-2 will be allocated in accordance with the allocation formula selected under AA §6-3.

- ☐ (a) **Discretionary contribution.** The Employer will determine in its sole discretion how much, if any, it will make as an Employer Contribution.
- ☒ (b) **Fixed contribution.**
- ☐ (1) **Fixed percentage.** ____% of each Participant's Plan Compensation.
- ☐ (2) **Fixed dollar.** \$____ for each Participant.

- ☒ (3) **Determined in accordance with the terms of the Employment contract** between an Eligible Employee and the Employer. *[Note: If this subsection (3) is checked, the provisions of an Employment contract addressing retirement benefits will override any selection under this AA §6-2.]*
- ☐ (c) **Contributions under Collective Bargaining Agreement, employment contract or equivalent arrangement.** The Employer will make an Employer Contribution based on a Collective Bargaining Agreement, employment agreement or equivalent arrangement as follows: _____
[Note: Insert the appropriate contribution formula (and allocation formula, if applicable) from the Collective Bargaining Agreement, employment agreement or equivalent arrangement. The formula must be definitely determinable as required under Treas. Reg. §1.401-1.]
- ☐ (d) **Service-based contribution.** The Employer will make the following contribution:
- ☐ (1) **Discretionary.** A discretionary contribution determined as a uniform percentage of Plan Compensation for each period of service designated below.
- ☐ (2) **Fixed percentage.** ____% of Plan Compensation paid for each period of service designated below.
- ☐ (3) **Fixed dollar.** \$____ for each period of service designated below.
- The service-based contribution will be based on the following periods of service:
- ☐ (4) Each Hour of Service
- ☐ (5) Each week of employment
- ☐ (6) Describe period: _____
- The service-based contribution is subject to the following rules.
- ☐ (7) Describe any special provisions that apply to service-based contribution: _____
- ☐ (e) **Describe special rules for determining contributions under Plan:** _____
[Note: Any special rules under this subsection (e) may only describe the basis for determining a discretionary service-based contribution, such as a uniform dollar amount, and must be definitely determinable.]

6-3 ALLOCATION FORMULA.

- ☐ (a) **Pro rata allocation.** The discretionary Employer Contribution under AA §6-2(a) will be allocated:
- ☐ (1) as a uniform percentage of Plan Compensation.
- ☐ (2) as a uniform dollar amount.
- ☒ (b) **Fixed contribution.** The fixed Employer Contribution under AA §6-2 will be allocated in accordance with the selections made with respect to fixed Employer Contributions under AA §6-2.
- ☐ (c) **Permitted disparity allocation.** The discretionary Employer Contribution under AA §6-2(a) will be allocated under the two-step method (as defined in Section 3.02(a)(1)(i)(B)(I) of the Plan), using the Taxable Wage Base (as defined in Section 1.92 of the Plan) as the Integration Level.
- To modify these default rules, complete the appropriate provision(s) below.
- ☐ (1) **Integration Level.** Instead of the Taxable Wage Base, the Integration Level is:
- ☐ (i) ____% of the Taxable Wage Base, increased (but not above the Taxable Wage Base) to the next higher:
- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> (A) N/A | <input type="checkbox"/> (B) \$1 |
| <input type="checkbox"/> (C) \$100 | <input type="checkbox"/> (D) \$1,000 |
- ☐ (ii) \$____ (not to exceed the Taxable Wage Base)
- ☐ (iii) 20% of the Taxable Wage Base
- [Note: See Section 3.02(a)(1)(i)(B)(IV) of the Plan for rules regarding the Maximum Disparity Rate that may be used where an Integration Level other than the Taxable Wage Base is selected.]*
- ☐ (2) **Describe** special rules for applying permitted disparity allocation formula: _____
[Note: Any special rules under subsection (2) must be definitely determinable.]
- ☐ (d) **Uniform points allocation.** The discretionary Employer Contribution designated in AA §6-2(a) will be allocated to each Participant in the ratio that each Participant's total points bears to the total points of all Participants. A Participant will receive the following points:
- ☐ (1) ____ point(s) for each ____ year(s) of age (attained as of the end of the Plan Year).
- ☐ (2) ____ points for each \$____ of Plan Compensation.

- ☐ (3) ____ point(s) for each ____ Year(s) of Service. For this purpose, Years of Service are determined:
- ☐ (i) In the same manner as determined for eligibility.
 - ☐ (ii) In the same manner as determined for vesting.
 - ☐ (iii) Points will not be provided with respect to Years of Service in excess of ____.
- ☐ (e) **Employee group allocation.** The Employer may make a separate discretionary Employer Contribution to the Participants in the following allocation groups. The Employer must notify the Trustee in writing of the amount of the contribution to be allocated to each allocation group.
- ☐ (1) A separate discretionary Employer Contribution may be made to each Participant of the Employer (i.e., each Participant is in his/her own allocation group).
 - ☐ (2) A separate discretionary or fixed Employer Contribution may be made to the following allocation groups. If no fixed amount is designated for a particular allocation group, the contribution made for such allocation group will be allocated as a uniform percentage of Plan Compensation to all Participants within that allocation group, unless otherwise designated as a uniform dollar amount below.
 - ☐ The contribution made for each allocation group will be allocated as a uniform dollar amount to all Participants within the allocation group.
- Group 1:** _____
- [*Note: The Employee allocation groups designated above must be clearly defined in a manner that will not violate the definite allocation formula requirement of Treas. Reg. §1.401-1(b)(1)(ii).*]
- ☐ (3) **Special rules.** Unless designated otherwise under this subsection (3), if a Participant is in more than one allocation group described in (2) above during the Plan Year, the Participant will receive an Employer Contribution based on the Participant's status on the last day of the Plan Year. (See Section 3.02(a)(1)(i)(D) of the Plan.)
- ☐ (i) **Determined separately for each Employee group.** If a Participant is in more than one allocation group during the Plan Year, the Participant's share of the Employer Contribution will be based on the Participant's status for the part of the year the Participant is in each allocation group.
 - ☐ (ii) **Describe:** _____
- [*Note: This subsection (ii) may only describe the amount of the Employer Contribution a Participant will receive when such Participant is in more than one allocation group. Any language under this subsection (ii) must be definitely determinable.*]
- ☐ (f) **Age-based allocation.** The discretionary Employer Contribution designated in AA §6-2(a) will be allocated under the age-based allocation formula so that each Participant receives a pro rata allocation based on adjusted Plan Compensation. For this purpose, a Participant's adjusted Plan Compensation is determined by multiplying the Participant's Plan Compensation by an Actuarial Factor (as described in Section 1.03 of the Plan).
- A Participant's Actuarial Factor is determined based on a specified interest rate and mortality table. Unless designated otherwise under subsection (1) or (2) below, the Plan will use an applicable interest rate of 8.5% and a UP-1984 mortality table.
- ☐ (1) **Applicable interest rate.** Instead of 8.5%, the Plan will use an interest rate of ____% (must be between 7.5% and 8.5%) in determining a Participant's Actuarial Factor.
 - ☐ (2) **Applicable mortality table.** Instead of the UP-1984 mortality table, the Plan will use the following mortality table in determining a Participant's Actuarial Factor: _____
 - ☐ (3) **Describe special rules applicable to age-based allocation:** _____
- [*Note: See Appendix A of the Plan for sample Actuarial Factors based on an 8.5% applicable interest rate and the UP-1984 mortality table. If an interest rate or mortality table other than 8.5% or UP-1984 is selected, appropriate Actuarial Factors must be calculated. Subsection (3) must provide for a definitely determinable allocation method.*]
- ☐ (g) **Service-based allocation formula.** The service-based Employer Contribution selected in AA §6-2(d) will be allocated in accordance with the selections made in AA §6-2(d).
- ☐ (h) **Describe special rules for determining allocation formula:** _____
- [*Note: Any special rules under this subsection (h) must be described in a manner that precludes Employer discretion.*]

6-4 **CONTRIBUTIONS OF ACCRUED SICK, PTO AND/OR VACATION LEAVE.** [*Note: Do not complete this AA §6-4 and instead use AA§6-7(c) if this is an Employer Pick-Up Contribution.*]

☐ (a) The Employer will make and allocate Employer Contributions of amounts of accrued unpaid sick leave, as described below: _____

☐ (b) The Employer will make and allocate Employer Contributions of amounts of accrued unpaid vacation leave, as described below: _____

[*Note: The Employer must describe an Employer Contribution of accrued unpaid sick, and/or vacation leave that meets the following requirements:*

- *The leave converted under the arrangement can only be accrued unpaid leave;*
- *The leave converted can only be sick and/or vacation leave;*
- *The Employer must designate how often the conversions occur under this AA §6-4;*
- *The eligibility requirements for participation in the plan cannot be such that an Employee becomes a Participant only in the plan year in which the Employee terminates employment;*
- *The only accrued unpaid leave which can be converted under the arrangement must only be leave for which the Employee has no right to request a cash payment;*
- *The leave conversion formula can only be one which involves multiplying an Employee's current daily rate of pay against the amount of accrued unpaid leave being converted; and*
- *The leave conversion formula is definitely determinable.]*

6-5 **SPECIAL RULES.** No special rules apply with respect to Employer/Employee Contributions under the Plan, except to the extent designated under this AA §6-5. Unless designated otherwise, in determining the amount of the Employer/Employee Contributions to be allocated under this AA §6, the contribution will be based on Plan Compensation earned during the Plan Year.

☐ (a) **Period for determining Employer/Employee Contributions.** Instead of the Plan Year, Employer/Employee Contributions will be determined based on Plan Compensation earned during the following period: [*Note: The Plan Year must be used if the permitted disparity allocation method is selected under AA §6-3(c) above.*]

☐ (1) Plan Year quarter

☐ (2) calendar month

☐ (3) payroll period

☐ (4) Other: _____

[*Note: Although Employer Contributions are determined on the basis of Plan Compensation earned during the period designated under this subsection (a), this does not require the Employer to actually make contributions or allocate contributions on the basis of such period. Employer Contributions may be contributed and allocated to Participants at any time within the contribution period permitted under Treas. Reg. §1.415(c)-1(b)(6)(B), regardless of the period selected under this subsection (a).]*

☐ (b) **Limit on Employer Contributions.** The Employer Contribution elected in AA §6-2 may not exceed:

☐ (1) ____% of Plan Compensation

☐ (2) \$____

☐ (3) A discretionary amount determined by the Employer applied in a uniform manner for all eligible Participants for the Plan Year.

☐ (c) **Offset of Employer Contribution.**

☐ (1) A Participant's allocation of Employer Contributions under AA §6-2 of this Plan is reduced by contributions under _____ [*insert name of plan(s)*]. (See Section 3.02(a)(1) of the Plan.)

☐ (2) In applying the offset under this subsection (c), the following rules apply: _____

☐ (d) **Special rules:** _____

[*Note: Any special rules under this subsection (d) must be definitely determinable.*]

6-6 **ALLOCATION CONDITIONS.** A Participant must satisfy any allocation conditions designated under this AA §6-6 to receive an allocation of Employer Contributions under the Plan. *[Note: No allocation conditions apply to After-Tax Employee Contributions or Employer Pick-Up Contributions under AA §6-7.]*

- ☒ (a) **No allocation conditions** apply with respect to Employer Contributions under the Plan.
- ☐ (b) **Employment condition.** An Employee must be employed with the Employer on the last day of the Plan Year.
- ☐ (c) **Minimum service condition.** An Employee must be credited with at least:
- ☐ (1) ____ Hours of Service during the Plan Year.
- ☐ (i) Hours of Service are determined using actual Hours of Service.
- ☐ (ii) Hours of Service are determined using the following Equivalency Method (as defined under Section 2.03(a)(5) of the Plan):
- ☐ (A) Monthly ☐ (B) Weekly
- ☐ (C) Daily ☐ (D) Semi-monthly
- ☐ (E) Describe: _____

[Note: Any description under this subsection (E) must be definitely determinable.]

- ☐ (2) ____ consecutive days of employment with the Employer during the Plan Year.
- ☐ (d) **Exceptions.**
- ☐ (1) The above allocation condition(s) will **not** apply if the Employee:
- ☐ (i) dies.
- ☐ (ii) terminates employment due to becoming Disabled.
- ☐ (iii) becomes Disabled.
- ☐ (iv) terminates employment after attaining Normal Retirement Age.
- [Note: This waiver of allocation conditions applies only once during the Participant's employment with the Employer. Thus, if an Employee is rehired after such a waiver was applied to such Employee, the waiver of allocation conditions will not apply to a subsequent termination of employment. The Employer may modify this rule in subsection (e) below.]*
- ☐ (v) terminates employment after attaining Early Retirement Age.
- [Note: This waiver of allocation conditions applies only once during the Participant's employment with the Employer. Thus, if an Employee is rehired after such a waiver was applied to such Employee, the waiver of allocation conditions will not apply to a subsequent termination of employment. The Employer may modify this rule in subsection (e) below.]*
- ☐ (vi) is on an authorized leave of absence from the Employer.
- ☐ (2) The exceptions selected under subsection (1) above will apply even if an Employee has not terminated employment at the time of the selected event(s).
- ☐ (3) The exceptions selected under subsection (1) above do not apply to:
- ☐ (i) an employment condition under subsection (b) above.
- ☐ (ii) a minimum service condition under subsection (c) above.
- ☐ (e) **Describe** any special rules governing the allocation conditions under the Plan: _____

[Note: Any special rules under this subsection (e) must be definitely determinable.]

6-7 **AFTER-TAX EMPLOYEE CONTRIBUTIONS AND EMPLOYER PICK-UP CONTRIBUTIONS.**

- ☐ (a) **Voluntary After-Tax Employee Contributions.** If permitted under this subsection (a), a Participant may contribute any amount as Voluntary After-Tax Employee Contributions up to the Code §415 Limitation (as defined in Section 5.02 of the Plan), except as limited under this subsection (a).
- ☐ (1) **Limits on Voluntary After-Tax Employee Contributions.** If this subsection (1) is checked, the following limits apply to Voluntary After-Tax Employee Contributions:
- ☐ (i) **Maximum limit.** A Participant may make Voluntary After-Tax Employee Contributions up to:
- ☐ (A) ____% of Plan Compensation
- ☐ (B) \$_____
- for the following period:

- ☐ (C) the entire Plan Year.
- ☐ (D) the portion of the Plan Year during which the Employee is eligible to participate.
- ☐ (E) each separate payroll period during which the Employee is eligible to participate.
- ☐ (ii) **Minimum limit.** The amount of Voluntary After-Tax Employee Contributions a Participant may make for any payroll period may not be less than:
- ☐ (A) _____% of Plan Compensation
- ☐ (B) \$_____
- (2) **Change or revocation of Voluntary After-Tax Employee Contributions.** In addition to the Participant's Entry Date under the Plan, a Participant's election to change or resume an after-tax election will be effective as set forth under the After-Tax Employee Contributions election form or other written procedures adopted by the Plan Administrator. A Participant must be permitted to change or revoke an after-tax election at least once per year. Unless the After-Tax Employee Contributions election form or other written procedures adopted by the Plan Administrator provide otherwise, a Participant may revoke an after-tax election (on a prospective basis) at any time. Unless designated otherwise in a Participant's after-tax election form, a Participant's affirmative election to make an After-Tax Employee Contribution will cease upon termination of employment and the Participant will need to make a new election upon rehire.
- ☐ (3) **Other limits or special rules relating to Voluntary After-Tax Employee Contributions:** _____
- [*Note: Any limits described under this subsection (3) must be consistent with the provisions of Section 3.04 of the Plan.*]
- ☐ (b) **Mandatory After-Tax Employee Contributions.** If this subsection (b) is checked, Employees are required to make Mandatory After-Tax Employee Contributions in order to participate under the Plan.
- ☐ (1) **Amount of Mandatory After-Tax Employee Contributions.** Employees are required to contribute the following amount in order to participate in the Plan:
- ☐ (i) _____% of each Employee's Total Compensation.
- ☐ (ii) \$_____ for each Participant.
- ☐ (iii) Describe rate or amount: _____
- ☐ (2) **Special rules applicable to Mandatory After-Tax Employee Contributions:** _____
- ☐ (c) **Employer Pick-Up Contributions.** Each Participant will be required to make a Pick-up Contribution to the Plan equal to the amount specified under this subsection (c). Any amounts contributed pursuant to this subsection (c) will be picked up by the Employer pursuant to Code §414(h) and will be treated as Employer Contributions under the Plan. Such contributions and earnings thereon will be 100% vested at all times. (See Section 3.03 of the Plan.)
- ☐ (1) The following amounts will be contributed to the Plan as an Employer Pick-Up Contribution:
- ☐ (i) _____% of Plan Compensation.
- ☐ (ii) \$_____ per pay period.
- ☐ (iii) Any amount from _____% to _____% of Plan Compensation, as designated by the Employee.
- [*Note: This subsection (iii) may only be selected if the Employee designates the amount as a one-time irrevocable election.*]
- ☐ (2) Elect this subsection (2) if an Employee may make a one-time irrevocable election not to make Employer Pick-Up Contributions under the Plan.
- ☐ (3) Special rules applicable to Employer Pick-Up Contributions: _____
- [*Note: Any Employer Pick-Up Contributions made under this subsection (c) must satisfy the requirements of Section 3.03 of the Plan. See AA §11-4 for an Employee's ability to elect out of making Employer Pick-Up Contributions.*]

SECTION 6A
SALARY DEFERRALS

6A-1 **SALARY DEFERRALS.** Are Employees permitted to make Salary Deferrals under the Plan?

☐ Yes.

☒ No. [If “No” is checked, skip to Section 6B.]

6A-2 **MAXIMUM LIMIT ON SALARY DEFERRALS.** Unless designated otherwise under this AA §6A-2, a Participant may defer any amount up to the Elective Deferral Dollar Limit and the Code §415 Limitation (as set forth in Sections 5.02 and 5.03 of the Plan).

☐ (a) **Salary Deferral Limit.** A Participant may not defer an amount in excess of:

☐ (1) _____% of Plan Compensation.

☐ (2) \$_____.

[*Note: If both subsection (1) and (2) above are checked, the deferral limit is the lesser of the amounts selected.*]

Any limit described in subsection (1) or (2) above applies with respect to the following period:

☐ (3) Plan Year.

☐ (4) the portion of the Plan Year during which the individual is eligible to participate.

☐ (5) each separate payroll period during which the individual is eligible to participate.

☐ (b) **Limits on deferrals on bonus payments.** [*Note: This §6A-2(b) only may be selected, if bonus payments are not excluded under AA §5-3.*]

☐ (1) The same limits specified in (a)(1) and (a)(2) above apply to bonus and non-bonus Plan Compensation. Employees may defer any amounts out of bonus payments, subject to the Elective Deferral Dollar Limit and the Code §415 Limitation (as defined in Sections 5.02 and 5.03 of the Plan) and any other limit on Salary Deferrals under this AA 6A-2. The Employer may impose special limits on bonus payments or may impose special limits on bonus payments under the Salary Deferral Election. (See Section 3.02(c)(2) of the Plan.)

☐ (2) A Participant may defer up to _____% (*not to exceed 100%*) of any bonus payment (subject to the Elective Deferral Dollar Limit and the Code §415 Limitation), without regard to any other limits described under this AA §6A-2. The Employer may impose special limits on bonus payments under the Salary Deferral Election. (See Section 3.02(c)(2) of the Plan.)

☐ (3) Describe special rules applicable to deferrals on bonus payments: _____

[*Note: If this subsection (b) is checked, bonus payments may not be excluded from Plan Compensation in the Deferral column under AA §5-3(e).*]

☐ (c) **Describe** any other limits that apply with respect to Salary Deferrals under the Plan: _____

6A-3 **MINIMUM DEFERRAL RATE.** Unless designated otherwise under this AA §6A-3, no minimum deferral requirement applies under the Plan. Alternatively, a Participant must defer at least the following amount in order to make Salary Deferrals under the Plan.

☐ (a) _____% of Plan Compensation for a payroll period.

☐ (b) \$_____ for a payroll period.

☐ (c) Describe: _____

[*Note: If more than one limit applies under this AA §6A-3, the minimum deferral rate is the lesser of the amounts designated under this AA §6A-3.*]

6A-4 **CATCH-UP CONTRIBUTIONS.** Catch-Up Contributions (as defined in Section 3.02(c)(2)(iv) of the Plan) are permitted under the Plan, unless designated otherwise under this AA §6A-4.

☐ Catch-Up Contributions are not permitted under the Plan.

6A-5 **ROTH DEFERRALS.** Roth Deferrals (as defined in Section 3.02(c)(2)(v) of the Plan) are not permitted under the Plan, unless designated otherwise under this AA §6A-5.

☐ (a) **Availability of Roth Deferrals.** Roth Deferrals are permitted under the Plan. [*Note: If Roth Deferrals are effective as of a date later than the Effective Date of the Plan, designate such special Effective Date in AA §6A-8(b) below. Roth Deferrals may not be made prior to January 1, 2006.*]

(b) **Distribution of Roth Deferrals.** Unless designated otherwise under this subsection (b), to the extent a Participant takes a distribution or withdrawal from his/her Salary Deferral Account(s), the Participant may designate the extent to which such distribution is taken from the Pre-Tax Deferral Account or from the Roth Deferral Account. (As described under Section 7.11(b)(2) of the Plan for default distribution rules if a Participant fails to designate the appropriate

Account for corrective distributions from the Plan, such distribution may be withdrawn equally from both the Pre-Tax Salary Deferral Account and the Roth Deferral Account or the Employer may withdraw such amounts first from either the Pre-Tax Salary Deferral Account or the Roth Deferral Account.)

Alternatively, the Employer may designate the order of distributions as listed below:

- ☐ (1) Any distribution will be taken on a pro rata basis from the Participant's Pre-Tax Deferral Account and Roth Deferral Account.
- ☐ (2) Any distribution will be taken first from the Participant's Roth Deferral Account and then from the Participant's Pre-Tax Deferral Account.
- ☐ (3) Any distribution will be taken first from the Participant's Pre-Tax Deferral Account and then from the Participant's Roth Deferral Account.

- (c) **In-Plan Roth Conversions.** Unless elected under this AA §6A-5(c), the Plan does not permit a Participant to make an In-Plan Roth Conversion under the Plan. To override this provision to allow Participants to make an In-Plan Roth Conversion, subsection (1) below must be checked.

- ☐ (1) **Effective date.** Effective _____ [not earlier than 1/1/2013], a Participant may elect to convert all or any portion of his/her non-Roth vested Account Balance to an In-Plan Roth Conversion Account.

[Note: The Plan must provide for Roth Deferrals under AA §6A-5(a) above as of the effective date designated in this subsection (1). An election under this subsection (1) does not affect an In-Plan Roth Conversion that was allowed under prior Plan provisions.]

- (2) **In-Service Distribution.**

- ☐ (i) For a Participant to convert his/her eligible contributions to Roth Deferrals through an In-Plan Roth Conversion, the Participant need not be eligible to take a distribution from the Plan. *[Note: If this subsection (i) is checked, a Participant may convert any or all of the eligible contribution sources to Roth Deferrals through an In-Plan Roth Conversion.]*
- ☐ (ii) For a Participant to convert his/her eligible contributions to Roth Deferrals through an In-Plan Roth Conversion, a Participant must be eligible for a distribution of any amounts converted to Roth Deferrals through an In-Plan Roth Conversion. Thus, only amounts that are eligible for distribution under AA §9 or AA §10 are eligible for In-Plan Roth Conversion.

- (3) **Contribution sources.** An Employee may elect to make an In-Plan Roth Conversion from all available contribution sources under the Plan.

To override this default provision to limit the contributions sources available for In-Plan Roth Conversion, select the applicable contribution sources from which an In-Plan Roth Conversion is available:

- ☐ (i) Pre-tax Salary Deferrals
- ☐ (ii) Employer Contributions
- ☐ (iii) Matching Contributions
- ☐ (iv) After-Tax Contributions
- ☐ (v) Rollover Contributions
- ☐ (vi) Employer Pick-Up Contributions
- ☐ (vii) Describe: _____

[Note: Any contribution sources described in this subsection (vii) must be definitely determinable and not subject to Employer discretion.]

- (4) **Limits applicable to In-Plan Roth Conversions.** No limits apply with respect to In-Plan Roth Conversions, unless designated otherwise under this subsection (4).
- ☐ (i) Roth conversions may only be made from contribution sources that are fully vested (i.e., 100% vested).
- [Note: If an In-Plan Roth Conversion is permitted from partially-vested sources, special rules apply for determining the vested percentage of such amounts after conversion. See Section 6.09 of the Plan.]*
- ☐ (ii) A Participant may not make an In-Plan Roth Conversion of less than \$____ (may not exceed \$1,000).
- ☐ (iii) A Participant may not make an In-Plan Roth Conversion of any outstanding loan amount.
- [Note: If this subsection (iii) is not checked, a Participant may convert amounts that are attributable to an outstanding loan, to the extent the loan relates to a contribution source that is eligible for conversion under subsection (3) above.]*
- ☐ (iv) Describe: _____
- [Note: Any selection in this subsection (iv) must be definitely determinable and not subject to Employer discretion.]*
- (5) **Amounts available to pay federal and state taxes generated from an In-Plan Roth Conversion.** No special provisions apply to allow Participants to withdraw funds to pay federal or state taxes generated from an In-Plan Roth Conversion, except as provided otherwise under this subsection (5).
- ☐ (i) **In-service distribution.** If the Plan does not otherwise permit an in-service distribution at the time of the In-Plan Roth Conversion and this subsection (i) is checked, a Participant may elect to take an in-service distribution solely to pay taxes generated from the In-Plan Roth Conversion to the extent such in-service distribution would otherwise be permitted under Section 7.10 of the Plan.
- [Note: If this subsection (i) is checked, a Participant may take an in-service distribution only to the extent such distribution would otherwise be permitted under the provisions of Section 7.10 of the Plan. Thus, for example, a Participant may not take an in-service distribution of amounts attributable to Salary Deferrals prior to age 59½.]*
- ☐ (ii) **Participant loan.** Generally, a Participant may request a loan from the Plan to the extent permitted under Section 13 of the Plan and AA §B. However, to the extent a Participant loan is not otherwise allowed and this subsection (ii) is selected, a Participant may receive a Participant loan solely to pay taxes generated from an In-Plan Roth Conversion.
- [Note: If this subsection (ii) is selected and Participant loans are not otherwise authorized under the Plan, any Participant loan made pursuant to this subsection (ii) will be made in accordance with the default loan policy described in Section 13 of the Plan.]*
- (6) **Distribution from In-Plan Roth Conversion Account.** Distributions from the In-Plan Roth Conversion Account will be permitted at the same time as permitted for Roth Deferrals, as set forth under AA §10-1, unless designated otherwise under this subsection (6).
- ☐ (i) In-service distributions will not be permitted from an In-Plan Roth Conversion Account.
- ☐ (ii) An in-service distribution may be made from the In-Plan Roth Conversion Account at any time.
- ☐ (iii) Describe distribution options: _____
- ☐ (d) **Describe** any special rules that apply to Roth Deferrals under the Plan: _____

6A-6 SALARY DEFERRAL ELECTIONS.

- (a) **Change or revocation of deferral election:** In addition to the Participant's Entry Date under the Plan, a Participant's election to change or resume a deferral election will be effective as set forth under the Salary Reduction Agreement or other written procedures adopted by the Plan Administrator. A Participant must be permitted to change or revoke a deferral election at least once per year. Unless the Salary Reduction Agreement or other written procedures adopted by the Plan Administrator provide otherwise, a Participant may revoke a deferral election (on a prospective basis) at any time.
- (b) **Salary deferral elections of rehired participants:** Unless designated otherwise below, a Participant's affirmative election to defer (or to not defer) will cease upon termination of employment and the Participant will need to make a new election upon rehire.

- ☐ **Participant's affirmative election does not cease upon termination of employment.** If this subsection (b) is selected, a terminated Participant's affirmative election to defer (or to not defer) **will not cease** upon termination of employment and the Participant's affirmative election to defer (or to not defer) in effect at the time of employment termination will apply upon rehired.

[Note: The Employer may modify the rules applicable to rehired employees under the Salary Reduction Agreement or other administrative procedures.]

6A-7 **AUTOMATIC CONTRIBUTION ARRANGEMENT.** No automatic contribution provisions apply under Section 3.02(c)(2)(iii) of the Plan, unless provided otherwise under this AA §6A-7.

- ☐ (a) **Automatic deferral election.** Upon becoming eligible to make Salary Deferrals under the Plan (pursuant to AA §3 and AA §4), a Participant will be deemed to have entered into a Salary Deferral Election for each payroll period, unless the Participant completes a Salary Deferral Election (subject to the limitations under AA §6A-2 and AA §6A-3) in accordance with procedures adopted by the Plan Administrator.

- ☐ (1) **Effective date of Automatic Contribution Arrangement.** The automatic deferral provisions under this AA §6A-7 are effective as of:

- ☐ (i) The Effective Date of this Plan as set forth under the Employer Signature Page.
- ☐ (ii) _____ *[insert date no earlier than the Effective Date of the Plan]*
- ☐ (iii) As set forth under a prior Plan document. *[Note: If this subsection (iii) is checked, the automatic deferral provisions under this AA §6A-7 will apply as of the original Effective Date of the automatic contribution arrangement. Unless provided otherwise under this AA §6A-7, an Employee who is automatically enrolled under a prior Plan document will continue to be automatically enrolled under the current Plan document.]*

- ☐ (2) **Automatic Contribution Arrangement.** Check this subsection (2) if the Plan is designated as an Automatic Contribution Arrangement, as described under Section 3.02(c)(2)(iii) of the Plan. *[Note: Unless an election is made under this AA §6A-7 that is inconsistent with the requirements of an Eligible Automatic Contribution Arrangement (EACA), the Automatic Contribution Arrangement will qualify as an EACA, as described in Code §414(w).]*

- ☐ (i) **Automatic deferral amount.**

- ☐ (A) ____% of Plan Compensation.
- ☐ (B) \$_____.

- ☐ (ii) **Automatic increase.** If elected under this subsection (ii), the automatic deferral amount will increase each Plan Year by the following amount.

- ☐ (A) ____% of Plan Compensation.
- ☐ (B) \$_____.
- ☐ (C) If this (C) and subsection (3)(iii) below (relating to the expiration of affirmative deferral elections) are both elected, the automatic increase will apply to all Participants, including those Participants whose affirmative deferral elections have expired and no subsequent affirmative election is made.

Any automatic increase elected under this subsection (ii) will not cause the automatic deferral amount to exceed:

- ☐ (D) ____% of Plan Compensation.
- ☐ (E) \$_____.
- ☐ (F) Describe: _____

[Note: Any special application of the automatic increase provisions must be definitely determinable and must provide for Employer discretion.]

- (3) **Application of automatic deferral provisions.** The automatic deferral election under subsection (2) will apply to new Participants and existing Participants as set forth under this subsection (3):

- (i) **New Participants.** The automatic deferral provisions apply to all Participants who become eligible on or after the effective date.
- (ii) **Current Participants.** The automatic deferral provisions apply to all other eligible Participants as follows:

- ☐ (A) Automatic deferral provisions apply to all current Participants who have not entered into a Salary Deferral Election (including an election not to defer under the Plan).
- ☐ (B) Automatic deferral provisions apply to all current Participants who have not entered into a Salary Deferral Election that is at least equal to the automatic deferral amount under subsection (2)(i) above. Current Participants who have made a Salary Deferral Election that is less than the automatic deferral amount or who have not made a Salary Deferral Election will automatically be increased to the automatic deferral amount unless the Participant enters into a new Salary Deferral election on or after the effective date of the automatic deferral provisions.
- ☐ (C) Automatic deferral provisions do not apply to current Participants. Only new Participants described in subsection (i) above are subject to the automatic deferral provisions.
- ☐ (D) Describe: _____
- ☐ (iii) **Expiration of affirmative deferral elections.** Unless this subsection (iii) is elected, for purposes of the automatic deferral provisions of the Plan, a Participant's affirmative elective deferral election will not expire. If this subsection (iii) is elected, a Participant's affirmative deferral election will expire:
- ☐ (A) at the end of each Plan Year.
- ☐ (B) Describe date that the affirmative election will expire: _____
- [*Note: The date must be definite and not discriminate in favor of Highly Compensated Employees.*]
- If a Participant fails to complete a new affirmative deferral election subsequent to the prior election expiring, the Participant becomes subject to the automatic deferral percentage as specified in the Plan pursuant to the automatic contribution arrangement provisions. Each year, the Participant can always complete a new affirmative election and designate a new deferral percentage.
- ☐ (iv) **Treatment of automatic deferrals.** Any Salary Deferrals made pursuant to an automatic deferral election will be treated as Pre-Tax Salary Deferrals, unless designated otherwise under this subsection (iv).
- ☐ Any Salary Deferrals made pursuant to an automatic deferral election will be treated as Roth Deferrals. [*Note: This subsection (iv) may only be checked if Roth Deferrals are permitted under AA §6A-5.*]
- ☐ (v) **Special rules:** _____
- [*Note: Any Salary Deferral Election (including an election not to defer under the Plan) made after the effective date of the automatic deferral provisions will override such automatic deferral provisions.*]
- ☐ (4) **Application of automatic increase.** Unless designated otherwise under this subsection (4), if an automatic increase is selected under subsection (2)(ii) above, the automatic increase will take effect as of the first day of the second Plan Year following the Plan Year in which the automatic deferral election first becomes effective with respect to a Participant.
- ☐ (i) **First Plan Year.** Instead of applying as of the second Plan Year, the automatic increase described in subsection (2)(ii) above takes effect as of the appropriate date within the first Plan Year following the date automatic contributions begin.
- ☐ (ii) **Designated Plan Year.** Instead of applying as of the second Plan Year, the automatic increase described in subsection (2)(ii) above takes effect as of the appropriate date within the _____ Plan Year following the Plan Year in which the automatic deferral election first becomes effective with respect to a Participant.
- ☐ (iii) **Effective date.** The automatic increase described under subsection (2)(ii) above is generally effective as of the first day of the Plan Year. If this subsection (iii) is checked, instead of becoming effective on the first day of the Plan Year, the automatic increase will be effective on:
- ☐ (A) The anniversary of the Participant's date of hire.
- ☐ (B) The anniversary of the Participant's first automatic deferral contribution.
- ☐ (C) The first day of each calendar year.
- ☐ (D) Other date: _____

- ☐ (iv) **Special rules:** _____
- (5) **Treatment of terminated Employees who are rehired.** Unless designated otherwise below, in applying the automatic deferral provisions under this AA§6A-7, including the automatic increase provisions, a rehired Participant is not treated as a new Employee (regardless of the amount of time since the rehired Employee terminated employment).
- ☐ (i) **Rehired Employees not treated as new Employee.** In applying the automatic deferral provisions under this AA§6A-7, including the automatic increase provisions, a rehired Participant is not treated as a new Employee. Thus, for example, a rehired Participant's deferral percentage will be calculated based on the date the individual first began making automatic deferrals under the Plan.
- ☐ (ii) **Describe special rules applicable to rehired employees:** _____
- [*Note: Any special rules under this subsection (ii) must satisfy the rules applicable to automatic enrollment under Treas. Reg. §1.401(k)-1, if applicable.*]
- (b) **Permissible Withdrawals under Automatic Contribution Arrangement.**
- ☐ (1) **Permissible withdrawals allowed.** An Employee who has Salary Deferrals contributed to the Plan pursuant to an automatic deferral election under this AA §6A-7 may elect to withdraw such contributions (and earnings attributable thereto) within 90 days after the date such Salary Deferrals would otherwise have been included in gross income, unless designated otherwise under subsection (3) below. Unless elected otherwise below, if an Employee does not make automatic deferrals to the Plan for an entire Plan Year (e.g., due to termination of employment), the Plan may allow such Employee to take a permissible withdrawal, but only with respect to default contributions made after the Employee's return to employment.).
- ☐ The ability to take permissible withdrawals does not apply to rehired Employees, even if such Employees have not made automatic deferrals to the Plan for an entire Plan Year due to termination of employment.
- ☐ (2) **No permissible withdrawals.** The permissible withdrawal provisions under this subsection (b) are not available.
- ☐ (3) **Time period for electing a permissible withdrawal.** Instead of a 90-day election period, a Participant must request a permissible withdrawal no later than _____ days after the date the Plan Compensation from which such Salary Deferrals are withheld would otherwise have been included in gross income.
- ☐ (c) **Other automatic deferral provisions:** _____

6A-8 **SPECIAL DEFERRAL EFFECTIVE DATES.** Unless designated otherwise under this AA §6A-8, a Participant is eligible to make Salary Deferrals under the Plan as of the Effective Date of the Plan (as designated in the Employer Signature Page). However, in no case may a Participant begin making Salary Deferrals prior to the later of the date the Employee becomes a Participant, the date the Participant executes a Salary Reduction Agreement or the date the Plan is adopted or effective. (See Section 3.02(c)(2)(i) of the Plan.)

To designate a later Effective Date for Salary Deferrals or Roth Deferrals, complete this AA §6A-8.

- ☐ (a) **Salary Deferrals.** A Participant is eligible to make Salary Deferrals under the Plan as of:
- ☐ (1) the date the Plan is executed by the Employer (as indicated on the Employer Signature Page).
- ☐ (2) _____ (insert date no earlier than the date the Plan is executed by the Employer).
- ☐ (b) **Roth Deferrals.** The Roth Deferral provisions under AA §6A-5 are effective as of _____. [*If Roth Deferrals are permitted under AA §6A-5 above, Roth Deferrals are effective as of the Effective Date applicable to Salary Deferrals under this AA §6A-8, unless a later date is designated under this subsection.*]

SECTION 6B

MATCHING CONTRIBUTIONS

6B-1 **MATCHING CONTRIBUTIONS.** Is the Employer authorized to make Matching Contributions under the Plan?

- ☐ **Yes.**
- ☒ **No.** [*If "No" is checked, skip to Section 7.*]

6B-2 **MATCHING CONTRIBUTION FORMULA:** For the period designated in AA §6B-5 below, the Employer will make the following Matching Contribution on behalf of Participants who satisfy the allocation conditions under AA §6B-6 below. [See AA §6B-3 for the definition of Eligible Contributions for purposes of the Matching Contributions under the Plan.]

- ☐ (a) **Discretionary match.** The Employer will determine in its sole discretion how much, if any, it will make as a Matching Contribution. Such amount will be allocated as a uniform percentage of Eligible Contributions, unless designated otherwise below. (See AA §6B-5 relating to period for determining Matching Contributions and true-up requirements.)

☐ (1) Discretionary matching contributions will be allocated as a flat dollar amount.

- ☐ (2) Allocation of discretionary Matching Contribution determined by written instructions to Plan Administrator (or Trustee). If a discretionary Matching Contribution formula applies (i.e., a formula that provides an Employer with discretion regarding how to allocate a Matching Contribution to Participants) and the Employer makes a discretionary Matching Contribution to the Plan, the Employer must provide the Plan Administrator (or Trustee, if applicable), written instructions describing: (1) how the discretionary Matching Contribution formula will be allocated to Participants (e.g., a uniform percentage of Eligible Contributions or a flat dollar amount), (2) the computation period(s) to which the discretionary Matching Contribution formula applies (unless otherwise designated under AA §6B-5), and (3) if applicable, a description of each business location or business classification subject to separate discretionary Matching Contribution allocation formulas.

Such instructions must be provided no later than the date on which the discretionary Matching Contribution is made to the Plan. A summary of these instructions must be communicated to Participants who receive discretionary Matching Contributions no later than 60 days following the last date on which the discretionary Matching Contribution is made to the Plan for the Plan Year. If this AA §6B-2(a)(2) is elected, the written instruction requirement does not take effect until the first day of the Plan Year following the Plan Year in which this Plan's Cycle 3 restatement is executed.

- ☐ (b) **Fixed match.** The Employer will make a Matching Contribution for each Participant equal to:

☐ (1) ____% of Eligible Contributions made for each period designated in AA §6B-5 below.

☐ (2) \$____ for each period designated in AA §6B-5 below.

- ☐ (c) **Matching Contributions under Collective Bargaining Agreement, employment contract or equivalent arrangement.** The Employer will make a Matching Contribution based on a Collective Bargaining Agreement, employment agreement or equivalent arrangement as follows: _____

[Note: Insert the appropriate Matching Contribution formula from the Collective Bargaining Agreement, employment agreement or equivalent arrangement. The formula must be definitely determinable as required under Treas. Reg. §1.401-1.]

- ☐ (d) **Tiered match.** The Employer may make a Matching Contribution to all Participants based on the following tiers of Eligible Contributions as a percentage of Plan Compensation. If discretionary Match is elected, the discretionary Matching Contribution will be allocated as a uniform percentage of Eligible Contributions within each tier.

Eligible Contributions	Fixed Match	Discretionary Match
<input type="checkbox"/> (1) Up to ____% of Plan Compensation	_____%	<input type="checkbox"/>
<input type="checkbox"/> (2) From ____% up to ____% of Plan Compensation	_____%	<input type="checkbox"/>
<input type="checkbox"/> (3) From ____% up to ____% of Plan Compensation	_____%	<input type="checkbox"/>
<input type="checkbox"/> (4) From ____% up to ____% of Plan Compensation	_____%	<input type="checkbox"/>

- ☐ (e) **Year of Service match.** The Employer will make a Matching Contribution as a uniform percentage of Eligible Contributions to all Participants based on Years of Service with the Employer. If discretionary Match is elected, the discretionary Matching Contribution will be allocated as a uniform percentage of Eligible Contributions within each Year of Service level.

Years of Service	Fixed Match	Discretionary Match
<input type="checkbox"/> (1) From ____ up to ____ Years of Service	_____%	<input type="checkbox"/>
<input type="checkbox"/> (2) From ____ up to ____ Years of Service	_____%	<input type="checkbox"/>

Years of Service	Fixed Match	Discretionary Match
------------------	-------------	---------------------

- | | | |
|---|---------|--------------------------|
| <input type="checkbox"/> (3) From ____ up to ____ Years of Service | _____ % | <input type="checkbox"/> |
| <input type="checkbox"/> (4) From ____ up to ____ Years of Service | _____ % | <input type="checkbox"/> |
| <input type="checkbox"/> (5) Years of Service equal to and above ____ | _____ % | <input type="checkbox"/> |

For this purpose, a Year of Service is each Plan Year during which an Employee completes at least 1,000 Hours of Service. Alternatively, a Year of Service is: _____

[**Note:** Any alternative definition of a Year of Service must meet the requirements of a Year of Service as defined in Section 2.03(a)(1) of the Plan.]

- ☐ (f) **Different Employee groups.** The Employer may make a different Matching Contribution to the Employee groups designated under subsection (1) below. The Matching Contribution will be allocated separately to each designated Employee group in accordance with the formula designated under subsection (2) below.

(1) **Designated Employee groups.**

[**Note:** Each group designation must describe a group of Employees which is definitely determinable with no Employer discretion.]

(2) **Matching Contribution formulas.**

- ☐ (i) **Discretionary Matching Contribution.** The Employer may make a different discretionary Matching Contribution for each Employee group designated under subsection (1) above. The discretionary Matching Contribution will be allocated as a uniform percentage of Eligible Contributions within each Employee group. (See AA §6B-5 relating to period for determining Matching Contributions and true-up requirements.)

- ☐ (ii) **Different Matching Contribution formula.** The following Matching Contribution will apply for each Employee group designated under subsection (1) above.

[**Note:** Each separate rate of Matching Contribution must be definitely determinable and will be allocated uniformly to the members of the group.]

- ☐ (g) **Describe special rules for determining Matching Contribution formula:** _____

[**Note:** Any special rules may not provide for a discretionary Matching Contribution allocation formula, must be described in a manner that precludes Employer discretion and must satisfy the definitely determinable requirements of Treas. Reg. §1.401-1.]

6B-3 **ELIGIBLE CONTRIBUTIONS.** Unless designated otherwise under this AA §6B-3, the Matching Contribution described in AA §6B-2 will apply to all Eligible Contributions authorized under AA §6-7 and/or AA §6A.

- ☐ (a) **Designated Eligible Contributions.** If this subsection (a) is checked, the Matching Contribution described in AA §6B-2 will apply only to the Eligible Contributions selected below:

- ☐ (1) Pre-tax Salary Deferrals under AA §6A.
- ☐ (2) Roth Deferrals under AA §6A-5.
- ☐ (3) Catch-Up Contributions under AA §6A-4.
- ☐ (4) Voluntary After-Tax Employee Contributions under AA §6-7(a).
- ☐ (5) Mandatory After-Tax Employee Contributions under AA §6-7(b).
- ☐ (6) Employer Pick-Up Contributions under AA §6-7(c).

- ☐ (b) **Elective deferrals under another plan.** If this subsection (b) is checked, the Matching Contributions described in AA §6B-2 will apply to elective deferrals made under another plan maintained by the Employer.

- ☐ (1) The Matching Contribution designated in AA §6B-2 above will apply to elective deferrals under the following plan maintained by the Employer: _____
- ☐ (2) The following special rules apply in determining the amount of Matching Contributions under this Plan with respect to elective deferrals under the plan described in subsection (1) above: _____

[**Note:** This subsection (b) may be used to describe special provisions applicable to Matching Contributions provided with respect to elective deferrals under another plan maintained by the Employer, including another qualified plan or Code §403(b) or Code §457(b) plan.]

- (c) **Calculation of Matching Contributions if Plan uses dual eligibility and/or multiple entry dates.** Unless designated otherwise below, if the Plan has dual eligibility and/or multiple entry dates (or the Employer chooses to use the Plan's optional true-up provisions), the Matching Contribution formula(s) will be based on Eligible Contributions and Plan Compensation for the period designated under AA §6B-5.

☐ The Plan will make Matching Contributions only on Salary Deferrals and After-Tax Employee Contributions (if applicable) made after the Participant becomes eligible for Matching Contributions, regardless of the period designated under AA §6B-5.

- ☐ (d) **Special rules.** The following special rules apply for purposes of determining the Matching Contribution under this AA §6B-3: _____

[**Note:** Any special rules under this subsection (d) must be definitely determinable.]

- 6B-4 **LIMITS ON MATCHING CONTRIBUTIONS.** In applying the Matching Contribution formula(s) selected under AA §6B-2 above, all Eligible Contributions designated under AA §6B-3 are eligible for Matching Contributions, unless elected otherwise under this AA §6B-4.

- ☐ (a) **Limit on amount of Eligible Contributions.** The Matching Contribution formula(s) selected in AA §6B-2 above apply only to Eligible Contributions under AA §6B-3 that do not exceed:

☐ (1) _____% of Plan Compensation.

☐ (2) \$_____.

☐ (3) A discretionary amount determined by the Employer that will be applied in a uniform manner for all eligible Participants for the Plan Year.

[**Note:** If both subsections (1) and (2) above are selected, the limit under this subsection (a) is the lesser of the percentage selected in subsection (1) or the dollar amount selected in subsection (2).]

- ☐ (b) **Limit on Matching Contributions.** The total Matching Contribution provided under the formula(s) selected in AA §6B-2 above will not exceed:

☐ (1) _____% of Plan Compensation.

☐ (2) \$_____.

- ☐ (c) **Special limits applicable to Matching Contributions:** _____

- 6B-5 **PERIOD FOR DETERMINING MATCHING CONTRIBUTIONS.** The Matching Contribution formula(s) selected in AA §6B-2 above (including any limitations on such amounts under AA §6B-4) are based on Eligible Contributions under AA §6B-3 and Plan Compensation for the Plan Year. To apply a different period for determining the Matching Contributions and limits under AA §6B-2 and AA §6B-4, complete this AA §6B-5.

☐ (a) payroll period

☐ (b) Plan Year quarter

☐ (c) calendar month

☐ (d) Other: _____

[**Note:** Although Matching Contributions (and any limits on those Matching Contributions) will be determined on the basis of the period designated under this AA §6B-5, this does not require the Employer to actually make contributions or allocate contributions on the basis of such period. Matching Contributions may be contributed and allocated to Participants at any time within the contribution period permitted under Treas. Reg. §1.415(c)-1(b)(6)(B), regardless of the period selected under this AA §6B-5.]

[**Note:** In determining the amount of Matching Contributions for a particular period, if the Employer actually makes Matching Contributions to the Plan on a more frequent basis than the period selected in this AA §6B-5, a Participant will be entitled to a true-up contribution to the extent he/she does not receive a Matching Contribution based on the Eligible Contributions and/or Plan Compensation for the entire period selected in this AA §6B-5. If a period other than the Plan Year is selected under this AA §6B-5, the Employer may make an additional discretionary Matching Contribution equal to the true-up contribution that would otherwise be required if Plan Year was selected under this AA §6B-5. See Section 3.02(c)(3)(iii) of the Plan.]

- 6B-6 **ALLOCATION CONDITIONS.** A Participant must satisfy any allocation conditions designated under this AA §6B-6 to receive an allocation of Matching Contributions under the Plan.

- ☐ (a) **Application of allocation conditions.**

- ☐ (1) **No allocation conditions** apply with respect to Matching Contributions under the Plan.
- ☐ (2) Allocation conditions only apply to discretionary Matching Contributions under the Plan.
- ☐ (3) Allocation conditions only apply to fixed Matching Contributions under the Plan.
- [Note: (2) or (3) above should be selected only if the Plan provides for both Fixed and Discretionary Matching Contributions.]*
- ☐ (b) **Employment condition.** An Employee must be employed with the Employer on the last day of the Plan Year.
- ☐ (c) **Minimum service condition.** An Employee must be credited with at least:
- ☐ (1) ____ Hours of Service during the Plan Year.
- ☐ (i) Hours of Service are determined using actual Hours of Service.
- ☐ (ii) Hours of Service are determined using the following Equivalency Method (as defined under AA §4-3):
- ☐ (A) Monthly ☐ (B) Weekly
- ☐ (C) Daily ☐ (D) Semi-monthly
- ☐ (E) Describe: _____
- [Note: Any description under subsection (E) above must be definitely determinable.]*
- ☐ (2) ____ consecutive days of employment with the Employer during the Plan Year.
- ☐ (d) **Exceptions.**
- ☐ (1) The above allocation condition(s) will **not** apply if the Employee, during the Plan Year:
- ☐ (i) dies.
- ☐ (ii) terminates employment due to becoming Disabled.
- ☐ (iii) becomes Disabled.
- ☐ (iv) terminates employment after attaining Normal Retirement Age.
- [Note: This waiver of allocation conditions applies only once during the Participant's employment with the Employer. Thus, if an Employee is rehired after such a waiver was applied to such Employee, the waiver of allocation conditions will not apply to a subsequent termination of employment. The Employer may modify this rule in (e) below.]*
- ☐ (v) terminates employment after attaining Early Retirement Age.
- [Note: This waiver of allocation conditions applies only once during the Participant's employment with the Employer. Thus, if an Employee is rehired after such a waiver was applied to such Employee, the waiver of allocation conditions will not apply to a subsequent termination of employment. The Employer may modify this rule in (e) below.]*
- ☐ (vi) is on an authorized leave of absence from the Employer.
- ☐ (2) The exceptions selected under subsection (1) above will apply even if an Employee has not terminated employment at the time of the selected event(s).
- ☐ (3) The exceptions selected under subsection (1) above do not apply to:
- ☐ (i) an employment condition designated under subsection (b) above.
- ☐ (ii) a minimum service condition designated under subsection (c) above.
- ☐ (e) **Describe** any special rules governing the allocation conditions under the Plan: _____

SECTION 7
RETIREMENT AGES

7-1 **NORMAL RETIREMENT AGE.** Normal Retirement Age under the Plan is:

- ☒ (a) Age 55 (not to exceed 65).
- ☐ (b) The later of age (not to exceed 65) or the (not to exceed 5th) anniversary of:
- ☐ (1) the Employee's participation commencement date (as defined in Section 1.68 of the Plan).
- ☐ (2) the Employee's employment commencement date.
- ☐ (c) Describe Normal Retirement Age: _____

[Note: The Normal Retirement Age must be reasonably representative of the typical retirement age for the industry in which the Plan Participants work. A Normal Retirement Age of at least age 62 is deemed to be reasonable while a Normal Retirement Age under age 55 is presumed not to satisfy this requirement unless facts and circumstances show otherwise. Whether a Normal Retirement Age between 55 and 62 satisfies this requirement depends on the facts and circumstances. A Governmental Plan must comply with the final Normal Retirement Age regulations under Treas. Reg. §1.401(a)-1, as amended, effective for Annuity Starting Dates occurring in Plan Years beginning on or after the later of the two dates described in IRS Notice 2012-29. The Employer may use AA §7-1(c), for example, to describe a reasonable Normal Retirement Age that is between age 55 and 62 that takes into account service as well as age.]

7-2 **EARLY RETIREMENT AGE.** Unless designated otherwise under this AA §7-2, there is no Early Retirement Age under the Plan.

- ☐ (a) A Participant reaches Early Retirement Age if he/she is still employed after attainment of each of the following:
- ☐ (1) Attainment of age _____
- ☐ (2) The _____ anniversary of the date the Employee commenced participation in the Plan, and/or
- ☐ (3) The completion of _____ Years of Service, determined as follows:
- ☐ (i) Same as for eligibility.
- ☐ (ii) Same as for vesting
- ☐ (b) Describe. _____

SECTION 8
VESTING AND FORFEITURES

8-1 **CONTRIBUTIONS SUBJECT TO VESTING.** Does the Plan provide for any Employer and/or Matching Contributions that are subject to a vesting schedule under AA §8-2?

- ☐ Yes
- ☒ No [If "No" is checked, skip to Section 9.]

[Note: "Yes" should be checked under this AA §8-1 if the Plan provides for Employer Contributions and/or Matching Contributions that are subject to a vesting schedule, even if such contributions are always 100% vested under AA §8-2. "No" should be checked if the only contributions under the Plan are Salary Deferrals, After-Tax Employee Contributions and/or Employer Pick-Up Contributions. If the Plan holds Employer Contributions and/or Matching Contributions that are subject to vesting but the Plan no longer provides for such contributions, see Sections 6.03(d) and 6.11(e) of the Plan for default rules for applying the vesting and forfeiture rules to such contributions.]

8-2 **VESTING SCHEDULE.** The vesting schedule under the Plan is as follows for both Employer Contributions and Matching Contributions, to the extent authorized under the Plan. See Section 6.02 of the Plan for a description of the various vesting schedules under this AA §8-2.

- ☐ (a) **Vesting schedule for Employer Contributions and Matching Contributions:**

ER	Match	
<input type="checkbox"/>	<input type="checkbox"/>	(1) Full and immediate vesting.
<input type="checkbox"/>	<input type="checkbox"/>	(2) Three-year cliff vesting schedule
<input type="checkbox"/>	<input type="checkbox"/>	(3) Six-year graded vesting schedule

ER Match

☐☐

(4) Modified vesting schedule

____ % immediately on Plan participation

____ % after 1 Year of Service

____ % after 2 Years of Service

____ % after 3 Years of Service

____ % after 4 Years of Service

____ % after 5 Years of Service

____ % after 6 Years of Service

____ % after 7 Years of Service

____ % after 8 Years of Service

____ % after 9 Years of Service

100% after 10 Years of Service

☐☐

(5) Other: vesting schedule: _____

[Note: If a modified vesting schedule is selected under this subsection (a), the vested schedule must satisfy the pre-ERISA Code vesting requirements.]

☐ (b) **Special provisions applicable to vesting schedule:** _____

[Note: This subsection (b) may be used to apply a different vesting schedule for different contribution formulas or different Employee groups under the Plan. Any special provision must satisfy the pre-ERISA Code vesting requirements.]

8-3 **VESTING SERVICE.** In applying the vesting schedules under this AA §8, all service with the Employer counts for vesting purposes, unless designated otherwise under this AA §8-3.

☐ (a) Service before the original Effective Date of this Plan (or a Predecessor Plan) is excluded.

☐ (b) Service completed before the Employee's ____ birthday is excluded.

☐ (c) Describe vesting service exclusions: _____

[Note: See Section 6.07 of the Plan and AA §4-5 for rules regarding the crediting of service with Predecessor Employers for purposes of vesting under the Plan.]

8-4 **VESTING UPON DEATH, DISABILITY OR EARLY RETIREMENT AGE.** An Employee's vesting percentage increases to 100% if, while employed with the Employer, the Employee

☐ (a) dies

☐ (b) terminates employment due to becoming Disabled

☐ (c) becomes Disabled

☐ (d) reaches Early Retirement Age

☐ (e) Not applicable. No increase in vesting applies.

8-5 **DEFAULT VESTING RULES.** In applying the vesting requirements under this AA §8, the following default rules apply. *[Note: No election should be made under this AA §8-5 if all contributions are 100% vested.]*

- **Year of Service.** An Employee earns a Year of Service for vesting purposes upon completing 1,000 Hours of Service during a Vesting Computation Period. Hours of Service are calculated based on actual hours worked during the Vesting Computation Period. (See Section 1.57 of the Plan for the definition of Hour of Service.)

- **Vesting Computation Period.** The Vesting Computation Period is the Plan Year.

To override the default vesting rules, complete the applicable sections of this AA §8-5. If this AA §8-5 is not completed, the default vesting rules apply.

ER	Match	
<input type="checkbox"/>	<input type="checkbox"/>	(a) Year of Service. Instead of 1,000 Hours of Service, an Employee earns a Year of Service upon the completion of ____ Hours of Service during a Vesting Computation Period.
<input type="checkbox"/>	<input type="checkbox"/>	(b) Vesting Computation Period. Instead of the Plan Year, the Vesting Computation Period is: <ul style="list-style-type: none"> <input type="checkbox"/> (1) The 12-month period beginning with the Employee's Employment Commencement Date and, for subsequent Vesting Computation Periods, the 12-month period beginning with the anniversary of the Employee's Employment Commencement Date. <input type="checkbox"/> (2) Describe: _____ <p><i>[Note: Any Vesting Computation Period described in this subsection (2) must be a 12-consecutive month period and must apply uniformly to all Participants.]</i></p>
<input type="checkbox"/>	<input type="checkbox"/>	(c) Elapsed Time Method. Instead of determining vesting service based on actual Hours of Service, vesting service will be determined under the Elapsed Time Method. If this subsection (c) is checked, service will be measured from the Employee's Employment Commencement Date (or Reemployment Commencement Date, if applicable) without regard to the Vesting Computation Period designated in Section 6.05 of the Plan. (See Section 6.04(b) of the Plan.)
<input type="checkbox"/>	<input type="checkbox"/>	(d) Equivalency Method. For purposes of determining an Employee's Hours of Service for vesting, the Plan will use the Equivalency Method (as defined in Section 6.04(a)(2) of the Plan). The Equivalency Method will apply to: <ul style="list-style-type: none"> <input type="checkbox"/> (1) All Employees. <input type="checkbox"/> (2) Only to Employees for whom the Employer does not maintain hourly records. For Employees for whom the Employer maintains hourly records, vesting will be determined based on actual hours worked. <p>Hours of Service for vesting will be determined under the following Equivalency Method.</p> <ul style="list-style-type: none"> <input type="checkbox"/> (3) Monthly. 190 Hours of Service for each month worked. <input type="checkbox"/> (4) Weekly. 45 Hours of Service for each week worked. <input type="checkbox"/> (5) Daily. 10 Hours of Service for each day worked. <input type="checkbox"/> (6) Semi-monthly. 95 Hours of Service for each semi-monthly period. <input type="checkbox"/> (7) Describe Equivalency Method: _____ <p><i>[Note: Any description of an Equivalency Method must be definitely determinable.]</i></p>
<input type="checkbox"/>	<input type="checkbox"/>	(e) Special rules: _____ <i>[Note: Any special rules under this subsection (e) must be definitely determinable.]</i>

8-6 **BREAKS IN SERVICE.** Generally, an Employee will be credited with all service earned with the Employer, including service earned prior to a Break in Service. To disregard service earned prior to a Break in Service for vesting purposes, complete this AA §8-6. (See Section 6.08 of the Plan.)

- ☐ (a) If an Employee incurs at least one Break in Service, the Plan will disregard all service earned prior to such Break in Service for purposes of determining vesting under the Plan.
- ☐ (b) If an Employee incurs at least _____ consecutive Breaks in Service, the Plan will disregard all service earned prior to such consecutive Breaks in Service for purposes of determining vesting under the Plan. *[Enter "0" if prior service will be disregarded for all rehired Employees.]*
- ☐ (c) The Nonvested Participant Break in Service rule applies to all Employees, including Employees who have not terminated employment.
- ☐ (d) Describe any special rules for applying the vesting Break in Service rules: _____
[Note: Any special rules under this subsection (d) must be definitely determinable.]

8-7 ALLOCATION OF FORFEITURES.

The Employer may decide in its discretion how to treat forfeitures under the Plan. Alternatively, the Employer may designate under this AA §8-7 how forfeitures occurring during a Plan Year will be treated. (See Section 6.11 of the Plan.)

ER Match

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | (a) N/A. All contributions are 100% vested. <i>[Do not complete the rest of this AA §8-7.]</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | (b) Reallocated as additional Employer Contributions or as additional Matching Contributions. |
| <input type="checkbox"/> | <input type="checkbox"/> | (c) Used to reduce Employer and/or Matching Contributions. |

For purposes of subsection (b) or (c) above, forfeitures will be applied:

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | (d) for the Plan Year in which the forfeiture occurs. |
| <input type="checkbox"/> | <input type="checkbox"/> | (e) for the Plan Year following the Plan Year in which the forfeitures occur. |

Prior to applying forfeitures under subsection (b) or (c):

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | (f) Forfeitures may be used to pay Plan expenses. (See Section 6.11(d) of the Plan.) |
| <input type="checkbox"/> | <input type="checkbox"/> | (g) Forfeitures may not be used to pay Plan expenses. |

In determining the amount of forfeitures to be allocated under subsection (b) above, the same allocation conditions apply as for the source for which the forfeiture is being allocated, unless designated otherwise below.

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | (h) Forfeitures are not subject to any allocation conditions. |
| <input type="checkbox"/> | <input type="checkbox"/> | (i) Forfeitures are subject to a last day of employment allocation condition. |
| <input type="checkbox"/> | <input type="checkbox"/> | (j) Forfeitures are subject to a ____ Hours of Service minimum service requirement. |

In determining the treatment of forfeitures under this AA §8-7, the following special rules apply:

- | | | |
|--------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | (k) Describe: _____ |
|--------------------------|--------------------------|---------------------|

8-8 SPECIAL RULES REGARDING CASH-OUT DISTRIBUTIONS.

- (a) **Additional allocations.** If a terminated Participant receives a complete distribution of his/her vested Account Balance while still entitled to an additional allocation, the Cash-Out Distribution forfeiture provisions do not apply until the Participant receives a distribution of the additional amounts to be allocated. (See Section 6.10(a)(1) of the Plan.)

To modify the default Cash-Out Distribution forfeiture rules, complete this AA §8-8(a).

- | | |
|--------------------------|--|
| <input type="checkbox"/> | The Cash-Out Distribution forfeiture provisions will apply if a terminated Participant takes a complete distribution, regardless of any additional allocations during the Plan Year. |
|--------------------------|--|

- (b) **Timing of forfeitures.** A Participant who receives a Cash-Out Distribution (as defined in Section 6.10(a) of the Plan) is treated as having an immediate forfeiture of his/her nonvested Account Balance.

To modify the forfeiture timing rules to delay the occurrence of a forfeiture upon a Cash-Out Distribution, complete this AA §8-8(b).

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A forfeiture will occur upon the completion of ____ consecutive Breaks in Service (as defined in Section 6.08 of the Plan). |
|--------------------------|---|

- (c) **Repayment of Cash-Out Distribution.** Unless elected otherwise under this AA §8-8(c), if a Participant receives a Cash-Out Distribution that results in a forfeiture, and the Participant resumes employment covered under the Plan, such Participant may repay to the Plan the amount received as a Cash-Out Distribution.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | If a Participant receives a Cash-Out Distribution that results in a forfeiture, and the Participant resumes employment covered under the Plan, such Participant may NOT repay to the Plan the amount received as a Cash-Out Distribution and the provisions of Section 6.10(a)(2) do not apply. |
|--------------------------|---|

8-9 SPECIAL RULE FOR FORFEITURE UPON DEATH OF A PARTICIPANT. Unless elected below, no vested benefits are forfeited upon the death of a Participant.

To modify this default forfeiture rule, check to box below.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | The Plan will forfeit benefits (including vested benefits) upon the death of a Participant, if not precluded by law. In no event may the Plan forfeit any amounts attributable to a Participant's Salary Deferrals or After-Tax Employee Contributions under the Plan or if the Plan has commenced distributions prior to the Participant's death. |
|--------------------------|--|

SECTION 9
DISTRIBUTION PROVISIONS – TERMINATION OF EMPLOYMENT

9-1 AVAILABLE FORMS OF DISTRIBUTION.

Lump sum distribution. A Participant may take a distribution of his/her entire vested Account Balance in a single lump sum upon termination of employment. In addition, the Plan Administrator may permit a Participant to take partial distributions or installment distributions solely to the extent necessary to satisfy the required minimum distribution rules under Section 8 of the Plan.

Additional distribution options. To provide for additional distribution options, check the applicable distribution forms under this AA §9-1.

- ☐ (a) **Installment distributions.** A Participant may take a distribution over a specified period not to exceed the life or life expectancy of the Participant (and a designated beneficiary).
- ☐ (b) **Partial lump sum.** A Participant may take a distribution of less than the entire vested Account Balance upon termination of employment.
- ☐ Minimum distribution amount. A Participant may not take a partial lump sum distribution of less than \$_____.
- ☐ (c) **Annuity distributions.** A Participant may elect to have the Plan Administrator use the Participant's vested Account Balance to purchase an annuity as described in Section 7.01 of the Plan.
- ☐ (d) **Describe distribution options:** _____

[Note: Any distribution option described in this subsection (d) may not be subject to the discretion of the Employer or Plan Administrator.]

9-2 PARTICIPANT AND SPOUSAL CONSENT.

- ☐ (a) **Involuntary Cash-Out Distribution.** A Participant who terminates employment with a vested Account Balance of \$5,000 or less will receive an Involuntary Cash-Out Distribution, unless elected otherwise under this AA §9-2. If a Participant's vested Account Balance exceeds \$5,000, the Participant generally must consent to a distribution from the Plan, except to the extent provided otherwise under this AA §9-2. See Section 7.03 of the Plan for additional rules regarding the Participant consent requirements under the Plan.
- ☐ (1) **No Involuntary Cash-Out Distributions.** The Plan does not provide for Involuntary Cash-Out Distributions. A terminated Participant must consent to any distribution from the Plan. (See Section 14.02(b) of the Plan for special rules upon Plan termination.)
- ☐ (2) **Involuntary Cash-Out Distribution threshold.** A terminated Participant will receive an Involuntary Cash-Out Distribution only if the Participant's vested Account Balance is less than or equal to \$_____.
- ☐ (3) **Application of Automatic Rollover rules.** The Automatic Rollover rules described in Section 7.05 of the Plan do not apply to any Involuntary Cash-Out Distribution below \$1,000, unless elected otherwise under this subsection (3). If this subsection (3) is checked, the Automatic Rollover provisions apply to all Involuntary Cash-Out Distributions (including those below \$1,000).
- ☐ (4) **Distribution upon attainment of stated age.** Participant consent will not be required with respect to distributions made upon attainment of Normal Retirement Age (or age 62, if later), regardless of the value of the Participant's vested Account Balance.
- ☐ (5) **Treatment of Rollover Contributions.** Unless elected otherwise under this subsection (5), Rollover Contributions will be excluded in determining whether a Participant's vested Account Balance exceeds the Involuntary Cash-Out threshold for purposes of applying the distribution rules under this AA §9 and the Automatic Rollover provisions under Section 7.05 of the Plan. To include Rollover Contributions in determining whether a Participant's vested Account Balance exceeds the Involuntary Cash-Out threshold, check this subsection (5).
- ☐ (b) **Spousal consent.** Spousal consent is not required for a Participant to receive a distribution or name an alternate beneficiary, unless designated otherwise under this subsection (b). See Section 9.02 of the Plan for rules regarding Spousal consent under the Plan.
- ☐ (1) **Distribution consent.** A Participant's Spouse must consent to any distribution or loan, provided the Participant's vested Account Balance exceeds \$_____.
- ☐ (2) **Beneficiary consent.** A Participant's Spouse must consent to naming someone other than the Spouse as beneficiary under the Plan.
- ☐ (c) **Describe any special rules affecting Participant or Spousal consent:** _____

[*Note: Any special rules under this subsection (c) must be definitely determinable.*]

9-3 **TIMING OF DISTRIBUTIONS UPON TERMINATION OF EMPLOYMENT.**

- (a) **Distribution of vested Account Balances exceeding \$5,000.** A Participant who terminates employment with a vested Account Balance exceeding \$5,000 may receive a distribution of his/her vested Account Balance in any form permitted under AA §9-1 within a reasonable period following:

- ☒ (1) the date the Participant terminates employment.
☐ (2) the last day of the Plan Year during which the Participant terminates employment.
☐ (3) the first Valuation Date following the Participant's termination of employment.
☐ (4) the end of the calendar quarter following the date the Participant terminates employment.
☐ (5) attainment of Normal Retirement Age, death or becoming Disabled.
☐ (6) Describe: _____

[*Note: Any special rules under this subsection (6) must be definitely determinable.*]

- (b) **Distribution of vested Account Balances not exceeding \$5,000.** A Participant who terminates employment with a vested Account Balance that does not exceed \$5,000 will receive a **lump sum** distribution of his/her vested Account Balance within a reasonable period following:

- ☒ (1) the date the Participant terminates employment.
☐ (2) the last day of the Plan Year during which the Participant terminates employment.
☐ (3) the first Valuation Date following the Participant's termination of employment.
☐ (4) the end of the calendar quarter following the date the Participant terminates employment.
☐ (5) Describe: _____

[*Note: Any special rules under this subsection (5) must be definitely determinable.*]

- ☐ (c) **Alternate Cash-Out distribution threshold.** Instead of a vested Account Balance Cash-Out threshold of \$5,000, for purposes of applying the Cash-Out distribution provisions under this AA §9-3, the threshold for distributions upon termination of employment will be based on a vested Account Balance of \$____.

- ☐ (d) **Describe additional distribution options:** _____

[*Note: Any additional distribution option described in this subsection (d) may not be subject to the discretion of the Employer or Plan Administrator.*]

9-4 **DISTRIBUTION UPON DISABILITY.** Unless designated otherwise under this AA §9-4, a Participant who terminates employment on account of becoming Disabled may receive a distribution of his/her vested Account Balance in the same manner as a regular distribution upon termination.

- ☐ (a) **Immediate distribution upon termination of employment.** Distribution will be made as soon as reasonable following the date the Participant terminates employment on account of becoming Disabled.
☐ (b) **Following year distribution upon termination of employment.** Distribution will be made as soon as reasonable following the last day of the Plan Year during which the Participant terminates employment on account of becoming Disabled.
☐ (c) **Describe:** _____

[*Note: Any distribution event described in this subsection (c) will apply uniformly to all Participants under the Plan and may not be subject to the discretion of the Employer or Plan Administrator.*]

9-5 **DETERMINATION OF BENEFICIARY.**

- (a) **Default beneficiaries.** Under Section 7.07(c) of the Plan, to the extent a Beneficiary has not been named by the Participant (subject to the spousal consent rules) and is not designated under the terms of the Investment Arrangement(s) to receive all or any portion of the deceased Participant's death benefit, such amount shall be distributed to the Participant's surviving Spouse (if the Participant was married at the time of death) who shall be considered the designated Beneficiary. If the Participant does not have a surviving Spouse at the time of death, distribution will be made to the Participant's surviving children (including legally adopted children, but not including step-children), as designated Beneficiaries, in equal shares. If the Participant has no surviving children, distribution will be made to the Participant's estate.

- ☐ If this subsection (a) is checked, the default beneficiaries under Section 7.07(c) of the Plan are modified as follows:

- ☐ (1) The Plan adopts the default beneficiary rules under Section 7.07(c) of the Plan, except, if the Participant does not have a surviving Spouse at the time of death, distribution will be made to the Participant's children (including legally adopted children, but not including step-children), as designated Beneficiaries, **per stirpes**.
- ☐ (2) Describe other modifications to the default beneficiaries under Section 7.07(c) of the Plan: _____
- [Note: The description of the modifications to the default beneficiaries must be sufficiently clear for the Plan Administrator to determine the beneficiaries and the method of distribution of the Participant's death benefit.]*
- (b) **One-year marriage rule.** For purposes of determining whether an individual is considered the surviving Spouse of the Participant, the determination is based on the marital status as of the date of the Participant's death, unless designated otherwise under this subsection (b).
- ☐ If this subsection (b) is checked, in order to be considered the surviving Spouse, the Participant and surviving Spouse must have been married for the entire one-year period ending on the date of the Participant's death. If the Participant and surviving Spouse are not married for at least one year as of the date of the Participant's death, the Spouse will not be treated as the surviving Spouse for purposes of applying the distribution provisions of the Plan. (See Section 9.03 of the Plan.)
- (c) **Divorce of Spouse.** Unless elected otherwise under this subsection (c), if a Participant designates his/her Spouse as Beneficiary and subsequent to such Beneficiary designation, the Participant and Spouse are divorced, the designation of the Spouse as Beneficiary under the Plan is automatically rescinded as set forth under Section 7.07(c)(6) of the Plan.
- ☐ If this subsection (c) is checked, a Beneficiary designation will not be rescinded upon divorce of the Participant and Spouse.
- [Note: Section 7.07(c)(6) of the Plan and this subsection (c) will be subject to the provisions of a Beneficiary designation entered into by the Participant. Thus, if a Beneficiary designation specifically overrides the election under this subsection (c), the provisions of the Beneficiary designation will control. See Section 7.07(c)(6) of the Plan.]*

SECTION 10

IN-SERVICE DISTRIBUTIONS AND REQUIRED MINIMUM DISTRIBUTIONS

- 10-1 **AVAILABILITY OF IN-SERVICE DISTRIBUTIONS.** A Participant may withdraw all or any portion of his/her vested Account Balance, to the extent designated, upon the occurrence of any of the event(s) selected under this AA §10-1. If more than one option is selected for a particular contribution source under this AA §10-1, a Participant may take an in-service distribution upon the occurrence of any of the selected events, unless designated otherwise under this AA §10-1.

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(a) No in-service distributions are permitted.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(b) Attainment of age 59½.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(c) Attainment of age _____. (Not greater than age 70 1/2)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(d) A Hardship that satisfies the safe harbor rules under Section 7.10(e)(1) of the Plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(e) A non-safe harbor Hardship described in Section 7.10(e)(2) of the Plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(f) Attainment of Normal Retirement Age.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(g) Attainment of Early Retirement Age.
N/A	<input type="checkbox"/>	<input type="checkbox"/>	(h) The Participant has participated in the Plan for at least ____ (cannot be less than 60) months.
N/A	<input type="checkbox"/>	<input type="checkbox"/>	(i) The amounts being withdrawn have been held in the Trust for at least two years.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(j) Upon a Participant becoming Disabled (as defined in AA §9-4(b)).
<input type="checkbox"/>	N/A	N/A	(k) As a Qualified Reservist Distribution.
<input type="checkbox"/>	N/A	N/A	(l) Upon a deemed separation of employment when an individual is on active duty for a period of at least 30 days while performing service in the Uniformed Services.

Deferral Match ER

☐ ☐ ☐ (m) Describe: _____

[Note: No in-service distribution of Salary Deferrals is permitted prior to age 59½, except for Hardship, or Disability. If Normal Retirement Age or Early Retirement Age is earlier than age 59½, such age is deemed to be age 59½ for purposes of determining eligibility to distribute Salary Deferrals (if subsection (f) or (g) above is checked under the Deferral column). If this Plan has accepted a transfer of assets from a pension plan (e.g., a money purchase plan), no in-service distribution from amounts attributable to such transferred assets is permitted prior to age 62, except for Disability.]

- 10-2 APPLICATION TO OTHER CONTRIBUTION SOURCES.** If the Plan allows for Rollover Contributions under AA §C-2 or After-Tax Employee Contributions under AA §6-7, unless elected otherwise under this AA §10-2, a Participant may take an in-service distribution from his/her Rollover Account and After-Tax Employee Contribution Account at any time. Employer Pick-Up Contributions will not be eligible for in-service distribution.

Alternatively, if this AA §10-2 is completed, the following in-service distribution provisions apply for Rollover Contributions, After-Tax Employee Contributions and/or Employer Pick-Up Contributions:

Rollover After-Tax Pick-Up

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (a) No in-service distributions are permitted. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (b) Attainment of age 59½. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (c) Attainment of age _____. (Not greater than age 70 1/2) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (d) A Hardship (that satisfies the safe harbor rules under Section 7.10(e)(1) of the Plan). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (e) A non-safe harbor Hardship described in Section 7.10(e)(2) of the Plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (f) Attainment of Normal Retirement Age. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (g) Attainment of Early Retirement Age. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (h) Upon a Participant becoming Disabled (as defined in AA §9-4(b)). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (i) Describe: _____ |

- 10-3 SPECIAL DISTRIBUTION RULES.** No special distribution rules apply, unless specifically provided under this AA §10-3.

- ☐ (a) In-service distributions will only be permitted if the Participant is 100% vested in the source from which the withdrawal is taken.
- ☐ (b) A Participant may take no more than ____ in-service distribution(s) in a Plan Year.
- ☐ (c) A Participant may not take an in-service distribution of less than \$_____.
- ☐ (d) A Participant may not take an in-service distribution of more than \$_____.
- ☐ (e) Unless elected otherwise under this subsection (e), the hardship distribution provisions of the Plan are not expanded to cover primary beneficiaries as set forth in Section 7.10(e)(5) of the Plan. If this subsection (e) is checked, the hardship provisions of the Plan will apply with respect to individuals named as primary beneficiaries under the Plan.
- ☐ (f) In determining whether a Participant has an immediate and heavy financial need for purposes of applying the non-safe harbor Hardship provisions under Section 7.10(e)(2) of the Plan, the following modifications are made to the permissible events listed under Section 7.10(e)(1) of the Plan: _____
- [Note: This subsection (f) may only be used to the extent a non-safe harbor Hardship distribution is authorized under AA §10-1 or AA §10-2.]*
- ☐ (g) If the Plan includes Accounts that hold inactive sources of contributions, the Employer may designate under this AA §10-3(g) the in-service distribution options available to such Accounts: _____
- ☐ (h) Other distribution rules: _____

- 10-4 REQUIRED MINIMUM DISTRIBUTIONS.**

- (a) **Required distributions after death.** If a Participant dies before distributions begin and there is a Designated Beneficiary, the Participant or Beneficiary may elect on an individual basis whether the 5-year rule (as described in Section 8.06(a) of the Plan) or the life expectancy method described under Sections 8.02 of the Plan applies. See Section 8.06(b) of the Plan for rules regarding the timing of an election authorized under this AA §10-4.

Alternatively, if selected under this subsection (a), any death distributions to a Designated Beneficiary will be made only under either the 5-year rule or the life expectancy method, as elected below:

- ☐ (1) The five-year rule under Section 8.06(a) of the Plan applies (instead of the life expectancy method). Thus, the entire death benefit must be distributed by the end of the fifth year following the year of the Participant's death. Death distributions to a Designated Beneficiary may not be made under the life expectancy method.
- ☐ (2) The life expectancy method under Sections 8.02 and 8.04 of the Plan (and not the 5-year rule).
- ☐ (b) **Describe any special rules applicable to required minimum distributions:** _____

[Note: Any special rule under this subsection (b) must satisfy the requirements of Code §401(a)(9). This subsection (b) may be used to override the default provision under Section 8.06(b) of the Plan. For example, the Employer may designate the life expectancy rules as the default rather than the five-year rule when a Participant or Beneficiary fails to make an election.]

SECTION 11 MISCELLANEOUS PROVISIONS

11-1 **PLAN VALUATION.** The Plan is valued **annually**, as of the last day of the Plan Year.

- ☒ (a) **Additional valuation dates.** In addition, the Plan will be valued on the following dates:

Deferral	Match	ER	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	(1) Daily. The Plan is valued at the end of each business day during which the New York Stock Exchange is open.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2) Monthly. The Plan is valued at the end of each month of the Plan Year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3) Quarterly. The Plan is valued at the end of each Plan Year quarter.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(4) Describe: _____

[Note: The Employer may elect operationally to perform interim valuations, regardless of any selection in this subsection (a).]

- ☐ (b) **Special rules.** The following special rules apply in determining the amount of income or loss allocated to Participants' Accounts: _____

11-2 **SPECIAL RULES FOR APPLYING THE CODE §415 LIMITATION.** The provisions under Section 5.02 of the Plan apply for purposes of determining the Code §415 Limitation.

Complete this AA §11-2 to override the default provisions that apply in determining the Code §415 Limitation under Section 5.02 of the Plan.

- ☐ (a) **Limitation Year.** Instead of the Plan Year, the Limitation Year is the 12-month period ending _____.
[Note: If the Plan has a short Plan Year for the first year of establishment, the Limitation Year is deemed to be the 12-month period ending on the last day of the short Plan Year.]
- ☐ (b) **Imputed compensation.** For purposes of applying the Code §415 Limitation, Total Compensation includes imputed compensation for a Participant who terminates employment on account of becoming disabled. (See Section 5.02(c)(7)(ii) of the Plan.)
- ☐ (c) **Special rules:** _____

[Note: Any special rules under this subsection (c) must be consistent with the requirements of Code §415.]

11-3 **MILITARY SERVICE PROVISIONS -- BENEFIT ACCRUALS.** The benefit accrual provisions under Section 15.04 of the Plan do not apply. To apply the benefit accrual provisions under Section 15.04 of the Plan, check the box below.

- ☐ (a) **Eligibility for Plan benefits.** Check this box if the Plan will provide the benefits described in Section 15.04 of the Plan. If this box is checked, an individual who dies or becomes disabled in qualified military service will be treated as reemployed for purposes of determining entitlement to benefits under the Plan.
- (b) **Deemed separation from service.** Unless otherwise elected under AA§10-1(I), an individual shall not be treated as having been severed from employment during any period the individual is performing service in the Uniformed Services for purposes of receiving a Plan distribution under Code §401(k)(2)(B)(i)(I).

- 11-4 **ELECTION NOT TO PARTICIPATE (see Section 2.08 of the Plan).** All Participants share in any allocation under this Plan and no Employee may waive out of Plan participation.

To allow Employees to make a one-time irrevocable waiver, check below.

☐ An Employee may make a one-time irrevocable election not to participate under the Plan.

- 11-5 **TREATMENT OF CERTAIN BENEFITS.** The protected benefits rules under Code §411(d)(6)) do not apply to the Plan. However, the Employer may describe below (or in a separate addendum attached to this Adoption Agreement) the treatment of certain benefits following events such as plan merger or consolidation, transfer of assets or similar events.

Describe treatment of benefits: _____

[Note: If the benefit described here in the Plan or a plan being merged into the Plan is not either (i) available as a provision through the Pre-Approved Plan or (ii) the subject of a prior determination, advisory, or opinion letter, the Employer cannot rely on the Pre-Approved Plan Provider's opinion letter for qualification with respect to such benefit. If the benefit described here in the Plan or a plan being merged into the Plan is not permitted in a pre-approved plan, as described in Section 6.03 of Revenue Procedure 2017-41, such provision must be discontinued no later than the date the Employer adopts this Pre-Approved Plan or, in the case of a merger, the merger date.]

- 11-6 **SPECIAL RULES FOR MULTIPLE EMPLOYER PLANS.** If the Plan is a Multiple Employer Plan (as designated under AA §2-6), the rules applicable to Multiple Employer Plans under Section 16.07 of the Plan apply.

☐ The following special rules apply with respect to Multiple Employer Plans: _____

[Note: Any special rules under this AA §11-6 must satisfy the nondiscrimination requirements under Code §401(a)(4) and must satisfy the rules applicable to Multiple Employer Plans under Code §413(c).]

APPENDIX A
SPECIAL EFFECTIVE DATES

[Note: This Appendix A may be used to memorialize prior Plan provisions that pertain to sources that no longer accept new contributions under the Plan.]

- ☐ A-1 **Eligible Employees.** The definition of Eligible Employee under AA §3 is effective as follows:

- ☐ A-2 **Minimum age and service conditions.** The minimum age and service conditions and Entry Date provisions specified in AA §4 are effective as follows:

- ☐ A-3 **Compensation definitions.** The compensation definitions under AA §5 are effective as follows:

- ☐ A-4 **Employer Contributions.** The Employer Contribution provisions under the Plan are effective as follows:

- ☐ A-5 **After-Tax Employee and Pick-Up Contributions.** The provisions of the Plan addressing Employee After-Tax Contributions and Pick-Up Contribution provisions under the Plan are effective as follows:

- ☐ A-6 **Salary Deferrals.** The Salary Deferral provisions under AA §6A are effective as follows:

- ☐ A-7 **Matching Contributions.** The Matching Contribution provisions under AA §6B are effective as follows:

- ☐ A-8 **Retirement ages.** The retirement age provisions under AA §7 are effective as follows:

- ☐ A-9 **Vesting and forfeiture rules.** The rules regarding vesting and forfeitures under AA §8 are effective as follows:

- ☐ A-10 **Distribution provisions.** The distribution provisions under AA §9 are effective as follows:

- ☐ A-11 **In-service distributions and Required Minimum Distributions.** The provisions regarding in-service distribution and Required Minimum Distributions under AA §10 are effective as follows:

- ☐ A-12 **Miscellaneous provisions.** The provisions under AA §11 are effective as follows:

- ☐ A-13 **Special effective date provisions for merged plans.** If any qualified retirement plans have been merged into this Plan, the provisions of Section 14.03 of the Plan apply, as follows:

- ☐ A-14 **Other special effective dates:**

- ☐ A-15 **Special effective dates for restated pre-approved plans:** Use this A-15 to memorialize plan operational changes that have occurred after the general effective date of the plan and the actual plan restatement adoption date. Adopting employers may use the above Special Effective Date options (A-1 through A-14) to memorialize these changes or they may use this A-15.

APPENDIX B
LOAN POLICY

Use this Appendix B to identify elections dealing with the administration of Participant loans. These elections may be changed without amending this Adoption Agreement by substituting an updated Appendix B with new elections. Any modifications to this Appendix B, or any modifications to a separate loan policy describing the loan provisions selected under the Plan, will not affect an Employer's reliance on the IRS Favorable Letter. Loans are subject to any internal limitations or rules imposed by the Investment Arrangement or the service provider or platform.

B-1 Are **PARTICIPANT LOANS** permitted? (See Section 13 of the Plan.)

- ☐ (a) Yes
☒ (b) No

B-2 **LOAN PROCEDURES.**

- ☐ (a) Loans will be provided under the default loan procedures set forth in Section 13 of the Plan, unless modified under this Appendix B.
☐ (b) Loans will be provided under a separate written loan policy. [**Note:** If this subsection (b) is checked, do not complete the rest of this Appendix B.]

B-3 **AVAILABILITY OF LOANS.** Participant loans are available to all active Participants and Beneficiaries. Participant loans are not available to a former Employee or Beneficiary (including an Alternate Payee under a QDRO). To override this default provision, complete this AA §B-3:

- ☐ (a) A former Employee or Beneficiary (including an Alternate Payee) who has a vested Account Balance may request a loan from the Plan.
☐ (b) A "limited participant" as defined in Section 3.05 of the Plan may not request a loan from the Plan.
☐ (c) An officer or director of the Employer, as defined for purposes of the Sarbanes-Oxley Act, may **not** request a loan from the Plan.
☐ (d) Describe limitations on receiving loans under the Plan: _____
[**Note:** Any limitation under subsection (d) must be definitely determinable and not provide any Employer discretion.]

B-4 **LOAN LIMITS.** The default loan policy under Section 13.03 of the Plan allows Participants to take a loan provided all outstanding loans do not exceed 50% of the Participant's vested Account Balance. To override the default loan policy to allow loans up to \$10,000, even if greater than 50% of the Participant's vested Account Balance, check this AA §B-4.

- ☐ A Participant may take a loan equal to the greater of \$10,000 or 50% of the Participant's vested Account Balance.
[**Note:** If this AA §B-4 is checked, the Participant may be required to provide adequate security as required under Section 13.06 of the Plan.]

B-5 **NUMBER OF LOANS.** The default loan policy under Section 13.04 of the Plan restricts Participants to one loan outstanding at any time. To override the default loan policy and permit Participants to have more than one loan outstanding at any time, complete subsection (a) or (b) below.

- ☐ (a) A Participant may have ____ loans outstanding at any time.
☐ (b) There are no restrictions on the number of loans a Participant may have outstanding at any time.

B-6 **LOAN AMOUNT.** The default loan policy under Section 13.04 of the Plan provides that a Participant may not receive a loan of less than \$1,000. To modify the minimum loan amount or to add a maximum loan amount, complete this AA §B-6.

- ☐ (a) There is no minimum loan amount.
☐ (b) The minimum loan amount is \$_____.
☐ (c) The maximum loan amount is \$_____.

B-7 **INTEREST RATE.** The default loan policy under Section 13.05 of the Plan provides for an interest rate commensurate with the interest rates charged by local commercial banks for similar loans. To override the default loan policy and provide a specific interest rate to be charged on Participant loans, complete this AA §B-7.

- ☐ (a) The prime interest rate plus ____ percentage point(s).
☐ (b) The interest rate is determined in accordance with the terms of the Investment Arrangement, service provider procedures, or other loan policy document adopted by the Plan Administrator.
☐ (c) Describe: _____

[*Note: Any interest rate described in this AA §B-7 must be reasonable and must apply uniformly to all Participants.*]

- B-8 **PURPOSE OF LOAN.** The default loan policy under Section 13.02 of the Plan provides that a Participant may receive a Participant loan for any purpose. To modify the default loan policy to restrict the availability of Participant loans to hardship events, check this AA §B-8.
- ☐ (a) A Participant may only receive a Participant loan upon the demonstration of a hardship event, as described in Section 7.10(e)(1)(i) of the Plan.
- ☐ (b) A Participant may only receive a Participant loan under the following circumstances: _____
- B-9 **APPLICATION OF LOAN LIMITS.** If Participant loans are not available from all contribution sources, the limitations under Code §72(p) and the adequate security requirements of the Department of Labor regulations will be applied by taking into account the Participant's entire Account Balance. To override this provision, complete this AA §B-9.
- ☐ The loan limits and adequate security requirements will be applied by taking into account only those contribution Accounts which are available for Participant loans.
- B-10 **CURE PERIOD.** The Plan provides that a Participant incurs a loan default if a Participant does not repay a missed payment by the end of the calendar quarter following the calendar quarter in which the missed payment was due. To override this default provision to apply a shorter cure period, complete this AA §B-10.
- ☐ The cure period for determining when a Participant loan is treated as in default will be _____ days (cannot exceed 90) following the end of the month in which the loan payment is missed.
- ☐ (b) The cure period for determining when a Participant loan is treated as in default will be the greater of _____ days (cannot exceed 90) following the end of the month in which the loan payment is missed or the last day of the second calendar quarter following the calendar quarter in which the missed payment was due.
- ☐ (c) The cure period for determining when a loan is treated as in default will be _____ days (cannot exceed 90) following the first missed loan payment.
- B-11 **PERIODIC REPAYMENT – PRINCIPAL RESIDENCE.** If a Participant loan is for the purchase of a Participant's primary residence, the loan repayment period for the purchase of a principal residence may not exceed ten (10) years. To override this default provision, complete this AA §B-11.
- ☐ (a) The Plan does not permit loan payments to exceed five (5) years, even for the purchase of a principal residence.
- ☐ (b) The loan repayment period for the purchase of a principal residence may not exceed _____ years (may not exceed 30).
- ☐ (c) Loans for the purchase of a Participant's primary residence may be payable over any reasonable period commensurate with the period permitted by commercial lenders for similar loans.
- B-12 **TERMINATION OF EMPLOYMENT.** Section 13.10(a) of the Plan provides that a Participant loan becomes due and payable in full upon the Participant's termination of employment. To override this default provision, complete this AA §B-12.
- ☐ A Participant loan will not become due and payable in full upon the Participant's termination of employment.
- B-13 **DIRECT ROLLOVER OF A LOAN NOTE.** Section 13.10(b) of the Plan provides that upon termination of employment a Participant may request the Direct Rollover of a loan note. To override this default provision, complete this AA §B-13.
- ☐ A Participant may **not** request the Direct Rollover of the loan note upon termination of employment.
- B-14 **LOAN RENEGOTIATION.** The default loan policy provides that a Participant may renegotiate a loan, provided the renegotiated loan separately satisfies the reasonable interest rate requirement, the adequate security requirement, the periodic repayment requirement and the loan limitations under the Plan. The Employer may restrict the availability of renegotiations to prescribed purposes provided the ability to renegotiate a Participant loan is available on a non-discriminatory basis. To override the default loan policy and restrict the ability of a Participant to renegotiate a loan, complete this AA §B-14.
- ☐ (a) A Participant may **not** renegotiate the terms of a loan.
- ☐ (b) The following special provisions apply with respect to renegotiated loans: _____
- B-15 **SOURCE OF LOAN.** Participant loans may be made from all available contribution sources, to the extent vested, unless designated otherwise under this AA §B-15.
- ☐ Participant loans will not be available from the following contribution sources: _____
- ☐ Participant loans will only be available from the following contribution sources: _____
- B-16 **SPOUSAL CONSENT.** Spousal consent is not required for a Participant to receive a loan, unless required by State law. To override this provision, complete this AA §B-16.
- ☐ Spousal consent is required to receive a Participant loan.

B-17 MODIFICATIONS TO DEFAULT LOAN PROVISIONS.

☐ The following special rules will apply with respect to Participant loans under the Plan: _____

[Note: Any provision under this AA §B-17 must satisfy the requirements under Code §72(p) and the regulations thereunder and will control over any inconsistent provisions of the Plan dealing with the administration of Participant loans.]

APPENDIX C
ADMINISTRATIVE ELECTIONS

Use this Appendix C to identify certain elections dealing with the administration of the Plan. These elections may be changed without amending this Adoption Agreement by substituting an updated Appendix C with new elections. The provisions selected under this Appendix C do not create qualification issues and any changes to the provisions under this Appendix C will not affect the Employer's reliance on the IRS Favorable Letter.

C-1 **DIRECTION OF INVESTMENTS.** Are Participants permitted to **direct investments**? (See Section 10.07 of the Plan.)

☐ (a) No

☒ (b) Yes, but subject to the following restrictions:

☒ (1) No restrictions apply

☐ (2) Only for Accounts that are 100% vested

☐ (3) Specify Accounts: _____

☐ (4) Describe any special rules that apply for purposes of direction of investments: _____

[Note: This subsection (4) may be used to describe special investment provisions for specific types of investments.]

C-2 **ROLLOVER CONTRIBUTIONS.** Does the Plan accept **Rollover Contributions**? (See Section 3.05 of the Plan.)

☐ (a) No

☒ (b) Yes

☐ (1) If this subsection (1) is checked, an Employee may make a Rollover Contribution to the Plan prior to becoming a Participant in the Plan.

☐ (2) Check this subsection (2) if the Plan will accept Rollover Contributions from former Employees with an Account Balance under the Plan.

☐ (3) Describe any special rules for accepting Rollover Contributions: _____

[Note: The Employer may designate in this subsection (3), or in separate written procedures, the extent to which it will accept rollovers from designated plan types. For example, the Employer may decide not to accept rollovers from certain designated plans (e.g., 403(b) plans, §457 plans or IRAs). Any special rollover procedures will apply uniformly to all Participants under the Plan.]

C-3 **LIFE INSURANCE.** Are **life insurance** investments permitted? (See Section 10.08 of the Plan.)

☒ (a) No

☐ (b) Yes

C-4 **QDRO PROCEDURES.** Although the requirements of Code §414(p) do not apply to the Plan, the Employer may elect to apply the procedures set forth under Section 11.05 of the Plan (which are patterned after the rules under Code §414(p)) by electing subsection (a) below or may elect not to apply the procedures set forth under Section 11.05 of the Plan and instead, describe the Plan's procedures for addressing domestic relations orders below or in separate administrative procedures.

☒ (a) The Employer elects to have the requirements of Section 11.05 of the Plan apply to its Plan.

☐ (b) The requirements of Section 11.05 of the Plan do not apply to the Plan. The procedures for addressing the receipt of domestic relations orders are either set forth below or in separate administrative procedures.

Describe domestic relations procedures: _____

EMPLOYER SIGNATURE PAGE

PURPOSE OF EXECUTION. This Signature Page is being executed for Minnetonka Public Schools Special Pay Plan to effect:

- ☐ (a) The adoption of a **new plan**, effective *[insert Effective Date of Plan]*. [**Note:** Date can be no earlier than the first day of the Plan Year in which the Plan is adopted.]
- ☒ (b) The **restatement** of an existing plan in order to comply with the requirements for Cycle 3 Pre-Approved Plans, pursuant to Rev. Proc. 2017-41.
- (1) Effective date of restatement: 1-1-2022. [**Note:** Date can be no earlier than the first day of the Plan Year in which the restatement is adopted.]
- (2) Name of plan(s) being restated: Minnetonka Public Schools Special Pay Plan
- (3) The original effective date of the plan(s) being restated: 1-1-2002
- ☐ (c) An **amendment or restatement** of the Plan (other than to comply with the requirements for Cycle 3 Pre-Approved Plans under Rev. Proc. 2017-41). If this Plan is being amended, a snap-on amendment may be used to designate the modifications to the Plan or the updated pages of the Adoption Agreement may be substituted for the original pages in the Adoption Agreement. All prior Employer Signature Pages should be retained as part of this Adoption Agreement.
- (1) Effective Date(s) of amendment/restatement: _____
- (2) Name of plan being amended/restated: _____
- (3) The original effective date of the plan being amended/restated: _____
- (4) If Plan is being amended, identify the Adoption Agreement section(s) being amended: _____

PRE-APPROVED PLAN PROVIDER INFORMATION. The Pre-Approved Plan Provider (or authorized representative) will inform the Employer of any amendments made to the Plan and will notify the Employer if it discontinues or abandons the Plan. To be eligible to receive such notification, the Employer agrees to notify the Pre-Approved Plan Provider (or authorized representative) of any change in address. The Employer may direct inquiries regarding the Plan or the effect of the IRS Opinion Letter to the Pre-Approved Plan Provider (or authorized representative) at the following location:

Name of Pre-Approved Plan Provider (or authorized representative): Pelion Benefits, Inc

Address: 3713-C University Drive Durham, NC 27707

Telephone number: (919) 942-2828

IMPORTANT INFORMATION ABOUT THIS PRE-APPROVED PLAN. A failure to properly complete the elections in this Adoption Agreement or to operate the Plan in accordance with applicable law may result in disqualification of the Plan. The Employer may rely on the Favorable IRS Letter issued by the Internal Revenue Service to the Pre-Approved Plan Provider as evidence that the Plan is qualified under Code §401(a), to the extent provided in Rev. Proc. 2017-41. The Employer may not rely on the Favorable IRS Letter in certain circumstances or with respect to certain qualification requirements, which are specified in the Favorable IRS Letter issued with respect to the Plan and in Rev. Proc. 2017-41. In order to obtain reliance in such circumstances or with respect to such qualification requirements, the Employer may need to apply to the Internal Revenue Service for a determination letter.

By executing this Adoption Agreement, the Employer intends to adopt the provisions as set forth in this Adoption Agreement and the related Plan document. By signing this Adoption Agreement, the individual below represents that he/she has the authority to execute this Plan document on behalf of the Employer. This Adoption Agreement may only be used in conjunction with Basic Plan Document #03. The Employer understands that the Pre-Approved Plan Provider has no responsibility or liability regarding the suitability of the Plan for the Employer's needs, or the options elected under this Adoption Agreement. It is recommended that the Employer consult with legal counsel before executing this Adoption Agreement.

Minnetonka Public Schools
(Name of Employer)

(Name of authorized representative)

(Title)

(Signature)

(Date)

TRUST DECLARATION

This Trust Declaration may be used to identify and adopt the Trust associated with the Plan.

[Note: The Internal Revenue Service does not review the Trust Declaration, or the trust provisions associated with Pre-Approved Plans. Therefore, the provisions of the Trust Declaration, ASC Trust Agreement or any separate Trust agreement have not been approved by the IRS and the IRS opinion letter does not cover such Trust Agreement. The Provider, the Trustee and the adopting Employer should review the applicable Trust provisions, and any modifications thereto, with legal counsel to ensure the provisions are appropriate for the Plan and consistent with Employer elections.]

Name of Plan. Minnetonka Public Schools Special Pay Plan

Name of Employer. Minnetonka Public Schools

Effective date of Trust Agreement: 1-1-2022

(a) **The Trust terms are:**

☒ (1) **Determined under the Trust provisions contained in the ASC Trust Agreement - Standard.**

[Note: Trustee must complete the Trustee Signature section under Section (b) below.]

☐ (i) **Directed Trustee.** The Trustee may only invest Plan assets as directed by the Plan Administrator, the Employer, an Investment Manager or other Named Fiduciary or, to the extent authorized under the Plan, a Plan Participant.

☒ (ii) **Discretionary Trustee.** The Trustee has discretion to invest Plan assets, unless specifically directed otherwise by the Plan Administrator, the Employer, an Investment Manager or other Named Fiduciary or, to the extent authorized under the Plan, a Plan Participant.

[Modification of ASC Trust Agreement Provisions. The Employer may amend the Trust provisions as provided under Section 1.18 of the ASC Trust Agreement. Plan provisions will override any conflicting provisions in the Trust Agreement, including any modification thereto. The Provider and the adopting Employer should review any modifications of the ASC Trust Agreement with legal counsel to ensure the provisions are appropriate for the Plan and consistent with Employer elections.]

☐ (2) **Determined under a separate Trust agreement(s).** The Trust provisions are contained in a separate Trust Agreement that has been furnished to the Employer. Notwithstanding the terms of the Plan, the terms of the Trust Agreement shall control the rights and responsibilities of the Trustee with respect to the Trust and the assets held in such Trust.

Name of Trustee. _____

Title of Trust Agreement. _____

Address of Trustee. _____

[Note: In using a separate Trust Agreement, the Trustee may adopt such Trust Agreement by either completing the Trustee Signature section under Section (b) below or may execute the separate Trust Agreement. In either case, the information above – Name of Trustee, Title of Trust Agreement and Address of Trustee – must be completed.]

☐ (3) **Plan is funded with custodial accounts, annuity contracts and/or insurance contracts.** There is no Trust associated with the Plan because the Plan is funded exclusively with custodial accounts, annuity contracts and/or insurance contracts.

[Note: No signature is required under this Trust Declaration if the Plan is funded exclusively with custodial accounts, annuity contracts and/or insurance contracts. The Employer or Plan Administrator may enter into a separate agreement with the custodian or insurance company. Such separate agreement must be consistent with the terms of the Plan.]

(b) **Trustee/Employer Signatures.**

(1) **Trustee Signature.** By signing below, the designated Trustee(s) accept the responsibilities and obligations set forth under the Trust Agreement specified in this Trust Declaration. By signing this Trust Declaration Page, the individual(s) below represent that they have the authority to sign on behalf of the Trustee.

Pelion Benefits, Inc. Christine L Chnupa 888.532.7526 www.pelionbenefitsinc.com
(Print name of Trustee)

(Signature of Trustee or authorized representative)

(Date)

(2) **Employer Signature.** By signing below, the Employer accepts the terms of the Trust Agreement, as specified in this Trust Declaration. By signing this Trust Declaration, the individual below represents that he/she has the authority to adopt the Trust Agreement and sign on behalf of the Employer as sponsor of the Plan.

(Signature of Employer's authorized representative)

(Date)

(Print name of Employer's authorized representative)

(Title of Employer's authorized representative)

**INTERIM AMENDMENT - HARDSHIP DISTRIBUTIONS
ELECTIVE PROVISIONS**

These Elective Provisions provide for elections as allowed by the Final Regulations and the Hardship Distribution Interim Amendment, attached to the Basic Plan Document. In some cases, the Pre-Approved Plan Provider has Defaults as indicated by the items marked as Default under these Elective Provisions. If the adopting Employer approves of the Defaults of the Pre-Approved Plan Provider, the adopting Employer does not need to execute this Hardship Distribution Interim Amendment. If the adopting Employer wishes to override any of the Defaults of the Pre-Approved Plan Provider, the adopting Employer should make the appropriate election(s) in the Elective Provisions below and sign this Hardship Distribution Interim Amendment. If the Plan does not permit Hardship distributions, no elections should be made below.

HD-1 SOURCES FOR HARDSHIP DISTRIBUTIONS

- (a) **Source accounts (not including earnings).** For Plan Years beginning after December 31, 2018 (or such later date specified under HD-1(a)(8) or HD-1(a)(9) below or the effective date of a new Plan), a Participant may take an in-service distribution upon the occurrence of a Hardship that satisfies the Hardship distribution rules under Section 8.10(e) of the Plan, as amended by this interim amendment, with respect to the following sources:

- ☐ (1) No change to current Plan sources available for Hardship distributions under AA §§10-1 and 10-2.
- ☐ (2) Qualified Nonelective Contribution (QNEC) Account (Not applicable to 401(a) Governmental Plans)
- ☐ (3) Qualified Matching Contribution (QMAC) Account (Not applicable to 401(a) Governmental Plans)
- ☐ (4) Safe Harbor Employer Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (5) Safe Harbor Matching Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (6) QACA Safe Harbor Employer Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (7) QACA Safe Harbor Matching Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (8) Effective date is January 1, 2020, whether Plan has a calendar or fiscal Plan Year.
- ☐ (9) Describe effective date (if later than the beginning of the Plan Year beginning after December 31, 2018) for which the election(s) above apply: _____

- (b) **Earnings on source accounts.** For Plan Years beginning after December 31, 2018 (or such later date specified under HD-1(b)(11) or HD-1(b)(12) below or the effective date of a new Plan), amounts available for Hardship distributions include earnings on the following available sources:

- ☐ (1) Amounts available for Hardship include earnings on all available sources.
- ☐ (2) No change to current Plan rule (i.e., earnings are not available on Salary Deferrals, except for those on grandfathered (pre-1989) earnings, if applicable).
- ☐ (3) Pre-Tax Salary Deferral Account
- ☐ (4) Roth Deferral Account
- ☐ (5) Qualified Nonelective Contribution (QNEC) Account (Not applicable to 401(a) Governmental Plans)
- ☐ (6) Qualified Matching Contribution (QMAC) Account (Not applicable to 401(a) Governmental Plans)
- ☐ (7) Safe Harbor Employer Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (8) Safe Harbor Matching Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (9) QACA Safe Harbor Employer Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (10) QACA Safe Harbor Matching Contribution Account (Not applicable to 401(a) Governmental Plans)
- ☐ (11) Effective date is January 1, 2020, whether Plan has a calendar or fiscal Plan Year.
- ☐ (12) Describe effective date (if later than the beginning of the Plan Year beginning after December 31, 2018) for which the election(s) above apply: _____

HD-2 NEED TO OBTAIN ALL AVAILABLE LOANS (Complete only if Employer maintains any qualified plan(s) that permits Participant loans.)

- ☐ (a) For Plan Years beginning after December 31, 2018 (or such later date specified in HD-2(d) or HD-2(e) below or the effective date of a new Plan), if a Participant requests a Hardship distribution from any of the Accounts specified in HD-1 above and AA §§10-1 and 10-2, the Participant is **NO LONGER** required to obtain all nontaxable loans available under the Plan and all other plans maintained by the Employer.
- ☐ (b) No change to current Plan provisions. Participants are required to obtain all nontaxable loans available under the Plan and all plans maintained by the Employer.
- ☐ (c) Describe any special requirements with respect to the need to first obtain all available loans: _____
- ☐ (d) Effective date is January 1, 2020, whether Plan has a calendar or fiscal Plan Year.
- ☐ (e) Describe other effective date (if later than the beginning of the Plan Year beginning after December 31, 2018) for which the election(s) above apply: _____

HD-3 SUSPENSION OF ABILITY TO MAKE SALARY DEFERRALS AND AFTER-TAX EMPLOYEE CONTRIBUTIONS DURING 2019. (Applicable only to Plans that were using the safe harbor Hardship distribution suspension rule.)

[Note: Under the Final Regulations, adopting Employers may continue to apply the suspension of Salary Deferrals and After-Tax Employee Contributions rules for the 2019 Plan Year. However, in no event, may the Plan provide for a suspension of an Employee's Salary Deferrals or After-Tax Employee Contributions as a condition of obtaining a Hardship distribution for Hardship distributions made on or after January 1, 2020.]

- ☐ (a) For Plan Years beginning after December 31, 2018 (or such later date specified in HD-3(d) below) and applicable to Hardship distributions made before January 1, 2020, if a Participant takes a Hardship distribution as permitted under the Plan, the Participant was NOT suspended from making Salary Deferrals (and After-Tax Employee Contributions, if applicable) for any period of time after the receipt of the Hardship distribution.
- ☐ (b) No change to current Plan provisions. For Hardship distributions made before January 1, 2020, the Participant continued to be suspended from making Salary Deferrals (and After-Tax Employee Contributions, if applicable) for a period of 6 months after the receipt of the Hardship distribution.
 - ☐ Suspensions on Hardship distributions made after July 1, 2019 will cease effective January 1, 2020.
- ☐ (c) Describe any special requirements with respect to the suspension from making Salary Deferrals (and After-Tax Employee Contributions, if applicable): _____
- ☐ (d) Describe the effective date (if later than the beginning of the Plan Year beginning after December 31, 2018) for which the election(s) above apply: _____

HD-4 APPLICATION OF SUSPENSION REQUIREMENT FOR PRE-2019 PLAN YEAR HARDSHIP DISTRIBUTIONS. (Applicable only to Plans that were using the Hardship distribution suspension rule as of the last day of the 2018 Plan Year.)

- ☐ (a) No change to current Plan provisions. A Participant who received a Hardship distribution prior to the beginning of the 2019 Plan Year continued to be suspended from making Salary Deferrals (and After-Tax Employee Contributions, if applicable) for a period of 6 months after the receipt of the Hardship distribution.
- ☐ (b) Effective on the first day of the Plan Year beginning after December 31, 2018 (or such later date specified in HD-4(d) below), a Participant who received a Hardship distribution prior to the beginning of the 2019 Plan Year was no longer suspended from making Salary Deferrals (and After-Tax Employee Contributions, if applicable).
- ☐ (c) Describe any special rules with respect to the suspension from making Salary Deferrals (and After-Tax Employee Contributions, if applicable) for Participants who have received pre-2019 Hardship distributions: _____
- ☐ (d) Describe the effective date (if later than the beginning of the Plan Year beginning after December 31, 2018) for which the election(s) above apply: _____

HD-5 OTHER APPLICABLE RULES. Describe any other rules, such as conditions for receiving a Hardship distribution, not otherwise reflected in the Plan or Hardship Distribution Interim Amendment: _____

HD-6 MEMORIALIZATION OF PRIOR OPERATION. The elections in this Hardship Distribution Interim Amendment should reflect current Plan operations. The Employer may memorialize prior plan operations relevant to the implementation of the Final Regulations by describing such operations below: _____

APPLICATION OF AMENDMENT

Pursuant to Revenue Procedure 2015-36 and Revenue Procedure 2017-41 (as applicable), these Hardship Distribution Interim Amendment Elective Provisions have been adopted by the Pre-Approved Plan Provider on behalf of all adopting Employers. This amendment supersedes any contrary provisions under the Plan. If the Employer wishes to override the Default elections of the Pre-Approved Plan Provider, the Employer (or the authorized representative of the Employer) must execute this Hardship Distribution Interim Amendment by signing below. This amendment applies to the signatory Employer and all Participating Employers under the Plan.

Minnetonka Public Schools
(Name of Employer)

(Name of Authorized Representative, if applicable)

(Title)

(Signature)

(Date)

CONSENT

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

Board Agenda Item IV. e

**Title: Approval of 2022-23 Resolution for Membership
in the Minnesota State High School League**

Date: June 16, 2022

OVERVIEW:

Minnesota Statutes 1993, Section 128C.01 requires individual school boards each year to authorize membership in the Minnesota State High School League. The Resolution affirms:

- That the School Board for each school delegate the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League; and
- That the School Board adopts the Constitution, Bylaws and Rules and Regulations of the League; and
- That the administration of and the responsibility for supervising the activities are assigned to the official school representative.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board adopt the attached Resolution for Membership in the Minnesota State High School League for the 2022-23 school year.

Submitted by: _____



Dennis L. Peterson
Superintendent of Schools



**2022-2023 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

RESOLVED, that the Governing Board of MINNETONKA HIGH School, County of HENNEPIN, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high schools listed below (name all high schools under your governing board):

MINNETONKA HIGH SCHOOL

(If more than four high schools, attach an additional list)

is/are authorized by this, the Governing Board of said school district or school to:

1. ☐ Make new application for membership in the Minnesota State High School League; School Enrollment (grades 9-12): _____
OR;
☒ Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____ Signed: _____
(Clerk/Secretary - Local Governing Board) (Superintendent or Head of School)

Date: _____ Date: _____

District/School Office Address: 5621 COUNTY ROAD 101
MINNETONKA, MN 55345

Head of School/Superintendent's Phone: 952-401-5004

Head of School/Superintendent's Email: dennis.peterson@minnetonka-schools.org

This form must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2022. Retain one copy for the school files.

2022-2023 RESOLUTION FOR MEMBERSHIP

This information on page must be entered electronically on the MSHSL Resolution for Membership 2022-2023 Form on the League website once for each high school under your governing board.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

- Designated School Board Member
- Designated School Representative

208.02 ACTIVITY REPRESENTATIVES

- Boys Sports
- Girls Sports
- Speech
- Music

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

- Board Member
- Student
- Parent
- Faculty Member

MAILING REPRESENTATIVE

By signature on the first page, I have verified that all required representatives above have been entered electronically on the MSHSL Resolution for Membership 2022-2023 Form.

CONSENT

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

Board Agenda Item IV. f

Title: Designation of Identified Official with Authority

Date: June 16, 2022

EXECUTIVE SUMMARY

The Minnesota Department of Education requires the Designation of Identified Official with Authority (IOWA) for its Education Identity Access Management (EDIAM) security system. Mr. David Law will become Minnetonka's Superintendent on July 1, 2022 and will be the District's Identified Official with Authority (IOWA) for the Education Identity & Access Management security system.

ATTACHMENTS:

- Resolution Designating Identified Official With Authority for Education Identity and Access Management

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve Mr. David Law as the Identified Official with Authority (IOWA) for the Education Identity & Access Management security system, effective July 1, 2022.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


Dennis Peterson, Superintendent



NOTE: Please complete the following board resolution language using your organization's letterhead.

Education Identity & Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local education agency or organization (the Superintendent or Director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity Access Management

Organization Name: _____

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): _____

The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: _____

Title: _____

Board Member Signature:

Name: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and send it to: useraccess.mde@state.mn.us

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

Study Session Agenda Item #1

Title: Review of Spring NWEA Results

Date: June 16, 2022

EXECUTIVE SUMMARY

NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the tenth year of District-wide implementation. The following are key summary points in the analysis of the Spring 2022 administration of the NWEA:

- By Fifth Grade, English, Chinese, and Spanish students are performing at the early Twelfth Grade level in Math and mid Ninth Grade level in Reading.
- By Third Grade, Chinese Immersion and English students are performing the same on the Reading Test, and Immersion students are continuing to do well on this English test. The current models for Reading based on NWEA data are effective for all three languages.

OVERVIEW

The NWEA assessments were completed in May, and the results reflect the hard work of teachers to prioritize their instructional focus on essential learnings due to the multiple learning models and environments in which students received instruction. Teachers used the Minnetonka Essential Learnings, aligned to the Minnesota State Standards, to guide instruction and set goals for the school year. This report focuses on Spring performance in the areas of Reading and Math. The report will discuss RIT performance which is the scale that NWEA uses to show growth. Regardless of the grade level, a student with a RIT score of 200 is ready to learn a specific set of skills; this makes NWEA especially useful for instruction.

SUMMARY OF RESULTS

- In Reading, average national growth is 5-6 RIT points, and students receiving Special Education services grew an average of **5.5 points**.
- According to non-cohort Math performance, African American students improved in **4** of the **8** grade levels measured.

- Hispanic students saw gains across **5** of **8** grade levels, with a statistically significant increase observed among Fourth Graders. Fourth Graders improved by **9.0 RIT points**.
- There are no significant gaps in performance between Open-Enrolled and Resident students for both Reading and Math. By Second Grade, RIT scores are virtually the same in Math and Reading.
- As Minnetonka students move into the Middle School the acceleration of the middle student is evident. For example, a typical Minnetonka Fifth Grade student is performing at the mid Ninth Grade level in Reading at the early Twelfth Grade level in Math according to the current NWEA national norms. If a student is on grade level and performing at the Fifth Grade level, he or she will notice a significant difference in performance when his or her peers are six grade levels ahead of that individual.

PRESENTATION OF NWEA DATA

The following list of topics are offered for analysis in this report:

Topic	Page #
NWEA Norms	5
Overall Student Performance (Four Year Trend Data)	7
Non-Cohort Growth	8
Non-Cohort Growth e-Learning and In-Person	10
High Potential and Navigator Students	12
Immersion Students	17
Open-Enrolled Students	19
Special Education Students	20
Limited English Proficiency (LEP) Students	23
Overall Student Performance (Without High Potential)	24
Overall Student Performance (Without Special Education)	25
Overall Student Performance by Gender	25
Overall Non-Cohort Student Performance by Ethnicity	27
Math	28
Reading	31
Recommendations for Action	34

Note: The following tables compare different groups of students at each grade level. **Bold** indicates improvement and *Italics* indicates a decline for that group over the non-cohort group from the previous year.

NWEA NORMS

Norms measure the normal achievement for a certain test. NWEA publishes two sets of norms: *status norms* and *growth norms*. Status Norms refer to the average performance of all NWEA students on a particular test. For instance, the norm performance on the Grade Five Math MAP Test in the Fall of 2008 was a RIT score of 212. This is useful information, because if one knows his Grade Five student's score is 217, he knows that his student is achieving at a higher level than the U.S. average in Math.

The NWEA norms change every three years. This year is a unique year regarding student performance. The new 2020 norms were created with student data from 2016-2019. Growth norms developed for the 2020 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average.

Growth Norms refer to the average growth for NWEA students at a certain starting level between one season and another, usually between Fall and Spring of the same year. For instance, the norm growth for Fifth Graders who scored **211.4** on the Math MAP Test between Fall and Spring was **10.0 RIT points**. This is helpful, because if one knows his Fifth Grader scored **211.4** in the Fall and **221.4** in the Spring, he knows that the growth was more than the average for thousands of other students. During the 2015-16 school year, new national norms have been applied to NWEA Test results. Preliminary national norm results indicate a slight decrease in RIT performance at most grade levels except for First Grade, however, expected growth has increased creating a drop in the percentage of students meeting their growth targets. For example, according to 2011 norms, expected Fall to Spring growth for a Fifth Grade student in Math was **8.1 RIT points**, and according to 2015 norms, Fifth Graders are expected to grow on average **10 RIT points**. Among Grades K-8, the new growth norms indicate expected RIT growth has increased by two to three RIT points for each grade level.

With the new norms study, more data was used and as a result, NWEA has concluded that the new norms are more accurate than in previous years. Specifically, the new norms study was comprised of data studied over a span of nine terms, as opposed to five terms, and it is important to note that the expected percentage of students to meet their growth targets is 50 percent. Minnetonka students annually show a much higher rate of students meeting their growth targets than the national expectation. However, on several of the following tables, results showing the percentage of students meeting their growth targets has remained similar compared to last year, which was a decrease compared to typical non-COVID impacted years. It is important to note that in many cases there is little fluctuation in RIT scores. In most cases, RIT scores have neither increased nor decreased by more than one to three RIT points, thus indicating that overall student

performance remains strong on the NWEA-MAP Tests and the dramatic decreases during the COVID pandemic have appeared to level plateau. NWEA cautions school districts not to compare growth results from one norms study to another, and the results displayed below are aimed to simply show data over time rather than to compare data calculated between the 2011 and 2015 norms study.

Lastly, the 2020 norms reflect Grade 12 norms, while in previous years norms were provided through Grade 11. As a result, many student groups will show average RIT scores placing them “Beyond the Twelfth Grade” level as opposed to “Beyond the Eleventh Grade” level as indicated in previous years. If previous year’s average RIT scores were applied toward the new norms, several grade levels would also have performed at the “Beyond Twelfth Grade” level.

NWEA National Norms 2020

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

OVERALL STUDENT PERFORMANCE

Data Summary: NWEA Spring Mean Performance

The data in the tables below and throughout the report show similar results to last year as we begin to rebound from the disruption to learning created by the pandemic. It should be noted that in most instances, the gains and declines are not to be considered statistically significant. It should also be noted that it is difficult to understand the lasting impact the pandemic has had on student learning. However, there were some highlights which indicate resilience by both teachers and students throughout the unpredictable nature of the past two years both inside and outside of the school setting. In addition, there are signs of growth, especially in Math. This is a positive sign, because according to NWEA research regarding the impact of the pandemic on student Math and Reading performance, they noted almost twice the drop in percentile scores in Math compared to Reading for students in Grades 3-8. NWEA research shows that student gains across the pandemic lagged norms for pre-pandemic growth, especially in Math.

The table below reflects the performance of students using the 2020 NWEA norms. The most recent NWEA Norms Study reflects norms that include Twelfth Grade student performance. Although Minnetonka mainly assesses students in Reading and Math through Grade 7 and select groups of students in Grade 8, it is encouraging that the average Minnetonka Sixth Grader is performing *Beyond the Twelfth Grade* level in Reading and the average Fifth Grader is performing *Beyond the Twelfth Grade* level in Math. Last year, the average Fifth Grader was performing at the *Early Twelfth Grade* level in Math.

Data Analysis: NWEA Spring Mean Performance

There are trends emerging for both Math and Reading. Since the Spring of 2014, Reading performance has mostly made steady gains or has remained the same, however the data indicate significant decreases the past two years as stated previously. However, the elementary grades have had success with the newer Reading program called Making Meaning, in which instruction and assessment have been significantly changed and improved upon, requiring additional learning for staff. It is expected with the Making Meaning program that Comprehension and Vocabulary skills are expected to improve, thus positively impacting results on classroom assessments and standardized tests. In addition, with the Language Arts Curriculum going through a review, there will be additional findings and recommendations that will provide additional areas of focus for the Language Arts program during the coming years. At the elementary level, a higher percentage of students met their growth targets among Kindergarten, Second, and Fifth Graders. Lastly, the NWEA-MAP for Primary Grades Math Test underwent changes, and NWEA has recommended that the results from last school year be considered baseline and not compared to past year's results. This year, the NWEA-MAP for Primary Grades Reading Test underwent changes, thus resulting in the same recommendation.

In addition, the change to the Common Core Test has proven to be difficult for students across the country on both the NWEA and state assessments. Minnetonka Grade 2-5 students have begun to show increased performance despite the new Reading test implemented in 2013. The K-1 Reading Test changed to the Common Core Test during the 2017-18 school year. Over the course of the past four years, teachers have implemented new Reading curriculum and have worked to analyze NWEA results with the new Common Core test questions. Teachers meet in data and grade level teams regularly to study and analyze data to provide instruction aligned to the assessments. In addition, the parent support and improved assessment literacy over time has been a positive contributor to student success on the NWEA. Increases in Math performances are expected to improve as teachers refine the new math assessments implemented in recent years to reflect the updated version of the Everyday Math program. As the new assessments improve, teachers will be able to utilize the revised math assessments to influence instruction throughout the year, allowing them to maintain a focus on the Minnetonka Essential Learnings, which align to state standards, with the ultimate expectation of seeing positive results on standardized assessments such as the NWEA-MAP and MCA tests. It is important to note that standardized assessment results should be reviewed over time, and due to the factors listed in this section, the fluctuation should

be handled with caution and more study. There has been a steady positive trend on the NWEA test over the past several years, yet last year saw declines in several areas, with this year showing signs of improvement, especially in Math. It will be important to study this closely, yet not draw sweeping conclusions based the landscape during the past two years.

NWEA Spring Mean Performance Four-Year Trend Data

GR	SUB	Spring 2022	Spring 2021	Spring 2019	Spring 2018
K	R	Early 1 st Grade	Mid 1 st Grade	Early 1 st Grade	Early 1 st Grade
K	M	Mid 1 st Grade	Mid 1 st Grade	Early 1 st Grade	Early 1 st Grade
1	R	Mid 2 nd Grade	Mid 2 nd Grade	Mid 2 nd Grade	Mid 2 nd Grade
1	M	Early 3 rd Grade	Early 3 rd Grade	Mid 3 rd Grade	Mid 3 rd Grade
2	R	Early 4 th Grade	Early 4 th Grade	Mid 3 rd Grade	Early 4 th Grade
2	M	Early 4 th Grade	Early 4 th Grade	Early 4 th Grade	Early 4 th Grade
3	R	Early 5 th Grade	Early 5 th Grade	Mid 5 th Grade	Mid 5 th Grade
3	M	Early 6 th Grade	Early 6 th Grade	Early 6 th Grade	Early 6 th Grade
4	R	Early 7 th Grade	Early 7 th Grade	Early 8 th Grade	Early 8 th Grade
4	M	Early 8 th Grade	Early 8 th Grade	Early 8 th Grade	Mid 8 th Grade
5	R	Mid 9 th Grade	Mid 9 th Grade	Beyond 11 th Grade	Beyond 11 th Grade
5	M	Beyond 12 th Grade	Early 12 th Grade	Beyond 11 th Grade	Beyond 11 th Grade
6	R	Beyond 12 th Grade	Beyond 12 th Grade	Beyond 11 th Grade	Beyond 11 th Grade
6	M	Beyond 12 th Grade	Beyond 12 th Grade	Beyond 11 th Grade	Beyond 11 th Grade
7	M	Beyond 12 th Grade	Beyond 12 th Grade	Beyond 11 th Grade	Beyond 11 th Grade

Note: Most Grade 8 students do not take the Spring NWEA Math and Reading Tests

NON-COHORT GROWTH

Data Summary: Non-Cohort Growth

According to the average RIT scores in the table below measuring 16 areas Grades 3-7 showed average RIT score increases in Math. For Reading, Grades 2, 4, and 5, showed average RIT score increases.

Data Analysis: Non-Cohort Growth

It is encouraging to see the strong Fall to Spring growth in Math among Grades 2, 5, 6, 7, and 8. In addition, Kindergarten students made solid growth in Math as well surpassing their average growth percentiles from last school year. NWEA shares that expected Fall to Spring growth nationally should be at the 50th percentile in a typical year. In most years, Minnetonka students surpass this percentile expectation at all grade levels by a significant margin. The NWEA Norms study was conducted from 2015-2018 during typical learning conditions at school and during typical conditions outside of school. The fact that Minnetonka students surpassed the 50th percentile growth target threshold this Spring in **12 of 16** areas should be seen as encouraging. Despite the drops in student performance in some areas, there were improvements from 2022 compared to 2021

among Kindergarten, Second, Fifth, Sixth, Seventh, and Eighth Graders in Reading with respect to students meeting growth targets. In Math ,the improvements on this metric were seen among Grades 5-8. Typically, Second Graders see a significant drop in performance transitioning from First to Second Grade on the Reading Test. These results serve as an important and positive highlight of student Reading skills. Two areas to note are the slight drops in performances by Third and Fourth Graders on the Reading Test, as they dropped between two and three percent compared to previous years percentage meeting growth targets. Again, standardized testing results should be viewed over time, and the average drops in performance should not be viewed as statistically significant. Students, teachers, and families should be commended for their focus and determination throughout the school year to ensure that solid academic growth was made at a time when many schools and districts are focused on learning loss during the Pandemic.

NWEA Non-Cohort Growth, Three-Year Trend Data

G R	S U B	MTKA Spring Mean 2021- 22	MTKA Fall Mean 2021- 22	% F-S Growth 2021- 22	MTKA Spring Mean 2020- 21	MTKA Fall Mean 2020- 21	% F-S Growth 2020- 21	MTKA Spring Mean 2018- 19	MTKA Fall Mean 2018- 19	% F-S Growth 2018- 19
K	R	159.8	145.9	48.8%	161.5	148	48.7%	164	148	56.1%
K	M	166.8	152.0	49.2%	168.8	153	54.6%	167	148	62.1%
1	R	178.9	165.3	46.1%	179.2	165	46.8%	185	167	56.1%
1	M	188.2	172.1	53.9%	188.2	169	65.5%	195	169	82.1%
2	R	195.8	181.6	57.8%	195.1	180	56.7%	196	181	62.5%
2	M	200.7	187.0	51.6%	200.9	186	55.4%	202	187	60.2%
3	R	206.0	195.6	54.1%	206.1	195	56.7%	208	196	67.8%
3	M	212.9	200.4	52.8%	212.2	199	56.3%	215	202	56.9%
4	R	214.8	206.8	54.6%	214.5	206	57.8%	217	209	65.7%
4	M	224.7	211.1	60.9%	223.8	209	63.7%	227	214	63.1%
5	R	220.5	214.8	52.9%	220.4	214	52.6%	222	217	59.6%
5	M	234.9	222.1	62.8%	233.0	221	59.5%	236	226	54.9%
6	R	224.7	220.8	50.7%	226.1	222	52.4%	227	222	69.2%
6	M	238.0	229.5	51.3%	236.6	229	48.5%	241	232	64.7%
7	M	242.6	235.5	53.6%	240.8	237	42.2%	250	242	72.4%
8	M	159.8	145.9	48.8%	204.8	244	25.7%	254	251	56.2%

Note: Most Grade 8 students do not take the Spring NWEA Math and Reading Tests

Data Summary: Non-Cohort Fall to Spring Growth e-Learning and In-Person

The table below highlights student performance among e-Learners and students receiving in-person instruction. There are far fewer students participating in e-Learning compared to students attending brick and mortar sites, so it is important to view the results

cautiously. Although students receiving in-person instruction met their Fall to Spring growth targets at a higher rate across all grade levels compared to students in the e-Learning program, there are many successes to highlight.

Data Analysis: Non-Cohort Fall to Spring Growth e-Learning and In-Person

Among e-Learners, all but three areas performed at or above the 50 percentile. With the 2020 norms, the 50 percentile is considered the national average. Among students receiving in-person instruction, except for First Grade Reading, all areas performed beyond the 50 percentile. E-Learners in Kindergarten for Reading and Math, and First Graders for Reading scored below the 50 percentile. This is an important data point to study as Minnetonka continues to offer an e-Learning option in future years. Notably, these were also the lowest performing areas among students receiving in-person instruction. Despite the higher growth percentages among students receiving in-person instruction, average RIT scores were similar among both instructional programs. The percentage differences are impacted by the lower number of students participating in e-Learning. This is encouraging news and a trend to monitor over time.

NWEA Non-Cohort Fall to Spring Growth e-Learning and In-Person

GR	S U B	e-Learning Spring Mean 2021-22	e-Learning Fall Mean 2021-22	e-Learning % F-S Growth 2021-22	In-Person Spring Mean 2021-22	In-Person Fall Mean 2021-22	In-Person % F-S Growth 2021-22
K	R	159.8	145.9	48.8%	159.6	145.4	50.7%
K	M	166.8	152.0	49.2%	166.7	151.6	52.0%
1	R	178.9	165.3	46.1%	178.3	164.5	46.7%
1	M	188.2	172.1	53.9%	188.1	171.6	60.7%
2	R	195.8	181.6	57.8%	195.7	181.1	61.6%
2	M	200.7	187.0	51.6%	200.7	186.6	54.8%
3	R	206.0	195.6	54.1%	205.9	195.4	58.9%
3	M	212.9	200.4	52.8%	212.9	200.3	55.1%
4	R	214.8	206.8	54.6%	214.9	206.7	61.0%
4	M	224.7	211.1	60.9%	225.1	211.0	67.1%
5	R	220.5	214.8	52.9%	220.5	214.6	57.3%
5	M	234.9	222.1	62.8%	235.1	221.9	69.4%
6	R	224.7	220.8	50.7%	224.8	220.7	52.3%
6	M	238.0	229.5	51.3%	238.1	229.5	56.3%
7	M	242.6	235.5	53.6%	242.6	235.5	57.8%

HIGH POTENTIAL AND NAVIGATOR STUDENTS

Data Summary: High Potential and Navigator Student Growth

Growth targets often decrease from Fall to Spring for students who begin the year with higher RIT scores. It is expected that students in the High Potential (HP) and Navigator programs would not experience as much RIT growth as students who start with lower RIT scores in the Fall. In addition, it is typical for students scoring at or above the 245 RIT range to have significant fluctuations in their results, sometimes as much as five RIT points lower or higher.

Data Analysis: High Potential and Navigator Student Growth

Despite typical growth trends, Minnetonka Navigator students had significantly higher growth overall from Fall to Spring compared to their non-Navigator (English) peers in Grades 2 and 3 in Math. Despite the typical lower Fall to Spring growth for students who reach high levels of RIT performance in the Fall, Minnetonka students who scored at these levels, made far more growth than the average student nationally. For example, a

score above 245 is expected to make three to four points RIT growth in Math. However, Minnetonka students made approximately **13-15 points** RIT growth according to Grade 5 High Potential and Navigator results. Three years ago, the growth was **11 points** for the two groups. Also, there is a smaller population size for HP and Navigator students, which can indicate an increased variance in growth margins. Students in the Grade 3-5 Navigator classrooms scored beyond Grade Twelve in Reading and Math according to Spring norms. According to NWEA staff, once students reach the 245 RIT level, there tends to be a fluctuation in results where students can move greater than five RIT points up or down, and the results would not be considered significant. In addition, Grades 6 and 7 HP students performed well beyond the Twelfth Grade level in Math, which is a score of 234 nationally, and students in Grades 3-7 averaged beyond the Twelfth Grade level in Reading, which is a score of 224 nationally. Last year, this mark was surpassed among students in Grades 5-7. The success of this program reflects the effectiveness of the inquiry-based model that research recommends for high-achieving students. This is a contributing factor to the success Navigator students had on the Common Core Reading Test. Minnetonka's work in this area is recognized across the metro area and draws families who are seeking such a program for their gifted students.

High Potential and Navigator Growth on Spring NWEA

	Math				Reading			
	N	Spring 2022 Mean RIT	Fall 2021 Mean RIT	% Mtg Growth	N	Spring 2022 Mean RIT	Fall 2021 Mean RIT	% Mtg Growth
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	340	184.3	169.5	56.8%	338	177.0	164.1	45.6%
High Potential	116	204.3	192.7	65.5%	67	195.9	187.0	47.8%
Grade 2		2-5 MN 2007				2-5 Common Core		
English	338	197.3	185.1	49.7%	338	193.9	179.8	63.0%
High Potential	99	212.3	199.4	53.5%	65	210.4	198.7	56.9%
Navigator	29	222.9	207.5	75.9%	29	219.8	211.1	51.7%
Grade 3		2-5 MN 2007				2-5 Common Core		
English	385	208.8	196.7	53.8%	386	203.8	194.2	52.3%
High Potential	118	224.6	212.4	55.9%	117	217.2	208.0	63.2%
Navigator	47	235.3	221.0	76.6%	47	225.3	218.3	59.6%
Grade 4		2-5 MN 2007				2-5 Common Core		
English	356	218.8	206.5	59.6%	355	210.1	202.2	54.1%
High Potential	100	241.7	224.1	77.0%	100	227.0	219.6	64.0%
Navigator	57	247.8	232.6	70.2%	56	230.3	225.3	58.9%
Grade 5		2-5 MN 2007				2-5 Common Core		
English	371	227.8	216.5	66.0%	372	216.5	211.1	52.7%
High Potential	130	252.9	237.4	68.5%	130	230.5	224.6	65.4%
Navigator	59	259.5	244.6	74.6%	59	235.6	231.0	64.4%
Grade 6		6 + Math				6 + Reading CCSS		
English	145	231.4	222.7	55.9%	145	221.1	216.0	54.5%
Resident	412	233.5	225.0	56.6%	416	221.5	217.3	51.2%
High Potential	176	255.8	246.2	56.3%	178	236.6	233.2	52.2%
Grade 7		6 + Math				6 + Reading CCSS		
Resident	382	237.3	229.8	54.7%	368	223.7	221.3	52.4%
High Potential	191	261.9	253.8	63.4%	49	240.6	237.2	67.3%

Data Summary: High Potential RIT by Grade Level

According to the results for High Potential students, there are increases in six of eight areas with Kindergarteners showing a statistically significant increase in Math, increasing the average RIT score from **190.1** to **193.2 RIT points**.. This is notable, because NWEA recommends using caution when comparing results on the K-1 Math Test (MAP for Primary Grades), because the test was changed this school year, so scores should be considered baseline. Reading results increased in four of seven areas with no statistically significant increases or decreases.

Data Analysis: High Potential RIT by Grade Level

In typical years, RIT scores fluctuating three points is considered statistically significant, and this was only observed among Kindergarteners in Math.

Again, it is important to note that there could be up to a five RIT point fluctuation once students reach a RIT score of 245. This means that an increase or decrease of more than five RIT points are considered statistically significant. Overall, it is encouraging to see high levels of performance in both Math and Reading among the HP student population and it will be important to study the minor fluctuations in results over time to monitor any multi-year positive or negative trends. As with any smaller populations, it is typical to see fluctuations in average scores over time. Over time, the Making Meaning materials should help to make a positive impact, as they are aligned to the Common Core Standards, allowing greater alignment between curriculum and assessment. In addition, the High Potential department completed a curriculum review several years ago that highlighted the development of essential learnings and assessments designed to reach the 21st Century learner. In Math, Grades Four through Seven performed *Beyond the Twelfth Grade* level, and in Reading, Grades Four through Six performed *Beyond the Twelfth Grade* level. This success reflects the compounding effect of the inquiry-based strategies that have been implemented over the life of this program.

High Potential Spring Mean RIT Scores by Grade Level

	High Potential Math-2022	High Potential Math-2021	High Potential Reading-2022	High Potential Reading-2021
KG	193.2	190.1	183.5	184.9
1	204.3	204.2	195.9	195.4
2	214.7	215.6	213.3	210.8
3	227.6	227.8	219.5	220.6
4	243.9	241.0	228.2	227.2
5	254.9	250.2	232.1	231.4
6	255.8	254.1	236.6	238.3
7	261.9	259.0		

Note: only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA

Data Summary: Navigator Math RIT by Grade Level

Navigator students in the Grade 8 cohort have continued to make steady growth over time since moving to middle school as seen in the table below. The current Seventh Grade cohort is also making steady improvement making well more than the expected growth as well. Students who earn a RIT score of 235 or above in Math are performing beyond the Twelfth Grade level. As student RIT scores increase, typically the RIT growth tends to moderate. Typical growth for students in this RIT range is between one and two points. Once students reach a RIT level of 245, according to NWEA, it is expected to observe a drop in RIT levels from one testing session to the next, especially from Spring

to Fall. Navigator students clearly surpass these growth expectations according to the table below.

Data Analysis: Navigator Math RIT by Grade Level

In Math, Navigator students made tremendous growth from the Fall of 2017 to the Spring of 2022. The use of high-level grouping and the coordination with English and Immersion students to ensure that students were appropriately challenged is the main reason for the improvements in Navigator Math growth. Also, typically, the higher the RIT levels, the less growth students will make from Fall to Spring. However, the Navigator cohorts showed that they still can make significant growth.

Fall and Spring Math NWEA Navigator Cohort for Grades 6-8

MATH	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017
Grade 8 Class of 2026	-	267.9	266.6	262.5	255.3	257.7	246.6	247.1	232.8
Grade 7 Class of 2027	266.7	259.7	257.9	253.8	247.2	248.7	234.2	234.8	221.4
Grade 6 Class of 2028	262.0	253.4	255.1	242.3	232.2	236.2	224.0	226.2	211.0

**no spring 2020 results due to test cancellations related to COVID*

Data Summary: Navigator Reading RIT by Grade Level

Students formerly in the Navigator program no longer take the NWEA Reading Test during the Spring of Seventh Grade or in Fall and Spring of Eighth Grade.

Data Analysis: Navigator Reading RIT by Grade Level

The newer Reading Common Core 6+ assessment had impacted Middle School performance more than the Reading Assessment at the elementary level during the first year of implementation. This will be an area of emphasis for future years. The newer language arts curriculum should help to positively impact student Reading performance both in the classroom and on standardized assessments. Results have shown a steady increase in performance for former Navigator students even though they have reached an exceptionally high mark of 245 on the RIT scale.

**Fall and Spring Reading NWEA Navigator Cohort
For Grades Six through Eight**

READING	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018	Fall 2017
Grade 8 Class of 2026	-	245.0	-	243.1	239.7	236.4	233.0	233.5	227.3
Grade 7 Class of 2027	246.2	241.1	242.0	240.6	233.7	233.4	226.8	227.0	218.0
Grade 6 Class of 2028	239.7	236.5	235.9	230.6	225.6	223.4	216.2	219.7	209.6

**no spring 2020 results due to test cancellations related to COVID*

IMMERSION STUDENTS

Data Summary: Immersion Student Growth on NWEA

According to the data below, out of the 24 areas measured in Math, there were increases in **13** of the **24** areas with two of the areas experiencing statistically significant increases. In Reading, **11** of **24** areas saw increases with one area experiencing a statistically significant increase.

Data Analysis: Immersion Student Growth on NWEA

There were no statistically significant decreases and two statistically significant increases in Math. The significant increases were seen among the Chinese Immersion student group in Grades 3 and 5. In addition, the cohorts matriculating from one grade level to the next met Spring to Spring national growth targets according the NWEA Norms. This is a good sign, because this shows that at least 50 percent of students are meeting national growth targets on average and a data point that highlights a positive rebound in student performance. By the end of Fifth Grade, Chinese and Spanish Immersion students are performing *Beyond the Twelfth Grade* level in Math, and English students are reaching this threshold by the end of Sixth Grade.

For Reading, students experienced increases in **11** of **24** areas with Seventh Grade Spanish Immersion students seeing a statistically significant increase, improving from

225.4 RIT points to 228.5 RIT points. Seventh Graders student performances rebounded moving toward more typical average RIT score levels. The only two cohorts not meeting NWEA Spring to Spring national growth targets were the Chinese Immersion Kindergarten to First Grade and Second to Third Grade cohorts. This is expected because Immersion students do not receive explicit English instruction until Third Grade. By Fifth Grade, there is virtually no difference in average RIT score among English and Immersion students in Reading. After Third Grade all Immersion cohorts, on average, met Spring to Spring national growth targets. There were no significant decreases in average RIT performance, and with **11 of 24** areas showing increased average RIT scores compared to last year, this is a positive sign for Minnetonka students as we begin to move forward from the disruption to learning the past two years.

The digital supplemental instructional tools made available to teachers throughout the implementation of e-Learning should provide additional support for students learning in either an e-learning or in-person model for years to come. Teachers will have many tools at their disposal to meet the needs of all learners.

**Spanish and Chinese Student Performance on NWEA
Three-Year Trend**

	Math				Reading			
	N	Spring 2019 Mean RIT	Spring 2021 Mean RIT	Spring 2022 Mean RIT	N	Spring 2019 Mean RIT	Spring 2021 Mean RIT	Spring 2022 Mean RIT
Grade K			Math Primary Grades				Rdg Primary Grades	
English	471	166.5	167.2	164.4	469	163.9	160.9	159.2
Chinese Immersion	104	176.8	173.1	172.2	104	167.5	163.4	162.2
Spanish Immersion	313	165.4	169.4	168.7		*	*	*
Grade 1			Math Primary Grades				Rdg Primary Grades	
English	387	193.1	188.1	186.8	385	185.8	180.3	179.5
Chinese Immersion	110	198.4	194.3	193.5	110	180.2	176.5	176.5
Spanish Immersion	315	195.4	186.2	187.9		*	*	*
Grade 2			2-5 MN 2007				2-5 Common Core	
English	403	201.3	200.3	200.3	403	197.3	196.0	197.2
Chinese Immersion	108	209.3	206.9	206.8	108	190.1	191.8	189.5
Spanish Immersion	293	201.2	199.5	199.0		*	*	*
Grade 3			2-5 MN 2007				2-5 Common Core	
English	463	213.3	211.4	211.8	463	207.3	205.6	206.5
Chinese Immersion	112	222.1	219.3	223.4	111	207.3	207.6	209.3
Spanish Immersion	306	214.6	211.0	210.8	307	208.5	206.2	204.1
Grade 4			2-5 MN 2007				2-5 Common Core	
English	433	225.4	222.6	223.4	431	215.6	213.3	213.3
Chinese Immersion	97	233.2	231.8	229.8	97	216.6	214.8	215.3
Spanish Immersion	297	228.4	222.8	224.9	297	218.2	216.2	216.9
Grade 5			2-5 MN 2007				2-5 Common Core	
English	457	235.0	229.8	233.0	458	221.9	219.0	219.7
Chinese Immersion	103	243.3	242.3	245.4	103	222.4	221.3	221.9
Spanish Immersion	290	237.1	234.4	234.2	290	221.7	222.2	221.4
Grade 6			6 + Math				6 + Reading CCSS	
English	468	239.4	234.8	235.6	468	225.6	225.1	223.5
Chinese Immersion	99	246.6	242.8	244.9	102	229.7	226.6	227.0
Spanish Immersion	269	243.6	237.8	239.7	274	229.9	227.9	226.0
Grade 7			6 + Math				6 + Reading CCSS	
English	483	248.2	239.7	240.6	440	227.3	222.8	225.4
Chinese Immersion	86	258.3	245.5	249.2	70	231.6	225.0	227.3
Spanish Immersion	232	251.4	242.0	244.3	202	230.4	225.4	228.5

OPEN-ENROLLED STUDENTS

Data Summary: Open-Enrolled Student Performance on NWEA

According to the data in the table below, Open-Enrolled and Resident students are performing similarly in Math and Reading at most grade levels. This is encouraging news and a testament to the strength of Minnetonka's academic program. The longer the students are exposed to the Minnetonka curriculum, the more academically successful they become.

Data Analysis: Open-Enrolled Student Performance on NWEA

Although it is difficult to analyze the prior skill level of incoming Open-Enrolled students, the data suggests that Minnetonka is attracting Open-Enrolled students with a level of skills. In addition, the data suggests that the strong academic program and the strong instructional program are having a positive impact on new students as they enter the system and perform at high levels. Despite Open-Enrolled students out-performing Resident students in **12 of 16** areas in Math and **14 of 16** areas in Reading, there is no statistically significant difference in average RIT score between the two groups. The two student groups are virtually performing the same at all grade levels, which has been a trend for the past several years.

**Comparisons Between Open Enrolled and Resident
Student Performance on 2019-2022 NWEA**

	Math				Reading			
	N	Spring 2019 Mean RIT	Spring 2021 Mean RIT	Spring 2022 Mean RIT	N	Spring 2019 Mean RIT	Spring 2021 Mean RIT	Spring 2022 Mean RIT
Grade K			Primary Grades				Primary Grades	
Open-Enrolled	322	167.7	169.5	167.2	221	164.2	162.9	160.6
Resident	566	167.3	168.5	166.6	355	163.9	160.6	159.4
Grade 1			Primary Grades				Primary Grades	
Open-Enrolled	321	194.8	188.5	189.1	221	183.5	177.1	180.0
Resident	491	194.8	188.1	187.5	278	185.1	180.6	178.0
Grade 2			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	297	202.4	201.3	201.5	200	195.5	195.8	194.7
Resident	507	202.2	200.7	200.2	315	196.5	194.7	196.5
Grade 3			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	324	214.5	213.3	213.5	325	206.3	206.3	206.6
Resident	557	215.3	211.5	212.6	556	208.6	206.0	205.7
Grade 4			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	328	227.5	224.6	224.7	327	216.7	214.6	214.9
Resident	499	227.1	223.4	224.7	498	216.5	214.5	214.8
Grade 5			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	324	236.9	231.7	235.9	325	222.2	219.7	221.1
Resident	526	236.2	233.7	234.4	526	221.7	220.8	220.2
Grade 6			6 + Math				6 + Reading CCSS	
Open-Enrolled	307	241.4	237.1	237.5	308	227.5	226.1	224.6
Resident	529	241.3	236.3	238.4	536	227.1	226.1	224.8
Grade 7			6 + Math				6 + Reading CCSS	
Open-Enrolled	301	250.6	241.2	242.2	273	228.9	223.9	226.9
Resident	500	249.7	240.6	242.8	439	228.3	223.7	226.3

SPECIAL EDUCATION STUDENTS

Data Summary: Special Education Student Growth on NWEA

These are unique and challenging years for students who need extra academic, social, and emotional support. According to Special Education District leadership, students receiving Special Education services have a variety of disabling conditions that may impact their performance, such as auditory processing needs or receptive and expressive language. In addition, students may need a teacher near help keep them focused or to work with them using different modalities. These are all examples of limitations in which students receiving Special Education services need to navigate.

Data Analysis: Special Education Student Growth on NWEA

In many ways, the data for students in Special Education can be seen as positive, with some areas to monitor. For example, Grade 5 students receiving Special Education services saw students surpass the 50 percent mark for students meeting their Fall to Spring national growth targets. In Seventh Grade, students receiving Special Education services met their growth targets at a higher rate than non-Special Education students in Reading (**3 percent**). Fourth Graders surpassed the Fall to Spring Growth rates of non-Special Education peers by **2.3 percent**. In Reading, the growth rate percentages were similar among both student groups. There was a wider gap in Fall to Spring growth rate attainment in Math, and that will need to be studied closely, however, most areas showed students receiving Special Education services at or beyond the 50 percent mark for reaching national Fall to Spring growth targets.

In addition, among Fourth Graders nationally, average RIT growth among all students in Math is 10-11 RIT points, and students receiving Special Education services grew on average by **10.1 RIT points**. In Reading, average national growth is 5-6 RIT points, and students receiving Special Education services grew an average of **9.7 points**. This is encouraging news regarding the Reading support students receiving Special Education services are receiving.

Special Education Growth on the Spring NWEA

	Math				Reading			
	N	Spring 2022 Mean RIT	Fall 2021 Mean RIT	% Mtg Growth	N	Spring 2022 Mean RIT	Fall 2021 Mean RIT	% Mtg Growth
Grade 4		2-5 MN 2007				2-5 Common Core		
Non-Special Education	719	226.3	212.0	66.2%	718	216.4	208.2	59.5%
Special Education-No Speech	77	211.4	201.3	49.4%	76	201.6	191.9	61.8%
Grade 5		2-5 MN 2007				2-5 Common Core		
Non-Special Education	732	236.4	223.4	69.1%	733	221.7	216.1	57.3%
Special Education-No Speech	90	221.8	210.7	53.3%	90	210.9	203.3	54.0%
Grade 6		6+ Math				6 + Reading CCSS		
Non-Special Education	757	239.8	230.8	55.9%	764	226.1	222.0	51.7%
Special Education-No Speech	74	219.5	215.7	48.6%	75	210.3	207.0	49.3%
Grade 7		6+ Math				6 + Reading CCSS		
Non-Special Education	727	244.4	237.1	57.9%	634	228.1	226.6	55.0%
Special Education-No Speech	69	223.1	218.5	46.4%	75	212.6	210.6	58.0%

Data Summary: Special Education RIT by Grade Level

Although there is a smaller sample size for the Special Education population, there was mean RIT growth in Math for students in **4** out of **9** grade levels tested compared to **2** out of **9** grade levels from a year ago and in 2019. For Reading, students saw an increase in mean RIT scores in **5** of **9** areas compared to **3** of **9** areas in 2019. Grades 2 and 5 saw a significant increase in Reading and Grades 3, 5, and 8 saw a significant increase in Math, while seeing a significant decrease among Fourth Graders (**4.9 RIT points**). Sixth Graders experienced a significant decrease in average RIT score in Reading (**3.1 RIT points**).

Data Analysis: Special Education RIT by Grade Level

It is important to note the small size of this population, and although an average score can show success and growth, the Special Education program prides itself on providing individual attention to students. Within these data sets are students who may have significantly out-performed the average, and there are students who likely have significantly under-performed compared to the average. It will be important for Special Education teachers and leadership to analyze the results by strand and student to ensure learners are targeted for specific instructional intervention as they begin the next school year. As stated above, the curriculum and instructional design for Special Education has targeted the needs of individual students. The strong results in this area are related to the ability of the Special Education staff to support and monitor the ongoing performance of this group of students.

**ALL Special Education (includes speech) Spring Mean RIT Scores
by Grade Level Spring 2021-22**

	Special Education Math Spring 2022	Special Education Math Spring 2021	Special Education Reading Spring 2022	Special Education Reading Spring 2021
KG	162.3	163.0	156.7	154.7
1	184.5	185.9	175.2	175.2
2	196.4	196.6	189.1	185.2
3	208.5	203.2	197.4	194.9
4	213.7	218.6	204.7	207.3
5	226.0	219.8	213.2	210.2
6	220.8	223.2	211.6	214.7
7	224.5	224.1	213.3	213.5
8	213.9	204.8	207.7	208.0

Note: Only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA; Most students do not take the Spring Math and Spring NWEA

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

Data Summary: LEP Student Growth

As students increase in grade level, the typical expected RIT growth decreases. For example, typical growth for Grades Six through Eight is between six and seven RIT points. Students in Kindergarten can expect approximately **17 point** RIT growth from Fall to Spring in Reading compared to **18 point** RIT growth in Math according to the 2020 norms. The table below illustrates that most grade levels exceeded RIT growth expectations in Math and Reading. Grades 7 and 8 had a select population take the Reading assessments, so the growth measurement does not reflect that of the entire grade level. Also, typical RIT growth for a Grade 4 Reading student is approximately **8 points**. This is an important data point to note among Fourth Grade LEP students on the Reading Test. From Fall to Spring, this grade level saw **63.6 percent** of students meet their growth targets. In fact, Grades 2 and 4 saw English Language Learners surpass the **50 percent** Fall to Spring growth target, which is the national average for all students. In Reading, **2** out of **8** grade levels surpassed the **50 percent** mark, and in Math, **3** out of **8** surpassed this threshold among students receiving ELL services. There are also areas in which to focus, such as Grade 2 and 6 Math and Grades 6 and 7 Reading. Again, there are very few students receiving ELL services among these student grade levels; however, the data should be studied to learn more about the needs of these students.

Data Analysis: LEP Student Growth

The English Language Learner (ELL) teachers have been meeting since the 2012-13 school year to continue implementing new ELL standards and assessments. For students who perform below grade level peers to close the achievement gap, they need to make more than a year's worth of growth for three straight years. This is the goal of programs such as the ELL and Special Education programs. Although LEP students are not significantly closing the gap between non-LEP students in Minnetonka, many are meeting their growth targets by a significant margin. However, there are a few important and notable exceptions. In First Grade Reading, only **46.7 percent** of LEP students met their growth targets, which is up from **45.5 percent** from a year ago. Also, LEP students in Third Grade saw only **42.1 percent** of students meet growth targets in Reading. This is especially important to the Minnetonka ELL program as the District monitors Reading performance closely through Third Grade to show how students are performing in Reading by the end of Third Grade as part of a state initiative. In Math, Grade 2 students saw **20.0 percent** meet the Fall to Spring growth targets.

It is important to note that there are a small number of students at each grade level within the LEP population, so it will be expected for staff to analyze the specific student results prior to the start of the next school year. These data used in conjunction with Fall results and the NWEA Learning Continuum will help to inform instruction immediately to start the beginning of the school year.

Limited English Proficiency (LEP) Student Growth

	Math				Reading			
	N	Spring 2022 Mean RIT	Fall 2021 Mean RIT	% Mtg Growth	N	Spring 2022 Mean RIT	Fall 2021 Mean RIT	% Mtg Growth
Grade K		Math Primary Grades				Rdg Primary Grades		
English	450	164.6	150.0	46.9%	448	159.5	145.1	48.4%
Limited English Proficient	27	158.6	146.1	48.1%	24	151.5	140.0	45.8%
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	364	187.1	171.2	56.9%	362	180.0	165.8	46.1%
Limited English Proficient	39	182.8	166.1	59.0%	30	170.1	156.4	46.7%
Grade 2		2-5 MN 2007				2-5 Common Core		
English	388	200.7	187.4	52.6%	388	197.9	183.2	61.9%
Limited English Proficient	20	187.0	178.8	20.0%	17	179.0	167.7	58.8%
Grade 3		2-5 MN 2007				2-5 Common Core		
English	453	212.0	199.6	55.2%	453	206.8	197.2	55.0%
Limited English Proficient	19	206.2	192.1	47.4%	19	194.6	183.3	42.1%
Grade 4		2-5 MN 2007				2-5 Common Core		
English	414	224.2	210.6	61.8%	412	214.2	206.4	55.3%
Limited English Proficient	22	206.3	199.0	63.6%	22	195.1	188.8	63.6%
Grade 5		2-5 MN 2007				2-5 Common Core		
English	447	233.5	221.1	67.3%	448	220.1	214.6	55.4%
Limited English Proficient	11	213.5	203.9	63.6%	11	203.1	199.5	45.5%
Grade 6		6 + Math				6 + Reading CCSS		
English	459	236.2	226.9	56.2%	459	224.0	219.5	51.0%
Limited English Proficient	9	208.7	202.4	33.3%	9	198.2	201.3	22.2%
Grade 7		6 + Math				6 + Reading CCSS		
English	473	241.1	233.3	57.7%	429	226.0	224.2	54.5%
Limited English Proficient	13	216.5	202.2	46.2%	14	202.7	200.5	28.6%

OVERALL STUDENT PERFORMANCE (WITHOUT HIGH POTENTIAL)

Data Summary: Overall Student Performance Without HP

Non-high potential program students experienced slightly lower mean RIT results compared to last year in Kindergarten, First, and Second Grades for Math and all grade levels for Reading. The only statistically significant drop in student performance was seen among First Grade students in Reading, dropping by three percentage points. As stated previously, there was an observable rebound in Math test performance this year with Reading results being like the last year.

**Non-High Potential Spring Mean RIT Scores by Grade Level
Spring 2021-22**

	Non-High Potential Math-2022	Non-High Potential Math-2021	Non-High Potential Reading-2022	Non-High Potential Reading-2021
KG	165.7	167.8	159.8	161.5
1	185.5	186.4	176.2	179.2
2	198.0	198.1	194.9	195.1
3	209.5	208.9	204.9	206.1
4	220.2	219.2	213.7	214.5
5	229.2	228.0	219.2	220.4
6	233.3	230.9	223.6	226.1
7	236.5	234.8		

Note: Only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA; Most Grade 8 students do not take the Spring Math and Reading NWEA

OVERALL STUDENT PERFORMANCE (WITHOUT SPECIAL EDUCATION)

Data Summary: Overall Student Performance without Special Education

According to the table below non-Special Education peers saw increases in average RIT scores at most grade levels in Math, except for Kindergarten and Second Grade. Neither the increases nor decreases are considered statistically significant, however it is clear there is a slight rebound in Math scores after the significant drop observed last year. Reading scores are like last year for non-Special Education students, which mirrors results of all students in Minnetonka. This is good news overall for Reading results, and during a time when student scores will drop dramatically across the nation in Math, Minnetonka students performed strongly.

Fifth Grade non-Special Education students are performing at least six grade levels above their national peers in Math and Reading, and as the grade levels increase, all Minnetonka students begin to significantly out-pace their national comparison groups.

**ALL Non-Special Education Spring Mean RIT Scores by Grade Level
Spring 2021-22**

	Non-Special Education Math Spring 2022	Non-Special Education Math Spring 2021	Non-Special Education Reading Spring 2022	Non-Special Education Reading Spring 2021
KG	167.5	169.5	160.3	162.5
1	188.6	188.5	179.4	179.8
2	201.4	201.6	197.0	197.2
3	213.7	213.5	207.5	207.7
4	226.3	224.8	216.4	215.8
5	236.4	234.6	221.7	221.6
6	239.8	238.3	226.1	227.6
7	244.4	242.7		

Note: Only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA; Most Grade 8 students do not take the Spring Math and Reading NWEA

OVERALL STUDENT PERFORMANCE BY GENDER

Data Summary: Overall Student Performance by Gender in Reading

According to the table below, girls out-performed boys in Reading at each of the grade levels with only one exception at First Grade. However, the only gap in performance that has statistical significance is among Third Graders. Girls out-performed boys by **3.6 RIT points**. Last year, the gap of **3.5 RIT points** was reported at Second Grade for this cohort. Overall, there were no significant increases or decreases within either of the student groups. By Sixth Grade, girls and boys are performing *Beyond the Twelfth Grade* level in Reading.

**Gender Spring Mean RIT Reading Comparison
Spring 2021-22**

	Reading – Females- 2022	Reading – Females- 2021	Reading – Males- 2022	Reading – Males- 2021
KG	161.3	162.7	158.6	160.7
1	178.6	180.4	179.1	177.9
2	196.2	196.9	195.4	193.4
3	207.8	207.3	204.2	204.8
4	215.9	215.3	213.8	213.8
5	221.4	221.6	219.8	219.3
6	225.4	226.9	224.1	225.4

Data Summary: Overall Student Performance by Gender in Math

According to the table below, there were increases at most grade levels within the male and female student groups. Boys out-performed girls at all grade levels, and there were some notable gaps in performance of at least three RIT points when comparing the two student groups. These differences were experienced among Grades 1, 4, 6, and 7. It will be important to monitor these scores over time to ensure there is not a trend of significant out-performance by one gender over another. Although there were some decreases in performance compared to last year within these student groups, most of the decreases can be considered minor and within a typical range of fluctuation except for the grade levels identified in this section. By Fifth Grade, both boys and girls are performing *Beyond the Twelfth Grade* level according to NWEA National Norms.

**Gender Spring Mean RIT Math Comparison
Spring 2021-22**

	Math – Females- 2022	Math – Females- 2021	Math – Males- 2022	Math – Males- 2021
KG	166.5	167.5	167.1	169.9
1	185.6	186.6	190.5	190.0
2	199.4	199.5	202.1	202.3
3	211.9	210.7	213.9	213.8
4	223.1	221.4	226.3	225.9
5	233.5	232.4	236.1	233.6
6	236.5	235.3	239.5	237.9
7	241.1	238.5	244.1	243.3

Note: Most Grade 8 students do not take the Spring Math NWEA

OVERALL STUDENT PERFORMANCE BY ETHNICITY

The Math and Reading tables in this section highlight specific ethnic student group non-cohort performances. In some cases, the increases and decreases in performances among the student groups is considered statistically significant. The sections below will provide the details and highlight the grade levels in which to focus for both subjects.

Data Summary: Overall Student Performance by Ethnicity in Reading

It is important to note that most of the student groups' fluctuating results should be expected due to the small number of students represented in these populations, except for the Caucasian student group. However, the declines in RIT score performances for these student groups are important to understand, and individual student performances should be analyzed at the building level to serve students not meeting expected annual growth.

According to non-cohort Reading performance, African American students improved among **3** of **7** grade levels. There were statistically significant increases among Kindergarteners (**5.5 RIT points**) and Third Graders (**7.4 RIT points**). Once statistically significant decrease was experienced among First Graders, with a decrease of **5.9 RIT points**. This places African American First Graders at the *Middle of First Grade* level compared to all students nationally. In addition, with an average score of **203.7 RIT Points** Grade 4 African American students performed at the *End of Fourth Grade* level compared to all students nationally. Hispanic students saw gains among four grade levels with statistically significant increases experienced among Grades **1, 2, and 4**. There was one significant decrease to note among Sixth Grade Hispanic students, dropping from **222.7 RIT points** to **217.6 RIT points** since last year. With an average score of **211.5 RIT Points**, Fourth Grade Hispanic students performed at the *Beginning of Sixth Grade* level according to NWEA National Norms for all students. In addition, due to significant increases, Hispanic student average RIT scores surpassed Minnetonka's majority student population among Grades 1 and 2. These results were likely positively impacted by students being served in the ELL program as noted previously in this report.

All students featured in the table, regardless of ethnicity receive individual or small group support as needed. All students not meeting grade level targets are served with supports through the MTSS framework in Reading.

Ethnicity Spring Mean RIT Non-Cohort Comparison – Reading – Spring 2021-22

GR	Asian-2022	Asian-2021	African-American-2022	African-American-2021	Hispanic-2022	Hispanic-2021	Caucasian-2022	Caucasian-2021
K	162.9	166.6	155.9	150.4	159.6	158.4	159.9	161.4
1	181.9	185.9	167.3	173.2	179.1	174.3	179.1	179.0
2	201.5	200.0	188.2	188.4	200.2	187.4	195.1	195.0
3	210.9	212.0	203.7	196.3	200.3	202.0	205.9	206.1
4	218.6	215.6	202.0	204.7	211.5	206.8	215.0	215.1
5	223.2	225.5	211.4	208.7	213.8	214.5	220.8	220.6
6	230.6	227.9	210.7	213.4	217.6	222.7	225.1	226.8

American Indian=less than 10 students at all Grade levels

Data Summary: Overall Student Performance by Ethnicity in Math

It is important to note that most of the student groups' fluctuating results should be expected due to the small number of students represented in these populations, except for the Caucasian student group. However, it is encouraging to see that most areas experienced increases in average RIT score compared to a year ago.

According to non-cohort Math performance, African American students improved in **4** of the **8** grade levels measured. There were notable increases and decreases in average RIT score. Grades **1, 2, and 7** experienced decreases of more than three RIT points,

while Grades **3**, **5**, and **6** experienced increases of more than three RIT points. One notable increase was experienced among Third Graders, improving by **9.9 RIT points**. According to NWEA National Norms, Third Graders are performing at the *Beginning of Fifth Grade* level and Fifth Graders are performing at the *Beginning of Seventh Grade* level. Hispanic students saw gains across **5** of **8** grade levels, with a statistically significant increase observed among Fourth Graders. Fourth Graders improved by **9.0 RIT points**. There were no statistically significant decreases among the Hispanic student group. Again, Kindergarten and First Grade RIT scores should be reviewed cautiously due to the revised K-1 assessment this year.

The results for all student groups will need to be studied closely at the building and District level to understand the proper course of action to take to address the statistically significant drops in student performances. There is clear and encouraging evidence that Minnetonka student performances in Math have begun to rebound from the impact of the pandemic on classroom instruction in recent years.

Ethnicity Spring Mean RIT Non-Cohort Comparison – Math – Spring 2021-22

GR	Asian-2022	Asian-2021	African-American-2022	African-American-2021	Hispanic-2022	Hispanic-2021	Caucasian-2022	Caucasian-2021
K	175.0	176.4	163.9	162.5	164.4	165.2	166.6	168.5
1	195.5	198.5	175.7	178.8	183.8	182.3	188.2	188.0
2	209.5	206.9	192.5	197.1	199.1	195.0	200.2	200.8
3	223.0	222.0	209.5	199.6	208.7	208.0	212.3	211.8
4	235.5	232.0	208.8	210.5	220.5	211.5	224.3	223.7
5	243.8	244.8	220.1	216.8	223.4	223.4	234.8	232.8
6	250.9	245.1	221.5	218.0	228.7	231.4	237.8	236.9
7	251.0	252.6	225.7	228.8	234.1	232.2	243.1	240.7

American Indian=less than 10 students at all Grade levels; Note: Most Grade 8 students do not take the Spring Math NWEA

MATH

This Fall and Spring, Grade 6 and 7 middle school Math students took the Math 6+ Test again, marking six years since the middle schools transitioned from taking the End of Course Algebra and Geometry assessments to taking the Math 6+ assessment. Within the current Prolific (formerly edSpring) software, teachers can efficiently sort their data by course, student group, strand, and growth to see how they are meeting the needs of their students. With the targets clearly displayed in the software, teachers can view which students are performing on or below target.

Data Summary: Primary Grades Math Results

This year marked the second year K-1 students took the revised Primary Grades Math Test. With NWEA's transition to this assessment, staff will need to consider the data cautiously, but it can be compared to the baseline data collected one year ago. The data in this section reflect scores from the 2020-21 and 2021-22 school years.

Data Analysis: Primary Grades Math Results

According to the 2020 NWEA Math Norms, Fall to Spring growth for Kindergarten students is **16.6 RIT points**. Last year, Kindergarten Fall to Spring growth totaled **16.3 RIT points** falling slightly off the pace of the national average. This year average RIT growth was **14.8 RIT points**.

Minnetonka First Graders increased their RIT score from the Fall by **19.6 RIT points** last year, surpassing the national expectation. This year, First Graders only increased on average by **16.1 RIT points**. According to the national norms, First Graders should improve by **16.4 RIT points** from the Fall to the Spring. This will be important to note in the years to come to determine the new Fall to Spring growth trend for K-1 students. With the newer version of Everyday Mathematics introduced this year, there were discrepancies reported among all grade levels between the lessons and the classroom common summative assessments. This impacted some grade levels more than others. As a result of this finding, teachers will do work to revise elementary Math assessments this summer for the next school year.

Fall and Spring 2021-2022 NWEA Math for Primary Grades Assessment

Math For Primary Grades K-1	Fall Combined RIT 2020	Spring Combined RIT 2021	Fall Combined RIT 2021	Spring Combined RIT 2022
Numbers and Operations	161.0	178.4	162.2	177.7
Geometry and Measurement	157.3	180.0	159.1	177.6
Data Analysis	161.9	177.0	162.8	176.4
Algebra	160.9	176.8	162.8	176.4
	Math Mean RIT	Math Mean RIT	Math Mean RIT	Math Mean RIT
Kindergarten	152.5	168.8	152.0	166.8
Grade 1	168.6	188.2	172.1	188.2

Data Summary: Intermediate Grades Math Results

According to the table below, overall Spring RIT scores show an increase in average RIT score at most grade levels when compared to their same grade level counterparts from last year. However, there was less RIT growth from Fall to Spring among each of the grade levels, except for Grade 5. Last year, Fall to Spring growth for students in Grade 2 was **14.6 RIT points** (2022=**13.7**), for Grade 3 it was **13.5 RIT points** (2022=**12.5**), for Grade 4, it was **14.7 RIT points** (2022=**12.9**), and for Grade 5, last year's growth was

12.5 RIT points (2022=12.8). Overall, Minnetonka students made more than expected growth compared to national expectations but did not make as much growth as their same grade counterparts from a year ago.

Data Analysis: Intermediate Grades Math Results

In past years, grade level teams from across the elementary sites, determined that Algebra was to be an area of focus. Algebra once again appears to be an area of focus, and it may require additional assessments in this area to measure student growth throughout the year. Additionally, with the revision to the classroom assessments this summer, an increase in Fall to Spring average RIT growth is anticipated.

Fall and Spring 2021-2022 NWEA Math 2-5 Assessment

Math Grades 2-5	Fall Combined RIT 2020	Spring Combined RIT 2021	Fall Combined RIT 2021	Spring Combined RIT 2022
Number and Operation	202.7	217.1	204.4	217.9
Algebra	203.6	215.9	204.7	217.1
Geometry and Measurement	205.1	218.6	205.9	219.6
Data Analysis	203.4	218.1	206.1	218.9
	Math Mean RIT	Math Mean RIT	Math Mean RIT	Math Mean RIT
Grade 2	186.3	200.9	187.0	200.7
Grade 3	198.7	212.2	200.4	212.9
Grade 4	209.1	223.8	211.1	224.7
Grade 5	220.5	233.0	222.1	234.9

Data Summary: Math 6+ Results

According to the results in the table below, each of the grade levels out-performed their same grade counterparts from a year ago. Only a select group of students take the Spring Math NWEA Test, which is why the average RIT score is significantly lower than in past years and to Grades 6 and 7.

Data Analysis: Math 6+ Results

Middle School students are performing well beyond the Twelfth Grade level. Nationally, the average RIT score for a Twelfth Grader is **234.2**, and Minnetonka Grade 6 students surpassed that average by **4.2 RIT points**, and Grade 7 students eclipsed this mark by **8.4 RIT points**. In addition, Sixth Graders made **8.5 RIT points** growth this year, while the average student with a starting RIT score of **229.5** nationally is expected to grow by **3.0 RIT points**. The average Seventh Grader with a starting RIT score of **235.3** is expected to grow by **1.0 RIT points** from Fall to Spring, while Minnetonka Seventh Graders improved by **7.3 RIT points**. It is evident that Minnetonka Grade 6 and 7 students made significant growth in Math this year. Teachers use specific information from the Fall results provided to them by NWEA for the Math 6+ Test. This helps to give guidance to teachers as to plan lessons throughout the year. The use of the Learning Continuum with the Math 6+ Test allows teachers to use this assessment in a formative manner to help impact instruction immediately at the beginning of the year.

It will be important to study the NWEA results compared to the MCA results to determine the needs of this group of students as they move to the next grade level. Each year, teachers in the high school Math department are provided Math data for their students, so teachers can determine their needs at the beginning of the school year. Data provided are NWEA and MCA historical results.

Fall and Spring 2021-2022 NWEA Math 6+ Assessment

Math 6+	Fall Combined RIT 2020	Spring Combined RIT 2021	Fall Combined RIT 2021	Spring Combined RIT 2022
Number and Operation	236.3	238.7	235.5	239.8
Algebra	235.8	238.6	234.0	239.5
Geometry and Measurement	236.0	238.5	235.2	239.0
Data Analysis and Probability	237.4	238.7	235.1	240.6
	Math Mean RIT	Math Mean RIT	Math Mean RIT	Math Mean RIT
Grade 6	228.5	236.6	229.5	238.0
Grade 7	236.5	240.8	235.3	242.6
Grade 8	243.5	204.8	240.2	216.5

READING

Data Summary: Primary Grades Reading

Kindergarten and First Grade students have been taking the new NWEA Common Core Test the past four years. Despite the change in tests, performance remained strong. Kindergarten and First Grade students made comparable Fall to Spring RIT growth compared to their counterparts from last year.

Data Analysis: Primary Grades Reading

Nationally, Kindergarten students are expected to make **17 points** RIT growth from Fall to Spring. Minnetonka Kindergarteners grew by **13.9 RIT points**. First Graders are expected to make **16 points** RIT growth, and Minnetonka First Graders grew by **13.6 RIT points**. However, with the new norms, Kindergarteners are now performing at the *mid First Grade* level for the first time, while First Graders are maintaining their level from past years at the *mid Second Grade* level. Although Minnetonka students saw slightly less than 50 percent of students meet their Fall to Spring growth targets as stated previously, the average Minnetonka K-1 student is performing beyond their current grade level. Primary assessments and curriculum have been updated to align with the new standards. Teachers have been trained in the assessments and were successful in supporting students to meet the increased rigor of the new standards. According to Fall to Spring results, Vocabulary and Comprehension yielded the highest results with Language and Writing and Foundational Skills being an area for growth for the second straight year.

Fall and Spring 2021-2022 NWEA Reading Primary Grades Assessment

Reading For Primary Grades K-1	Fall Combined RIT 2020	Spring Combined RIT 2021	Fall Combined RIT 2021	Spring Combined RIT 2022
Foundational Skills	153.9	168.2	152.8	167.3
Vocabulary	159.0	171.9	156.3	170.7
Lit. and Informational Text	158.4	171.0	156.6	169.1
Language and Writing	153.7	168.3	152.4	167.3
	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT
Kindergarten	148.3	161.5	145.9	159.8
Grade 1	165.3	179.2	165.3	178.9

Data Summary: Intermediate Grades Reading

There were comparable performances among Grades 2-5 on the NWEA Reading Test compared to last year, with most grade levels surpassing expected RIT growth, however, students made slightly less Fall to Spring growth compared to their same grade level counterparts from a year ago. Grade 2 grew **14.3 RIT points** (2021=**14.7**), Grade 3 grew **10.4 RIT points** (2021=**11.4**), and Grade 4 grew **8.1 RIT points** (2021=**9.0**). Grade 5 grew **5.7 RIT points** compared to last year's growth of **6.2 points**.

Data Analysis: Intermediate Grades Reading

By the end of Third Grade, students are reaching the *beginning of Fourth Grade* level nationally, and by the end of Fifth Grade, students are performing at the *mid Ninth Grade* level. In the past, Fifth Graders were reaching *beyond the Eleventh Grade* level in Reading, and it will be important to study future NWEA results to understand if the drop in level is due to the new NWEA Norms, or if it was due to the impact of the disruption to learning during COVID. Intermediate assessments and curriculum have been updated to align with the new standards, and with the new Language Arts review in process, more recommendations will be sure to be implemented in the coming years. Teachers were trained in the current assessments and were successful in supporting students to meet the increased rigor of the new standards at the time, and new revisions will be made based on the new Language Arts state standards and Language Arts curriculum review.

**Fall and Spring 2021-2022 NWEA Reading
Common Core 2-5 Assessment**

Reading Grades 2-5 Common Core (CCSS)	Fall Combined RIT 2020	Spring Combined RIT 2021	Fall Combined RIT 2021	Spring Combined RIT 2022
Informational Text	200.7	210.4	201.1	210.5
Literature	201.0	210.9	201.8	210.7
Foundational Skills and Vocabulary	200.3	210.1	201.7	210.9
	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT
Grade 2	180.4	195.1	181.5	195.8
Grade 3	194.7	206.1	195.6	206.0
Grade 4	205.5	214.5	206.7	214.8
Grade 5	214.2	220.4	214.8	220.5

Data Summary: Middle Grades Reading

According to the table below, Sixth Graders grew **4.0 RIT points** (National=1.2), and Seventh Graders grew by **1.5 RIT points** (National=4.1). Students in Seventh Grade honors classes do not take the Spring NWEA Reading Test. This year students in Seventh Grade grew by **1.5 RIT points** compared to seeing a decrease of **3.4 RIT points** a year ago. During the last two testing years, Literature has been an area of focus for the middle school.

Data Analysis: Middle Grades Reading

It is important the Sixth and Seventh Grade teachers at each site study their results closely to determine the needs for next year. As teachers review their data, they will learn how individual student performed and if there were any significant gaps between instruction and assessment. Lastly, the middle schools will need to study how the NWEA results compare to the MCA results to better understand the areas in which to focus their work.

**Fall and Spring 2021-2022 NWEA Reading
Common Core 6+ Assessment**

Reading Grades 6+ Common Core (CCSS)	Fall Combined RIT 2020	Spring Combined RIT 2021	Fall Combined RIT 2021	Spring Combined RIT 2022
Informational Text	224.8	225.1	223.0	225.8
Literature	224.3	224.4	222.3	224.6
Foundational Skills and Vocabulary	225.2	225.8	223.2	226.4
	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT
Grade 6	222.3	226.1	220.7	224.7
Grade 7	227.1	223.7	225.0	226.5

RECOMMENDATIONS FOR ACTION

PREVIOUS SPRING SCORES COMPARED TO CURRENT SPRING SCORES

The NWEA Spring results are a snapshot in time of student performance, and the results should be used in conjunction with other formative assessments to make instructional decisions. Elementary and Middle School staff used Oral Reading Fluency Assessments and Benchmarking Assessments to triangulate data to ensure ample data is used to help drive instruction. Utilizing the *Learning Continuum* information as well as websites such as www.interventioncentral.org, teachers will have tools to help them differentiate for their students. In addition, teachers will need to continue to use the state test specifications to help plan more effectively to meet the needs of students taking the new Reading Common Core State Standards assessment.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENT GROWTH COMPARED WITH ENGLISH STUDENTS

Although LEP students are not significantly closing the gap between non-LEP students in Minnetonka, many are meeting their growth targets by a significant margin. However, there are a few important points to note among Fifth Grade LEP students on the Reading Test. In First Grade Reading, only **46.7 percent** of LEP students met their growth targets, which is up from **45.5 percent** from a year ago. Also, LEP students in Third Grade saw only **42.1 percent** of students meet growth targets in Reading

This is especially important to the Minnetonka ELL program as the District monitors Reading performance closely through Third Grade to show how students are performing in Reading by the end of Third Grade as part of a state initiative.

It is important to note that there are a small number of students at each grade level within the LEP population, so it will be important for staff to analyze the specific student results prior to the start of the next school year. It would be an effective strategy for teachers to

vertically plan with English and LEP teachers to ensure that strategies are in place for students to learn the prerequisite comprehension skills moving into the next grade level. Common Assessments could be implemented to target specific deficient skills identified for the grade level.

SPECIAL EDUCATION

According to Special Education District leadership, students receiving Special Education services have a variety of disabling conditions that may impact their performance, such as auditory processing needs or receptive and expressive language. In addition, students may need a teacher near help keep them focused or to work with them using different modalities. These are all examples of limitations in which students receiving Special Education services need to navigate.

In many ways, the data for students in Special Education can be seen as positive, with some areas to monitor. For example, In Seventh Grade, students receiving Special Education services met their growth targets at a higher rate than non-Special Education students in Reading (**3 percent**). Fourth Graders surpassed the Fall to Spring Growth rates of non-Special Education peers by **2.3 percent**. In Reading, the growth rate percentages were similar among both student groups

To continue the positive trend, there needs to be collaboration among Special Education and non-special education staff to ensure that students receive targeted intervention in the areas of most need. For example, students should receive core instruction by their homeroom teacher, and depending on the needs of the students, Resource students should receive supplemental instruction by the resource teacher. The amount of time and type of intervention the student should receive depends on the deficient areas of the student. Students who need extra support should receive more intense intervention. Careful progress monitoring of student performance is one way that teachers can ensure that students are meeting their short term goals.

For Special Education students, it will be important to measure their growth in the Fall, Winter and Spring, especially for those students performing below the 40th percentile. Special education teachers will need to work with classroom teachers to analyze the specific grade level data found in the NWEA MAP grade level report. This report should be shared during data discussion meetings at each of the elementary schools. In addition, Special Education teachers, Reading specialists, ELL teachers, and various building leaders now have full access to reporting tools from the NWEA site and have been shown how to access the reports and work with the data. This will prove to be useful when analyzing strand level data in a timely manner. In addition to the report access, it is recommended that buildings create or update common assessments to provide teachers the opportunity to view data through item analysis. The NWEA site provides sample questions tied to the strands to help with these types of assessments, however, the assessments themselves are not disaggregated at the individual item level.

In addition, Special Education staff have on-going data updates shared with them by the assessment department to help determine needs in the program. This can be used in conjunction with the Sourcewell Prolific data warehouse system to help data teams analyze student results in a more efficient and effective manner.

DISTRICT PERFORMANCE COMPARED TO NATION

The data from the Spring 2022 NWEA administration show that student data across all grade levels and subjects will need to be studied at the site level by building and District-level leadership to better understand the performance that occurred this Spring compared to other years. For the past several years, scores have been studied with a significant and expected decrease last year. This year Math results rebounded and are beginning to trend upward. Reading performance, in many ways, is comparable to Reading results from a year ago. The information included above will provide us with information that will help District-level leaders and building staff look more closely at the strand level data. District leaders and building teams have traditionally participated in data discussions at the elementary level, and those discussions should continue again next Fall. The charts above will be used to track trends among the strands over multiple years. With this information, we will be able to look for areas of strengths and areas of growth. This information will prompt a closer look at each individual grade level's strand information not only at the elementary level but also at the middle level. It is recommended that District-level leaders continue what was started in year's past and engage middle level grade level teams in on-going data discussions tied to NWEA results.

IMMERSION

When students reach the Third Grade, the discrepancies that may have existed earlier disappear for both Reading and Math. Unlike previous years, the current Third Grade Immersion students are performing at similar levels as their English cohorts in Reading, despite having English Reading instruction for only one year. As Immersion moves to the secondary level, the program will be monitored closely.

For Spanish and Chinese Immersion students, the STAMP 4S assesses the target language at the Middle School level. At the elementary level, the STAMP 4Se assessment was administered starting in the Spring of 2021 and measures Reading, Listening, and Speaking, consistent with the STAMP 4S. The K-5 Integrated Performance Assessment (IPA) implemented several years ago, required extensive training for teachers throughout the Immersion program, and other assessments, such as the STAMP 4S and AAPPL (now STAMP 4Se) have been purchased.

Like the MCA, Minnetonka students have shown that they can perform well on assessments aligned to the Common Core State Standards because the Minnetonka curriculum is aligned to those standards and more. Students are being assessed in what they are being taught.

HIGH POTENTIAL/NAVIGATOR PROGRAMS

Since most students are in the 90-99 percentile, there are many students who are not identified as High Potential but have some similar needs. The NWEA Learning Continuum is a resource from NWEA that can help identify what students are ready to learn if they are far above grade level. When students have exceeded the limits of the test's other measures, there is a plan in place to examine other assessment options.

Despite the typical lower Fall to Spring growth for students who reach high levels of RIT performance in the Fall, Minnetonka students who scored at these levels, made far more growth than the average student did nationally. For example, a student with a score above 245 is expected to make three to four points RIT growth in Math. However, Minnetonka students made approximately **13-15 points** RIT growth according to Grade 5 High Potential and Navigator results. Three years ago, the growth was **11 points** for the two groups.

It is recommended that teachers take advantage of the item samplers NWEA has to offer in addition to focusing on strand level analysis of the results from the Fall. Some students will be expected to take the NWEA Math or Reading Assessments in the Winter as a checkpoint to see if they are making expected gains moving forward to the Spring.

GENDER

The results from the Reading assessment should be used to carefully monitor students' performance throughout the year. This assessment along with the Sourcewell targets embedded in Sourcewell's Prolific one-click reports could serve as a predictor for the Spring MCA III Reading Test since that assessment is also aligned to the Common Core State Standards.

Most elementary schools and the Middle Schools have created building goals that are tied to Reading. This change is due in large part to the change to Common Core Reading assessments.

The only gap in performance that has statistical significance was found in Math. These differences were experienced among Grades **1, 4, 6, and 7**. There were no statistically significant differences in Reading.

ETHNICITY

Although the number of students is smaller within subgroups other than Caucasian, it will be important for teachers to collaborate with each other to address the areas of need from one grade level to the next. Teachers will need to identify the greatest areas of need within the subtests and set goals. Once those goals are identified, then teachers can work to create common assessments to address the target skills necessary to increase performance among a particular strand. Assessments can be in the form of homework, quizzes, tests, and differentiated activities.

In addition to planning, it is recommended that teachers work with students in small, guided Reading groups and ensure that all students participate in well-rounded literacy experiences where students are expected to provide Writing with their Reading and both Writing and Reading strategies are used across all curricular areas in all grades.

It will be important for middle school teachers to examine the results of the Spring assessments to gain knowledge of their students' strengths and areas for growth according to the specific end of course assessments. Information learned from these assessments should be used to guide instruction.

With the Every Student Succeeds Act (ESSA) implementation for Minnesota school Districts, all schools will be looking closer at racial/ethnic subgroup data and will strive to ensure that any negative trends in this data are being addressed.

OPEN ENROLLMENT

Open-Enrolled and Resident students are performing similarly in Math and Reading by the time they reach Second Grade. This is encouraging news and a testament to the strength of Minnetonka's academic program. The longer the students are exposed to the Minnetonka curriculum, the more academically successful they become.

Over the years, the growth of Open Enrollment in Minnetonka has made a positive impact on achievement results. As the District continues to attract families from outside the attendance boundaries, it should be noted that this influx of students not only brings revenue to the District, but it also raises the level of academic achievement across the District.

MATH

There is a need for differentiation in classrooms as most students are ready for above grade level coursework in Math. It is important that we address the needs of students who despite our best efforts are not succeeding as well as those students who already know the information that is typically provided in our curriculum. At the elementary level, students have visual images that help them if they are struggling and need more concrete instructional experiences, and students who need more challenge can work more abstractly with the concepts they learn. Middle school teachers will need to work to differentiate for their students within each of the courses by using common formative assessments throughout the year to help drive instruction.

There should be a systemic program in place to address concerns. To do this, the concept of Number Sense will need to be defined for staff. Number Sense had different meanings and understanding among staff from one grade level to the next. With the implementation of Singapore Math in past years, the concept of Number Sense was addressed. In addition, the Math committee will revise assessments this year to ensure alignment to the state standards and the Everyday Math program. The assessments will continue to be

closely aligned to the Minnetonka Essential Learnings, so students should benefit from the alignment between common assessments in the classroom with the standardized NWEA and MCA assessments. Interventions can be put into place that can be used both at school and at home. In addition, resources that provide research-based interventions such as *Intervention Central* can be used by both classroom teachers and Title I specialists to provide targeted support for students.

READING

Students scoring below the 40th percentile will need support from a building Reading Specialist. In addition, students scoring between the **40-62 percentile** will be identified for classroom wide supports, which is based on the recommendations of the CAREI (Center for Applied Research in Educational Improvement) report reviewing the Minnetonka MTSS process. The support provided to students through this model should be used to supplement instruction already occurring in the student's regular classroom. At the middle school level, it is important to tie in Reading strategies across the curriculum regardless of the content area. In addition, like last year, elementary teachers can look more closely at the vocabulary strand along with corresponding state standards to identify specific areas of needs for their students. Elementary teachers will need to ensure that they continue to refine their pacing, instruction, and assessment practice with the use of the Making Meaning curriculum. Great work has been done to ensure a smooth transition of a robust balanced literacy program, and next steps to ensure the program is implemented with fidelity among all staff is crucial to continued success.

Elementary and Middle School principals will need to work in conjunction with District-level staff to monitor data trends using the newly created Principals Dashboards as well as the comprehensive assessment files provided by the Assessment Department. The data can be used to study cohort and non-cohort performances across all student groups and programs.

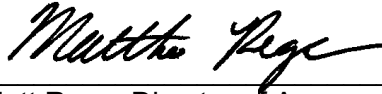
Multi-Tiered Systems (MTSS) of Support

The District uses NWEA data, fluency data, and MCA data to identify students in need of additional Reading and Math support. This practice has been used for the past five years and has been successful for identifying the most struggling students based on data. This ensures that all students are identified consistently; previously students were not identified using multiple measures. Multiple measures need to be used for students as they enter MTSS services at the middle level and should be used to exit students from these services as well. A refined process to standardize the process among all buildings has been implemented with involvement from teacher and District leadership during the 2017-2018 school year. In addition, work needs to be done to provide successful transitions for students from the Middle Schools to the High School. Minnetonka's MTSS process has been under review the past two years and several strategies will be implemented District-wide throughout the next several years.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2022 administration of the NWEA assessment.

Submitted by:



Matt Rega, Director of Assessment

Concurrence:



Dennis Peterson, Superintendent

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

Study Session Agenda Item #2

Title: Review of Istation Results

Date: June 16, 2022

OVERVIEW

During the Spring of 2022, Kindergarten, First, and Second Grade Spanish Immersion students took Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students took the ISIP Test for the first time, and this Spring, all K-2 Spanish Immersion students took the test.

ISIP is a replacement for the DORA-Spanish Test that was administered to K-2 Spanish Immersion students in previous years. Support for the DORA-Spanish by Let's Go Learn had increasingly diminished while the demand for useful data had increased by K-2 Spanish Immersion teachers. Understanding the need for early intervention, Minnewashta Spanish Immersion teachers piloted Istation's ISIP assessment and instructional resources program from February through May during the Spring of 2016 and found the software program to be superior to what was offered with the DORA-Spanish Test.

Istation offers a software tool used to assess students within the following areas: *Phonemic Awareness, Letter Knowledge, Decoding, Vocabulary, Spelling, Comprehension, and Fluency*. Istation software is a tool designed to target students participating in Immersion programs and is an adaptive assessment tool that allows students to demonstrate evidence of learning at high levels beyond their current grade level expectations. Teachers use results to provide specific instructional resources to help students receive the practice needed to improve within identified areas of growth and accelerate in their areas of strength. Each day students are given the opportunity to engage in interactive practice activities that are at their level and aligned to their assessment performance. The Istation system allows teachers to formally assess students each month to monitor student progress on a regular basis in between Fall, Winter, and Spring benchmark assessments. In addition, there are instructional resources available to students within the program as well as at home.

The instructional resources are aligned to the assessment, and most importantly, these instructional supports are customized for individual students based on their benchmark assessment performance each season. In addition, teachers can administer monthly *On Demand Assessments* to track students' progress as they work through the instructional software. This system is not only supportive of early intervention strategies, but it also

allows for students who need to be challenged academically beyond their current levels of performance. Because there are three tiered levels, Minnetonka Spanish Immersion students have room to grow as they continue to strive toward the highest levels of the instructional and assessment program. Throughout the school year, teachers used the results to help plan for individual intervention with students depending on their performance. Student progress was monitored on a regular basis, and some students spent more time with the program each week depending on their needs. Students who needed more intensive intervention were assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

There are important terminologies used in this report. Below is a glossary of terms and descriptions:

Definition of Terms

Terms	Descriptions
ISIP	Istation's Indicators of Progress
Ability Index	Three-digit score used to measure performance on each subtest. This score is used to determine the tier, percentile rank and grade equivalence.
Tier Levels	Three levels that indicate a student's language ability at the time of the test
Tier 1	At or above grade level based on ability index score
Tier 2	Moderately below grade level based on ability index score
Tier 3	Well below grade level based on ability index score
Percentile Rank	Indicates the relationship of a student's performance compared to national same grade level peers (ex. 91 st percentile = the student performed better than or equal to 91 percent of the students who took the test that month)

There are three levels or "Tiers" in which students are placed based on their ISIP "Ability Index" scores. The tiers range from Tier 1 (at or above grade level), Tier 2 (moderately below grade level), and Tier 3 (well below grade level). Students are placed into the different tiers based on their overall *Ability Index* for each of the subtests. The ability index score is a three-digit score, much like a RIT score from the NWEA Test. The ability index scores are totaled from each of the subtests to equal an overall ability index, thus placing a student into a particular tier. As students are placed into tiers, the ability index scores are also used to calculate national percentile ranks. If a student is performing at the 85th percentile, then he is performing better than or equal to 85 percent of the students nationally who took the test that month.

The following sections of this report will show information regarding the ISIP scoring scale, highlights from the Spring, and District and school level results.

Highlights from this Spring assessment are listed below:

- Minnewashta First Graders eclipsed the 50th percentile on all four subtests while improving from Fall to Spring in all four areas
- Percentiles indicate that Minnetonka Kindergarteners performed below the **50th percentile** on all four tests
- District results indicate that First Grade student performance is slightly below the 50th percentile when compared to the nation on three of four subtests
- Among Second Graders, there were increases in the percentage of students reaching the Tier 1 level in four of five areas, with significant increases in Written Communication, Vocabulary, Phonics, and Comprehension

Explanation of Sub-Tests

ISIP assessments include six sub-tests. For the purposes of gaining a better understanding of student tier level performance, the tier levels have been expanded to the tenths place rather than rounding to the nearest whole number. This will allow staff to understand how close their students performed in relation to each of the tiers. For example, in the District data and individual school level data tables, a tier level may be reported as 1.4. Rather than round to the nearest whole number, the tenths place is used to show that the average tier performance was closer to Tier 1 than Tier 2. The national target levels listed in Table 2 below display the tiers as Tier 1, Tier 2, or Tier 3.

- **Reading Comprehension (CO):** Measures the ability to answer factual and inferential questions about a silently read story. If the assessment determines the student is not reading, he will not be asked reading comprehension questions. Reading comprehension will typically be a lower score than all other areas because it is the most complex skill.
- **Written Communication (WC): For First and Second Grade Only:** Measures Spanish writing skills.
- **Vocabulary (VO):** Measures Spanish vocabulary skills using grade level vocabulary words.
- **Phonemic and Phonological Awareness (PA):** Percent correct on Phonemic Awareness measures students' attention to discrete sounds within words. In the Spring, this subtest will be administered mostly to Kindergarten and First Grade students.
- **Listening Comprehension (LCO): For Kindergarten Only:** Measures the ability to answer factual and inferential questions about a story read to them.
- **Text Fluency (TF): For Second Graders Only**

Description of Instructional Tiers (ISIP National Targets)

Subtest	Kindergarten		
	Tier 3	Tier 2	Tier 1
CO	<177	177-184	>184
LCO	<50	50-63	>63
VO	<169	169-179	>179
PA	<184	184-202	>202
Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<192	192-202	>202
WC	<188	188-200	>200
VO	<187	187-195	>195
PA	<209	209-225	>225
Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<214	214-238	>238
WC	<205	205-214	>214
VO	<211	211-226	>226
PA	<228	228-243	>243
TF	<3	3-19	>19

Data Analysis: Winter and Spring 2019-22 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile

Minnetonka Kindergarten students first take the ISIP Test in October of each year, and the data reported in this report are from January. With only a few months of practice prior to the Spring Test, results are encouraging. When compared to Kindergarten results from last year, there were percentile increases on all four subtests with the most significant increase seen in Phonics, increasing by **7.7 percentile** points and eclipsing the 50 percentile for the first time ever in this area.

However, when comparing the current year's Winter to Spring results, Kindergarteners increased their Tier 1 percentage on **2 of 4** subtests, with Comprehension being the most difficult subtest in which to improve. Comprehension results show that there was a decrease of **10.6 percent** of Kindergarteners reaching the Tier 1 level in the Spring compared to the Winter, with a shift in performance toward the Tier 2 level, in which there was a **11.3 percent** increase. Last year there was a Winter to Spring drop of **14.1 percent** in Comprehension.

Percentiles indicate that Minnetonka Kindergarteners performed below the **50th percentile** on three of four sub-tests, yet it should be noted that this test is not only administered to immersion students but also native Spanish speakers as well for intervention purposes. When comparing the Winter Tier percentages to the Spring percentages from the current school year, Kindergarteners improved in the areas of Listening Comprehension and Vocabulary, while decreasing in Reading Comprehension

and slightly decreasing in Phonemic and Phonological Awareness (Phonics). This is encouraging news, because Phonics was an area that saw a significant Winter to Spring drop last year, and now Kindergarteners have surpassed the 50 percent in the Spring with 55.9 percent of students reaching the highest level.

Recommendations: Winter and Spring 2019-22 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile

Based on the results, teachers should focus their efforts on Reading and Listening Comprehension, much like what English teachers would focus on following the NWEA-MAP Reading Test. Students are making notable strides as beginning readers in the areas of Phonics. Kindergarten and First Grade Spanish Immersion teachers rely on using the Senderos comprehensive reading materials, which includes resources that not only supports Phonemic Awareness, Decoding, and Spelling, but also Vocabulary, Fluency, and Comprehension development.

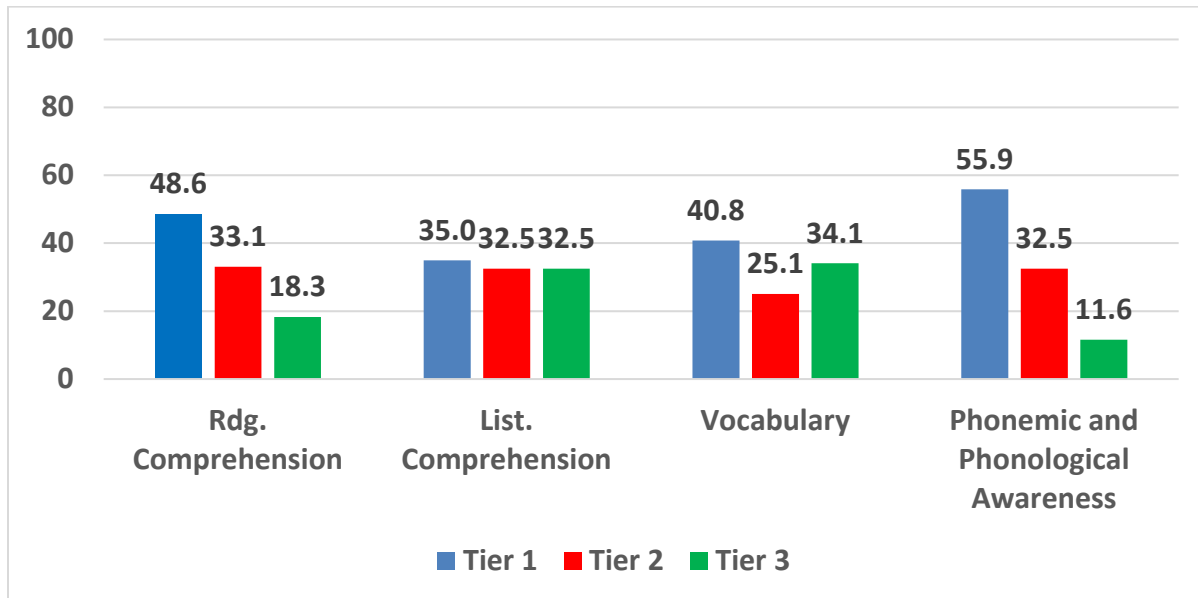
Winter and Spring 2019-22 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile

(No Spring 2020 Results due to COVID-19)

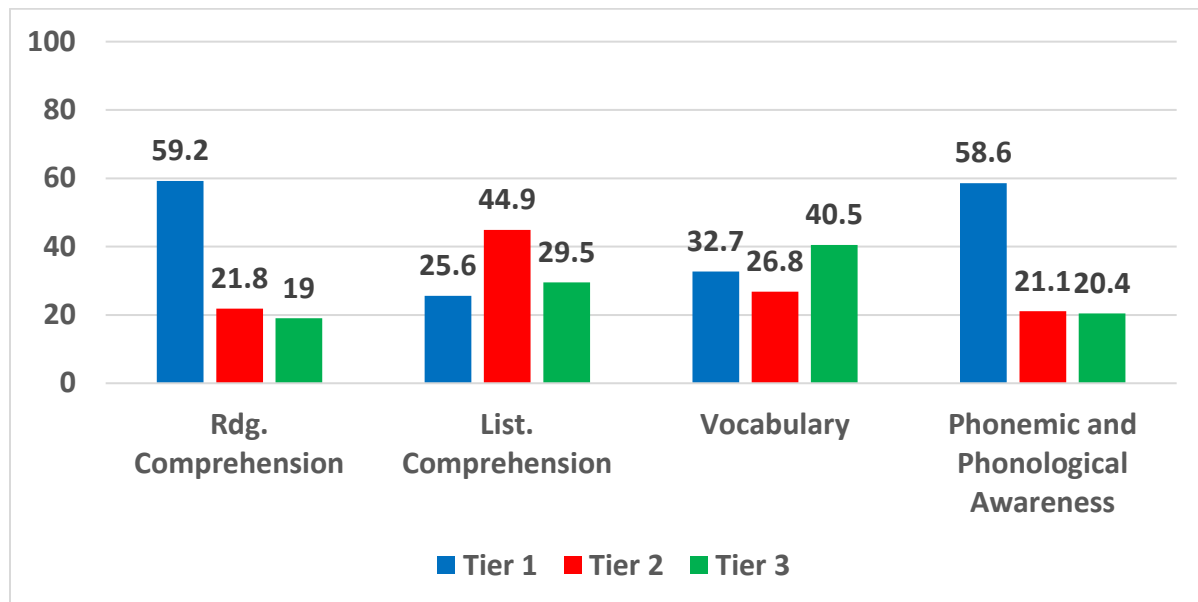
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2021-22 Subtest Results	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	180.0	48.1	184.7	44.3
Listening Comprehension	42.9	33.3	56.4	36.7
Vocabulary	165.4	31.9	176.7	39.2
Phonemic and Phonological Awareness	189.0	53.7	201.8	40.5
2020-21 Subtest Results	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	179.2	46.7	183.7	42.6
Listening Comprehension	41.1	31.8	55.4	35.3
Vocabulary	165.9	31.0	175.6	36.4
Phonemic and Phonological Awareness	184.5	46.0	200.7	39.5
2019-20 Subtest Results	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	178.5	45.9	-	-
Listening Comprehension	42.4	33.6	-	-
Vocabulary	165.8	30.9	-	-
Phonemic and Phonological Awareness	183.7	43.7	-	-

Spring 2022 District Grade K Tier Level Percentage



Winter 2022 District Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2019-22 Grade 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile

District results indicate that First Grade student performance is above the 50th percentile when compared to the nation in **1 of 4** areas. In addition, First Graders under-performed compared to their same grade counterparts in the Spring of 2020 on **3 of 4** subtests. It is

important to measure growth this year more than ever due to the impact COVID had on student learning. It is also important to note that it is common on the Istation test for students to see a decrease in percentile in the Spring due to the increasing difficulty of the test. Again, percentiles are based on national student groups comprised of both immersion and native speaking students. Native speakers at an early age will grow at a faster rate than immersion students. When viewing the results with this understanding, there are signs of positivity. However, Vocabulary and Phonemic Awareness are areas that should be targeted for Second Graders next year.

The tier levels are based on the *Ability Index* score. Each subtest has a different ability index target. Although Comprehension has a higher ability index, students showed a stronger performance in Written Communication. According to the tables below, national targets indicate that students need a **202** ability index score in Comprehension to reach Tier 1, while they need a lower ability index of 200 in Written Communication and 195 in Vocabulary to reach Tier 1. Again, Tier 1 is the most desirable tier to achieve. According to the table below, Written Communication and Comprehension were the strongest areas of performance according to their percentiles. The graphs below indicate that Vocabulary is an area of growth for students in Grade 1 as there were **44.5 percent** of students who reached Tier 1, up from **43.9 percent** last Spring but down from **61.7 percent** this Fall, a phenomenon that occurred last year as well. In addition, as evidenced in the tables and charts below there was a decrease in Phonics performance with a drop in Tier 1 percentage, decreasing from **67.1** to **47.5 percent**, also a pattern that emerged last year. **53.5 percent** of First Graders performed at the Tier 1 level last Spring.

Second Grade students are assessed in *Text Fluency*. With the 50th percentile representing the nationwide average, there is work to do to improve Minnetonka Second Grade student performance against students nationwide, having eclipsed that mark on one of five subtests versus two of five subtests last year. The reason for a lower performance in Vocabulary is due to the challenging nature of the subtest. Unlike the other subtests, students need to be exposed to the specific vocabulary used in the monthly Istation assessments and instructional program. The more exposure to the program, the more familiar with the vocabulary students will be throughout the year. As students across all four sites utilize the Istation instructional tool on a more regular basis, teachers should expect to see an increase in vocabulary performance on the monthly *On-Demand Assessments* leading up to the Spring assessment in May. The individual school results will help to shed light on the decrease in performance among Second Graders District-wide. In addition to the monthly assessments, students need to practice with the supplemental instructional activities in the Istation system. Time needs to be provided to students with Istation research stating that students will see the greatest improvement with at least 60 minutes of practice a week using the supplemental instructional activities. This work can be done at home as well. There were significant increases in the percentage of students reaching the Tier 1 level in **4 of 5** areas, most notably in Written Communication, Vocabulary, and Phonics. There was a dramatic **10.2 percent** increase at the Tier 1 level in Written Communication with a significant **5.8 percent** decrease in students reaching the Tier 3 level. There was a **2.5 percent** decrease at the Tier 3 level and a **3.6 percent** decrease at the Tier 2 level in Comprehension, marking a shift toward

the Tier 1 level from Fall to Spring. According to Istation staff, there were no changes to the ISIP Test this year, and there were no significant technical issues district-wide during Spring testing.

Recommendations: Fall and Spring 2019-22 Grade 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile

Results on the fifth year administration of the ISIP Test among First Graders will allow Immersion staff to monitor student performance in key areas. Areas of focus for First Graders lie within the Vocabulary and Phonics strand. It is typical for beginning readers and writers to have lower scores in this area. Second Graders showed that they will need Vocabulary support according to District-wide results. Again, as this was the fifth year students were assessed on ISIP, it is important to note that these results should be carefully evaluated in conjunction with classroom assessments. It will be important for staff to ensure that there is proper time for students to practice within the Istation system throughout the year. It is also important to ensure that families understand how to help their student login from home, and for staff to ensure that instructional strategies have alignment with the assessment to avoid major gaps in what is being taught in the classroom and what is being assessed.

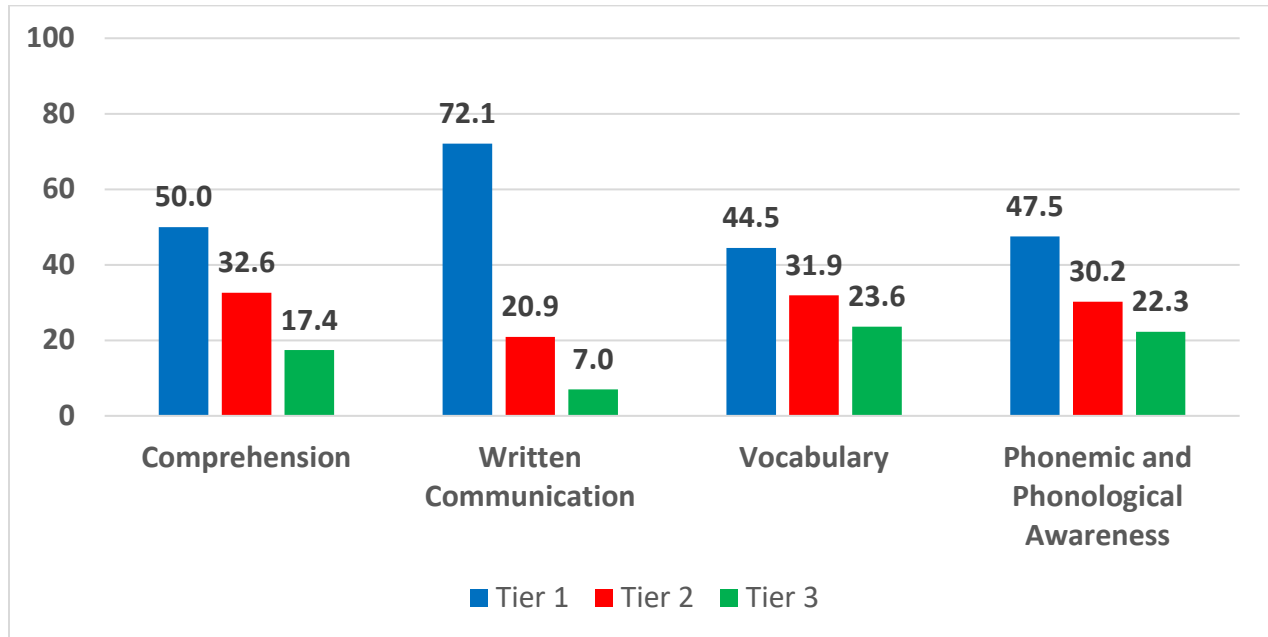
Fall and Spring 2019-22 Grade 1 District ISIP Mean Ability Index, Tier Level, and Percentile

(No Spring 2020 Results due to COVID-19)

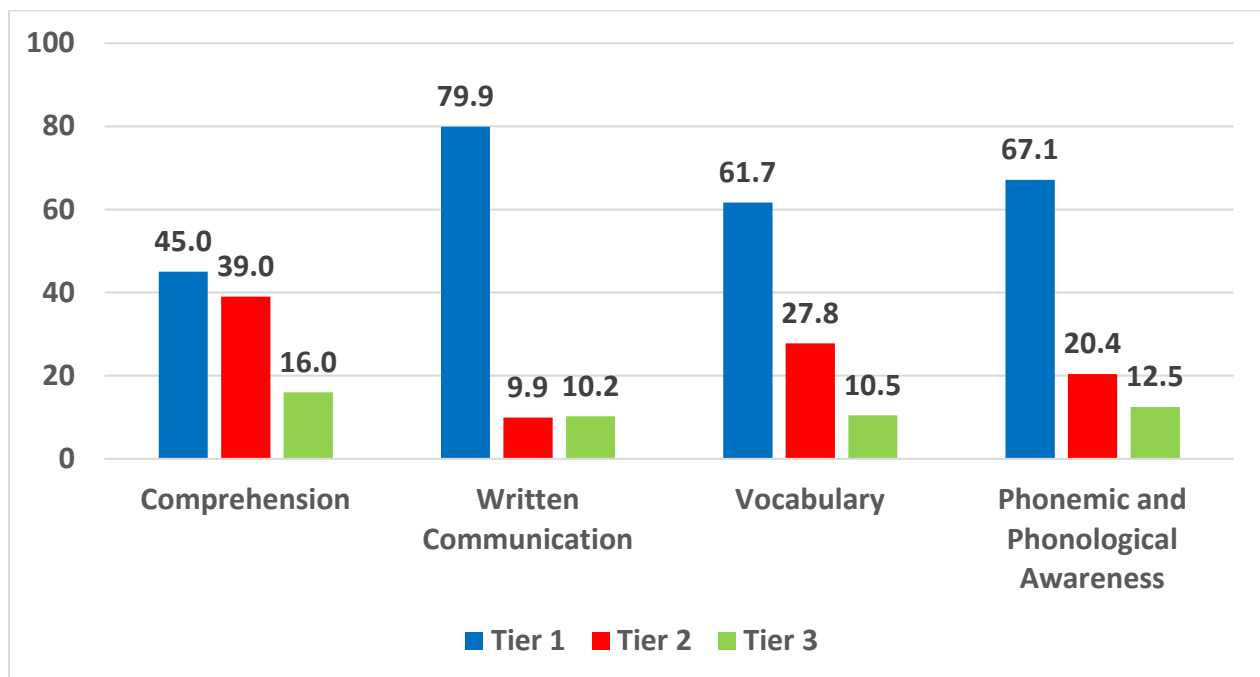
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2021-22 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	194.2	42.2	207.4	47.9
Written Communication	190.3	54.1	206.3	52.7
Vocabulary	186.9	52.5	195.2	43.5
Phonemic and Phonological Awareness	204.0	51.9	226.9	43.8
2020-21 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	218.9	44.5	207.0	47.7
Written Communication	186.5	49.3	206.6	53.4
Vocabulary	185.4	50.3	196.1	44.5
Phonemic and Phonological Awareness	199.5	42.9	227.4	44.7
2019-20 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	195.1	43.5	-	-
Written Communication	190.8	54.7	-	-
Vocabulary	186.4	51.9	-	-
Phonemic and Phonological Awareness	205.0	53.2	-	-

Spring 2022 District Grade 1 Tier Level Percentage



Fall 2021 District Grade 1 Tier Level Percentage



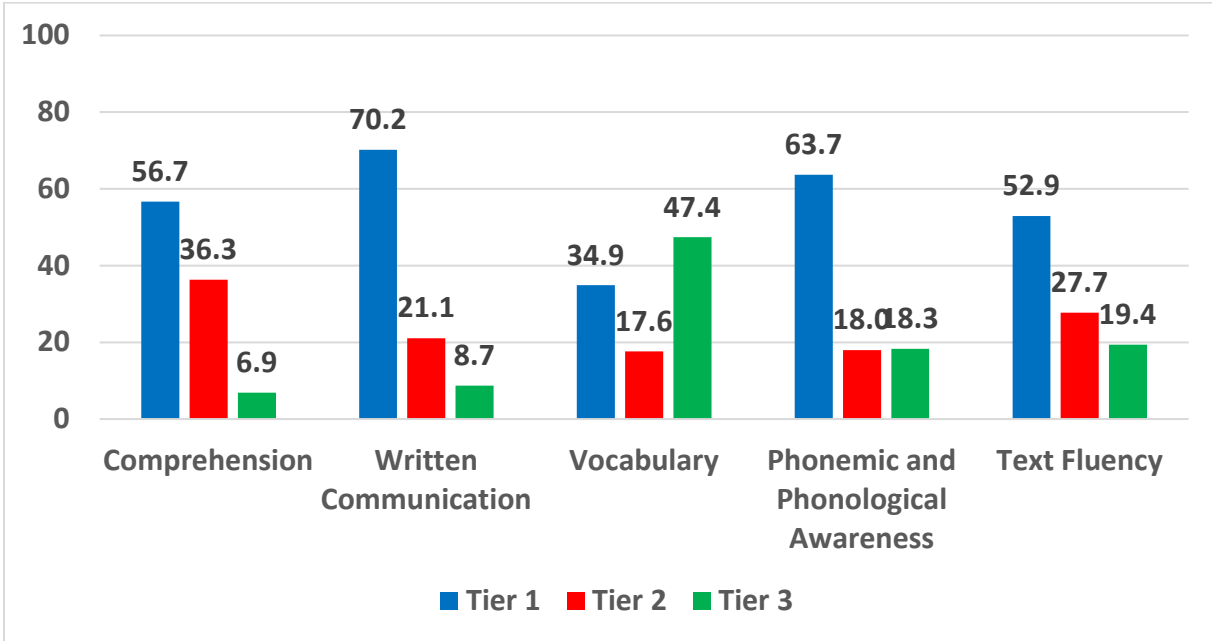
Fall and Spring 2019-22 Grade 2 District ISIP Mean Ability Index, Tier Level, and Percentile

(No Spring 2020 Results due to COVID-19)

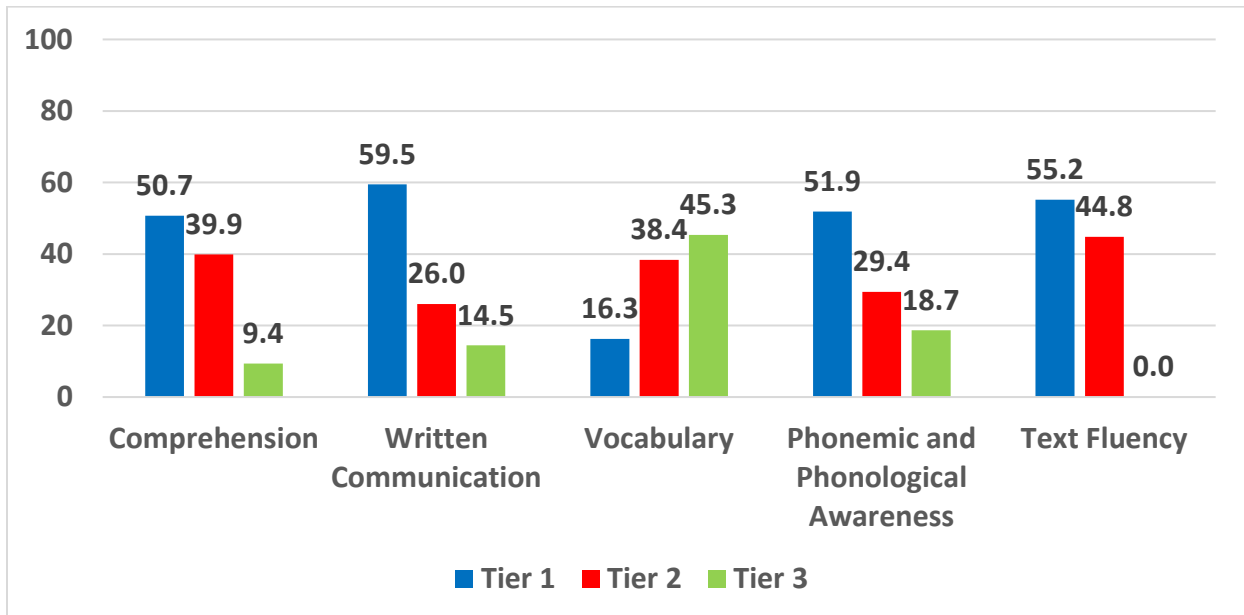
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2021-22 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	221.6	45.8	246.0	47.6
Written Communication	209.0	58.9	219.6	53.3
Vocabulary	204.0	28.3	218.8	33.6
Phonemic and Phonological Awareness	229.8	45.7	246.8	47.9
Text Fluency	8.0	63.6	21.6	44.0
2020-21 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	205.4	42.6	243.2	45.3
Written Communication	208.6	57.4	221.2	56.4
Vocabulary	207.2	34.0	217.3	32.5
Phonemic and Phonological Awareness	229.6	45.6	248.4	49.4
Text Fluency	9.2	66.7	24.3	47.2
2019-20 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	225.9	50.7	-	-
Written Communication	210.1	60.6	-	-
Vocabulary	207.0	33.6	-	-
Phonemic and Phonological Awareness	231.4	48.2	-	-
Text Fluency	9.3	67.2	-	-

Spring 2022 District Grade 2 Tier Level Percentage



Fall 2021 District Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2019-22 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

During the Winter testing session, Clear Springs 2022 Kindergarteners showed improvement compared to last Winter's performance. Kindergarteners experienced an increase in percentile levels on three of four subtests. The greatest percentile increase was observed within Phonemic and Phonological Awareness, and area that has rebounded to a similar percentile from the Winter of 2020. Winter is the first time students are assessed in Istation, and therefore results can fluctuate from year to year. It will be important for all staff to ensure that Kindergarten students access the Istation system as soon as they are ready. During most years, there has been consensus among staff that Minnetonka Kindergarteners can begin using Istation as early as October. Kindergarten performance will be more predictable when all students begin using the system as early as possible.

According to the Tier level results, Kindergarteners saw a significant **31.1 percent** increase at the Tier 1 level in Listening Comprehension. The increases in three of four areas are encouraging, and the decrease in Reading Comprehension was not considered to be statistically significant. In fact, there was a decrease of 7.5 percent of students performing at the Tier 3 level, indicating a shift toward the Tier 2 level.

Recommendations: Winter and Spring 2019-22 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

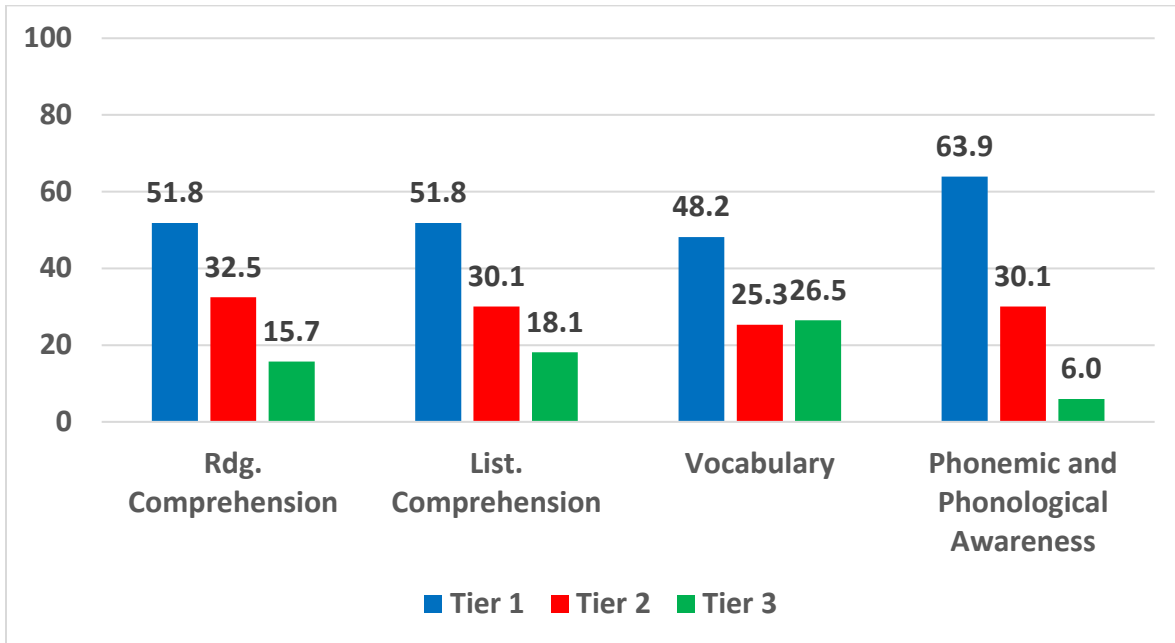
It will be important for Kindergarten teachers to allow students multiple opportunities to participate with the Istation software several times per week and recommend that students practice at home, a newer feature for families during the past two years. The Istation online instructional component can be a great opportunity for students to be engaged while the classroom teacher is leading guided reading groups. Istation is a program that offers a supplemental instructional program that engages students and allows them to work independently while focusing on key skills specific to their individual needs based on ISIP results.

**Winter and Spring 2019-22 Grade K Clear Springs ISIP Mean Ability Index, Tier
Level, and Percentile
(No Spring 2020 Results due to COVID-19)**

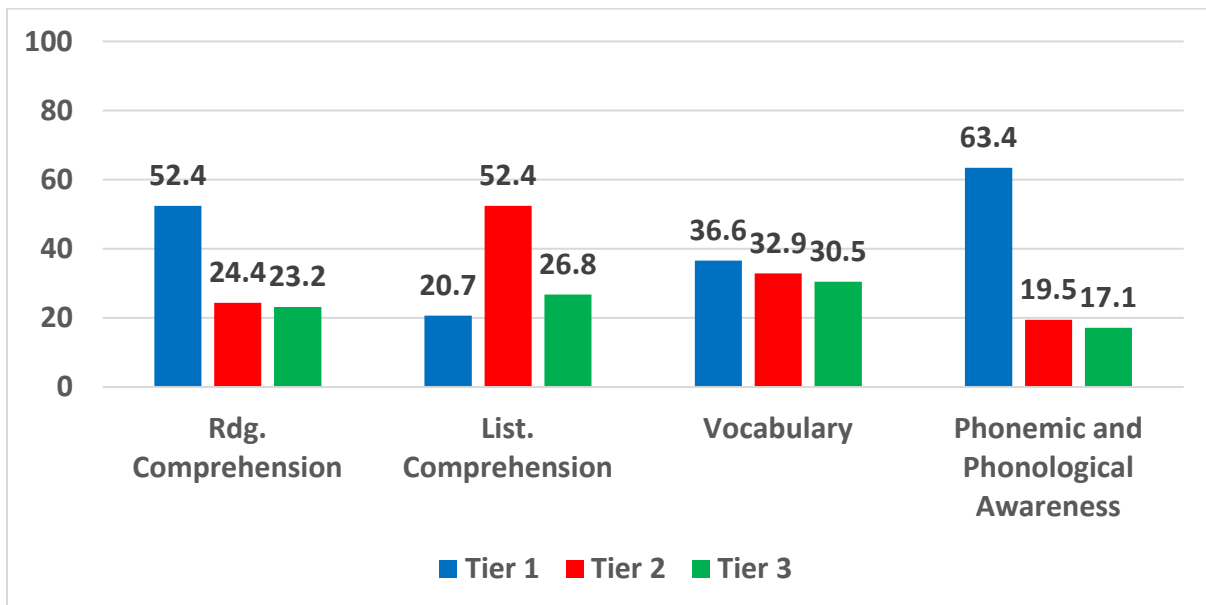
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2021-22 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	179.5	46.4	185.9	47.0
Listening Comprehension	40.4	29.8	66.2	48.2
Vocabulary	168.2	35.9	180.2	44.1
Phonemic and Phonological Awareness	191.4	58.1	204.2	43.2
2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	178.6	44.0	183.5	41.7
Listening Comprehension	43.3	33.7	58.9	40.1
Vocabulary	166.4	31.7	174.5	32.4
Phonemic and Phonological Awareness	185.7	49.9	202.5	41.6
2019-20 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	179.6	48.1	-	-
Listening Comprehension	40.7	31.0	-	-
Vocabulary	168.9	35.2	-	-
Phonemic and Phonological Awareness	191.1	57.6	-	-

Spring 2022 Clear Springs Grade K Tier Level Percentage



Winter 2021 Clear Springs Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2019-22 Grade 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

According to First Grade results in the tables below, Clear Spring First Graders were out-performed by First Graders from 2021 on all four subtests mirroring the drop in overall District performance. In addition, based on Fall to Spring performance, Clear Springs First Graders decreased their percentile in all four areas. Again, this is common as student performances are being compared to native speakers, although there is still work to be done. The most significant percentile decrease was experienced in Vocabulary, dropping by **17.9 percent**, and Phonics, dropping by **15.1 percent**. According to Tier level results, Vocabulary showed a **29.2 percent** decrease in students reaching the Tier 1 level and a significant **36.7 percent** decrease reaching this level in Phonics. With three of the four subtests experiencing significant decreases in Tier 1 performance, it will be important for First Grade staff to fully understand the results and for Second Grade teachers to be prepared to support incoming students next year.

Grade Two results show that students out-performed their same grade counterparts in 2021 in four of five areas. Fall to Spring scores show that students increased their percentile levels in Comprehension by **8.7 percent** and Phonics by **3.5 percent**. There were significant Fall to Spring decreases seen in Text Fluency, dropping from **65.9 percent** to **47.8 percent**, as well as Vocabulary, dropping from **25.6 percent** to **17.0 percent**. This is common, and it should be studied to understand the reason for the predictable drops in these areas.

According to Tier level results, there was a significant **20.6 percent** increase at the Tier 1 level in Comprehension and a significant **8.8 percent** increase in Written Communication as well as a significant increase in Phonics of **20.5 percent**. Vocabulary saw a drop of **1.5 percent** at the Tier 1 level with a significant increase of 29.4 percent at the Tier 3 level. Significant increases at the Tier 3 level in Vocabulary has been a trend and should be studied by staff.

Recommendations: Fall and Spring 2019-22 Grade 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

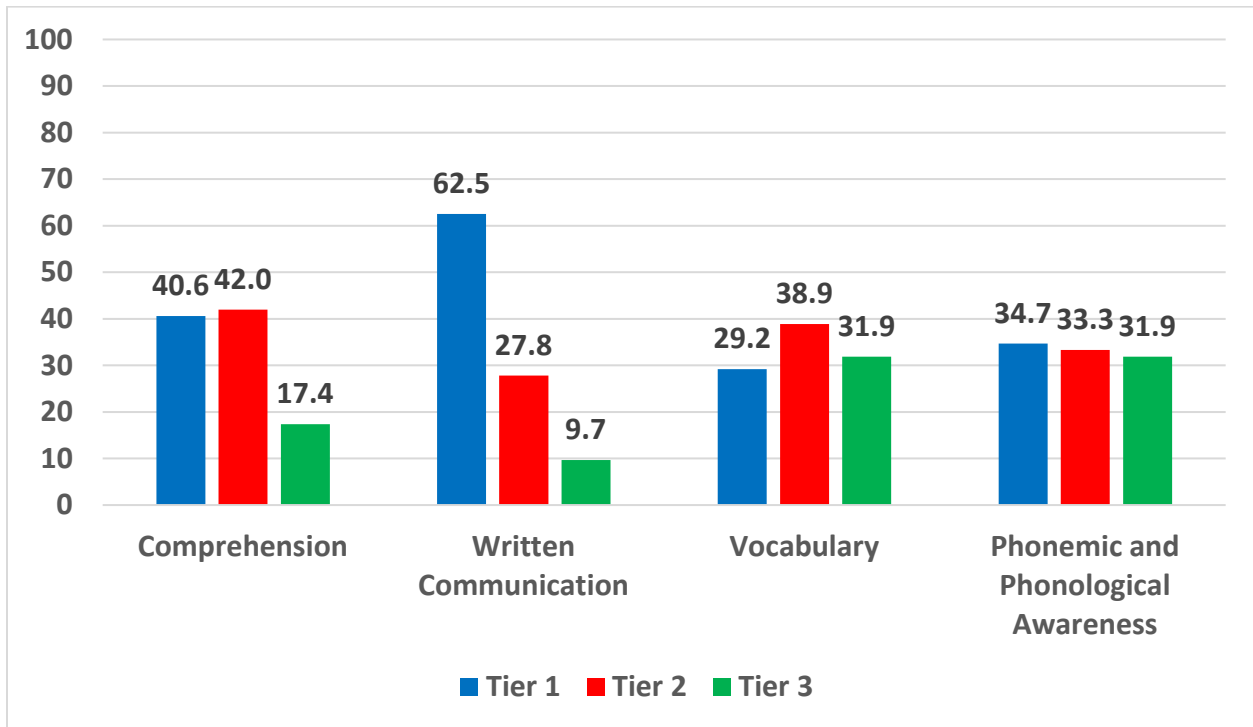
With the drop in Tier 1 percentage in Vocabulary for First and Second Graders, Clear Springs teachers will need to focus in that area. First and Second Grade teachers can compare performance on the ISIP Test assessment results from Making Meaning. Students receive comprehensive reading support with the Making Meaning Spanish program as well as through the authentic and translated Spanish mentor texts. The strength of the Making Meaning program is to teach students effective reading strategies, thus positively affecting student Vocabulary and Comprehension performance.

**Fall and Spring 2019-22 Grade 1 Clear Springs ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

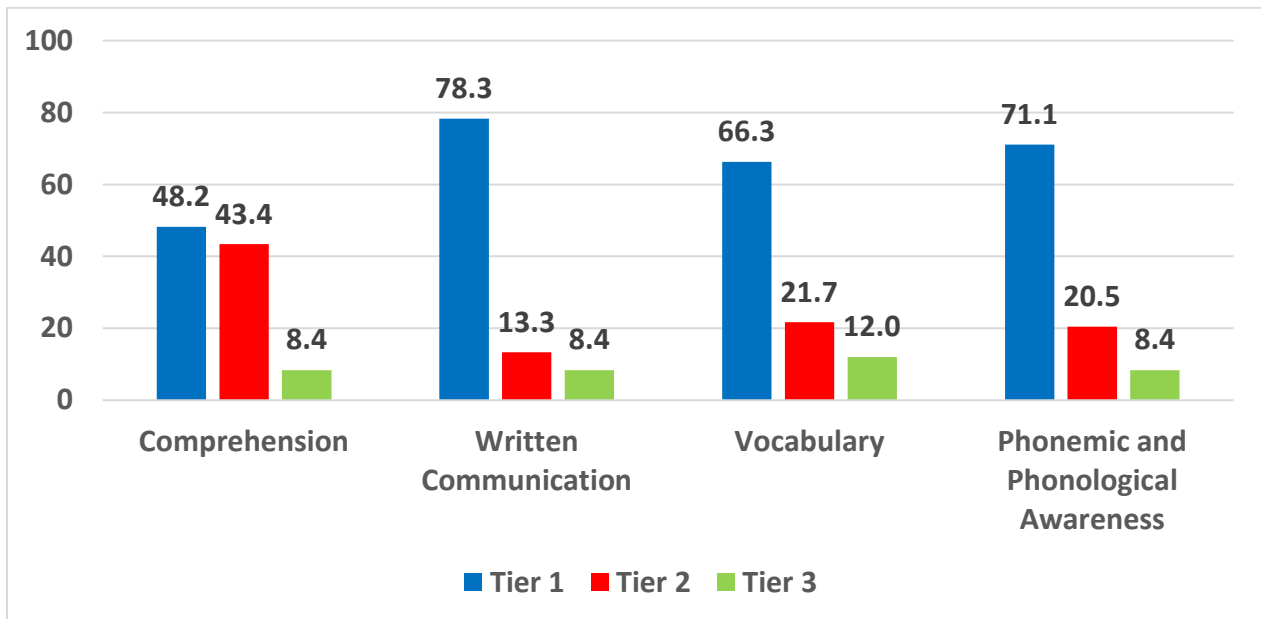
N=72

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	195.1	44.1	202.6	41.5
Written Communication	190.5	54.2	204.8	50.2
Vocabulary	187.3	53.4	192.0	35.5
Phonemic and Phonological Awareness	205.6	54.8	223.6	39.7
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	220.4	46.8	203.6	43.5
Written Communication	189.6	52.7	207.1	54.3
Vocabulary	184.8	49.7	193.2	41.0
Phonemic and Phonological Awareness	202.2	48.3	229.6	47.3
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	195.4	44.1	-	-
Written Communication	190.1	53.8	-	-
Vocabulary	186.5	51.9	-	-
Phonemic and Phonological Awareness	205.4	53.7	-	-

Spring 2022 Clear Springs Grade 1 Tier Level Percentage



Fall 2021 Clear Springs Grade 1 Tier Level Percentage

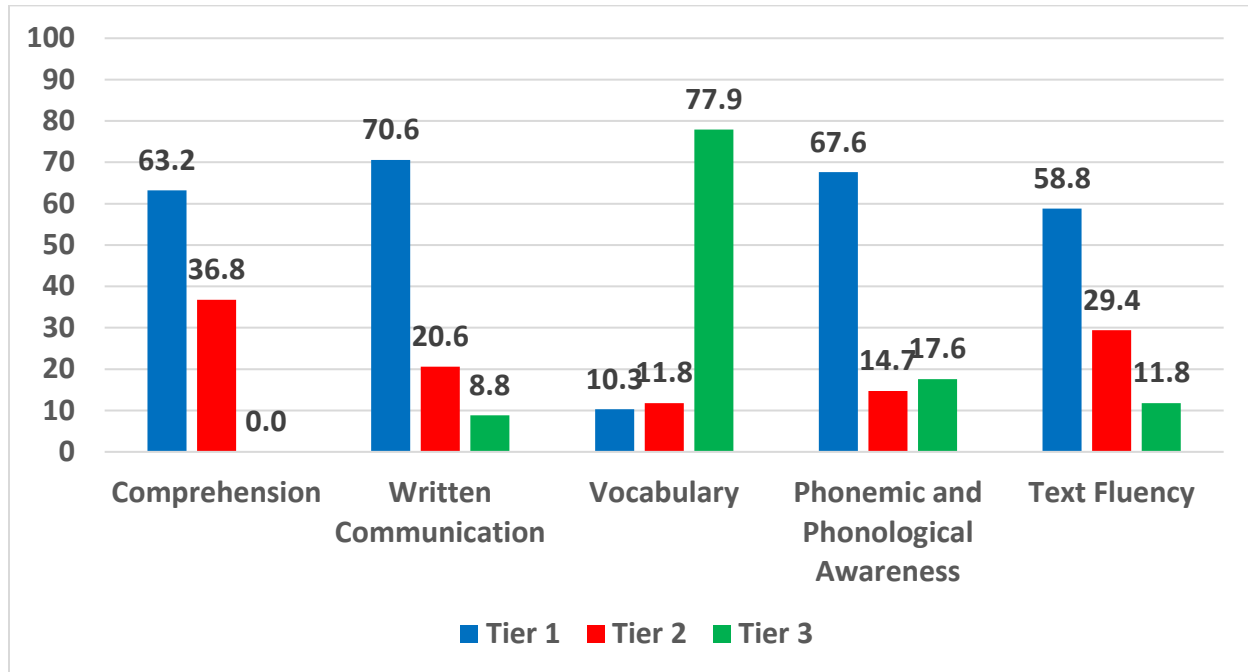


**Fall and Spring 2019-22 Grade 2 Clear Springs ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

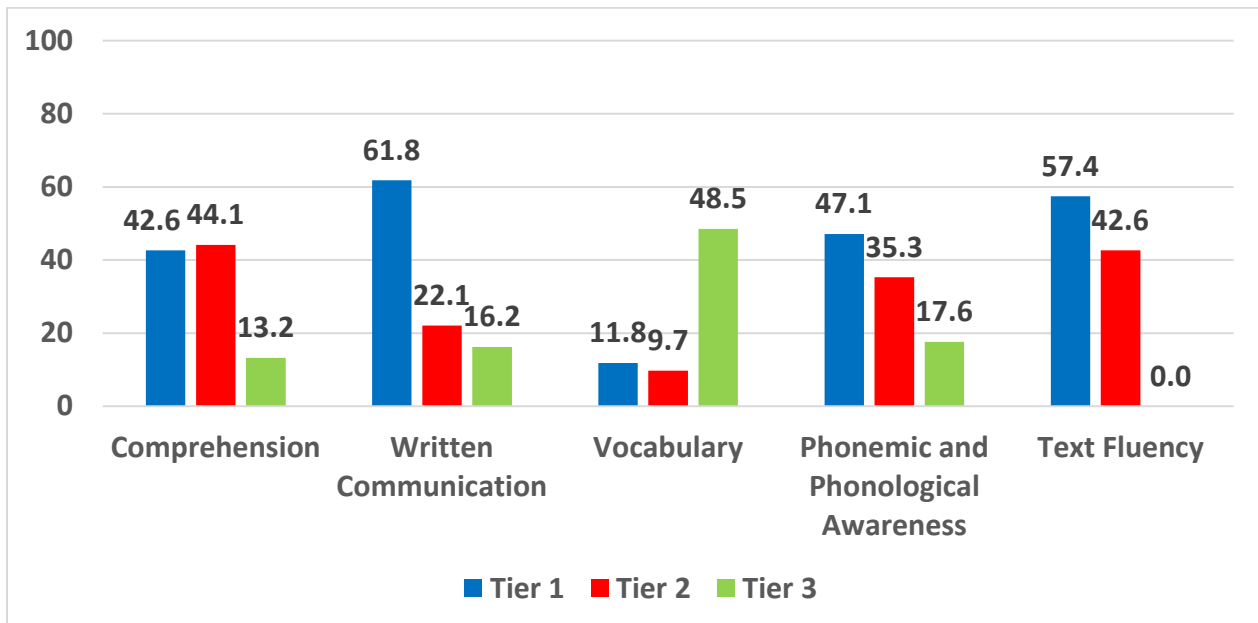
N=68

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	219.1	41.8	249.6	50.5
Written Communication	209.8	61.0	219.6	54.0
Vocabulary	202.8	25.6	204.4	17.0
Phonemic and Phonological Awareness	229.9	46.0	246.9	49.5
Text Fluency	7.6	65.9	24.6	47.8
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	205.3	40.7	242.3	44.6
Written Communication	207.5	55.7	219.3	52.2
Vocabulary	207.7	34.9	205.9	18.5
Phonemic and Phonological Awareness	229.0	44.0	244.6	44.1
Text Fluency	7.7	64.4	24.4	47.5
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	226.8	50.6	-	-
Written Communication	211.8	64.5	-	-
Vocabulary	207.7	35.0	-	-
Phonemic and Phonological Awareness	231.9	49.0	-	-
Text Fluency	10.4	70.2	-	-

Spring 2022 Clear Springs Grade 2 Tier Level Percentage



Fall 2021 Clear Springs Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2019-22 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

When comparing Winter results, Deephaven Kindergarteners showed improvement compared to Kindergarteners in 2021 in two of four areas. Both Listening Comprehension and Vocabulary saw percentile decreases with Listening Comprehension decreasing from **32.1 percent** last Winter to **31.9 percent** this Winter. Vocabulary decreased significantly from **30.3 percent** to **20.6 percent** this Winter. However, Deephaven Kindergarteners saw a drop in percentile performance compared to last year, with similar results. This group of students saw an increase in percentile performance from Winter to Spring in Listening Comprehension and Vocabulary. This is encouraging news for this group of students despite the lower percentile levels compared to their same grade counterparts from a year ago. Tier level performance indicates that Kindergarteners experienced a **21.3 percent** drop at the Tier 1 level in Comprehension, and they saw improvement in Listening Comprehension of **2.7 percent**. However, with decreases in Tier 1 performance in Reading Comprehension, Vocabulary, and Phonics, there is much to learn about the results for the Kindergarten staff at Deephaven.

Recommendations: Winter and Spring 2019-22 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

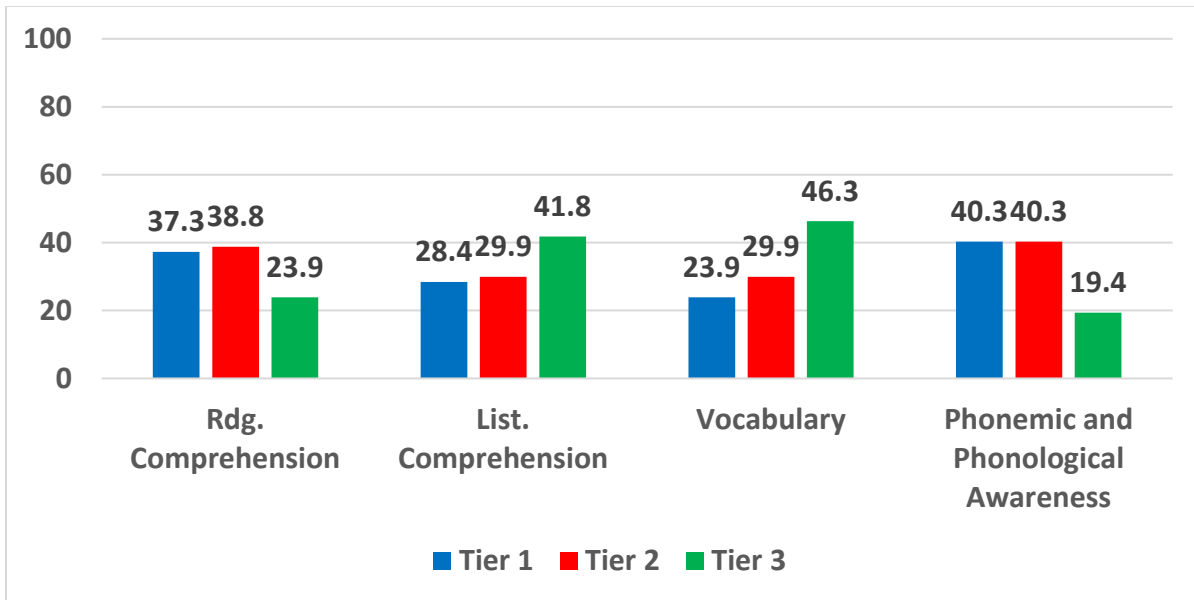
Deephaven teachers should continue to analyze the results of individual students through the reports in the Istation software. There are multiple reports in which teachers can become familiar to not only group their students more effectively, but also to better understand how to serve students instructionally in future years. Next year's teachers can use this information to better understand their students as they begin the next school year, while giving the students that need it most, more opportunities to practice within the software. According to the data in this section, a focus area for next year is in Reading Comprehension.

**Winter and Spring 2019-22 Grade K Deephaven ISIP Mean Ability Index, Tier
Level, and Percentile
(No Spring 2020 Results due to COVID-19)**

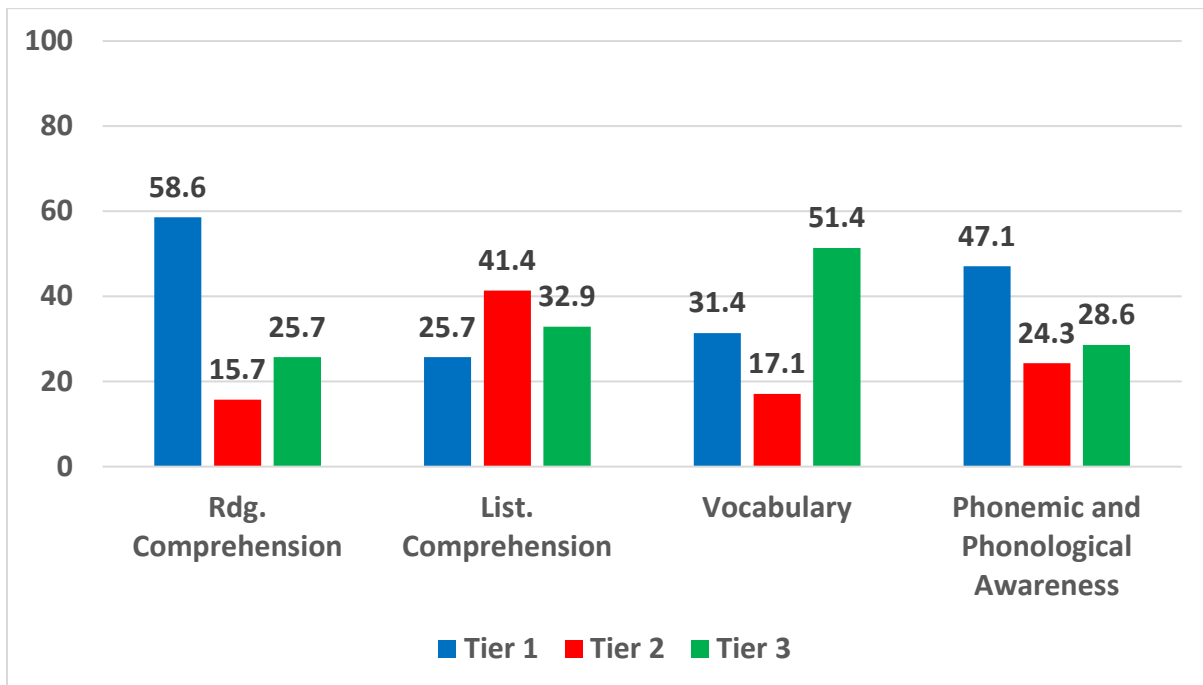
N=67

2021-22 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	180.0	47.7	181.9	37.4
Listening Comprehension	41.6	31.9	51.1	32.2
Vocabulary	158.4	20.6	169.7	28.7
Phonemic and Phonological Awareness	184.8	45.5	198.0	36.4
2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	178.5	47.0	181.5	39.2
Listening Comprehension	40.8	32.1	58.0	39.4
Vocabulary	164.0	30.3	179.1	43.2
Phonemic and Phonological Awareness	183.6	45.2	198.3	37.0
2019-20 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	180.7	51.8	-	-
Listening Comprehension	42.4	35.1	-	-
Vocabulary	163.8	29.1	-	-
Phonemic and Phonological Awareness	180.7	41.0	-	-

Spring 2022 Deephaven Grade K Tier Level Percentage



Winter 2021 Deephaven Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2019-22 Grade 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

According to the tables below, Deephaven First Graders were out-performed by First Graders from 2021 in all four areas. Fall to Spring results show that only Comprehension experienced an increase in average percentile, improving from **35.9 percent** to **36.1 percent**. The most significant Fall to Spring percentile decrease was seen in Vocabulary, dropping from **51.6 percent** to **32.3 percent**, followed by Phonics, decreasing from **45.1 percent** to **33.1 percent**. This is like last year, and a pattern that appears to be emerging in these skill areas. This will need to be studied more closely among First Grade teachers. Second Grade teachers will need to understand these data to provide incoming students the necessary supports.

Deephaven Second Graders in 2022 out-performed Second Graders in 2021 in three of five areas. In addition, Second Graders experienced increased percentiles from Fall to Spring in Comprehension, Vocabulary, and Phonics, which was an improvement in Fall to Spring Growth compared to last year. The most significant increase was in Vocabulary, improving from **24.2 percent** to **46.5 percent**, while the most significant decrease was experienced in Text Fluency, dropping from **59.1 percent** to **40.3 percent**. Tier level data show Text Fluency dropping by **2.5 percent** at the Tier 1 level, while increasing by **30.0 percent** at the Tier 3 level. There was an over **30 percent** increase at this level for Second Graders in 2021 as well. Written Communication saw the Tier 1 level increase by **15.8 percent**, while Vocabulary increased by **36.9 percent** at the Tier 1 level. Second Graders saw increased percentages at the Tier 1 level among three of the four areas.

Recommendations: Fall and Spring 2019-22 Grade 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

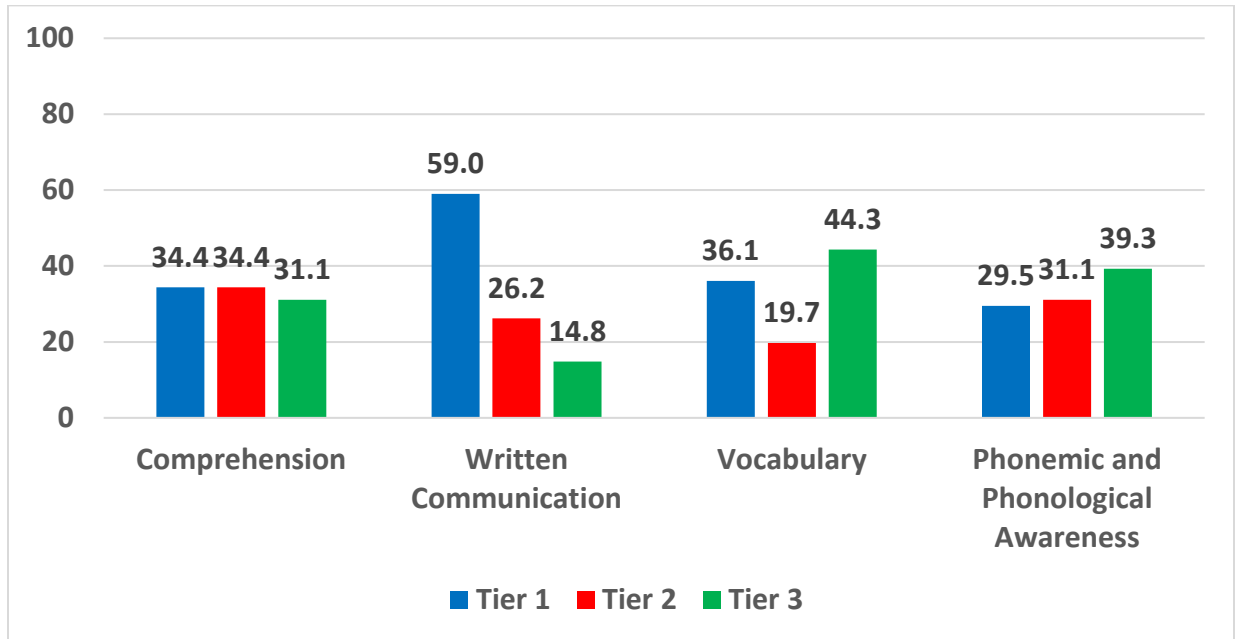
The drops in percentile scores in Text Fluency should provide a clear focus for next year as students move to Third Grade. In addition, Second Grade students who are performing at lower levels in Comprehension may benefit from participating in the Istation instructional activities on a regular basis with follow up On-Demand Assessments administered each month to monitor student progress. With the lower performance in Phonics and Vocabulary among First Graders, it would benefit First Grade teachers to study the assessments results and make necessary changes to instructional experiences for students. Second Grade teachers should be aware that a focus on Phonics with incoming Second Graders would be a way to help students improve in this lower performing area.

**Fall and Spring 2019-22 Grade 1 Deephaven ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

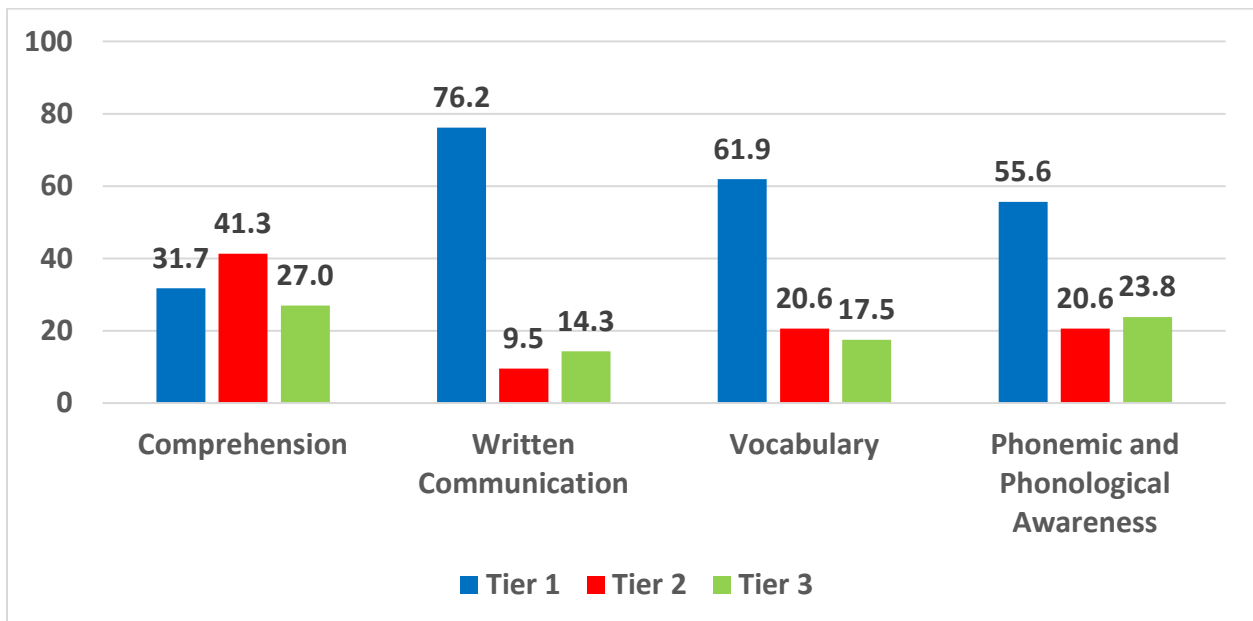
N=61

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	190.8	35.9	199.3	36.1
Written Communication	188.9	52.6	201.2	46.6
Vocabulary	186.1	51.6	188.3	32.3
Phonemic and Phonological Awareness	200.2	45.1	217.0	33.1
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	222.1	46.5	205.3	45.4
Written Communication	182.1	43.8	201.8	47.1
Vocabulary	189.0	56.6	191.7	38.2
Phonemic and Phonological Awareness	200.2	44.4	222.3	39.2
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	194.0	41.6	-	-
Written Communication	186.7	49.4	-	-
Vocabulary	183.9	46.9	-	-
Phonemic and Phonological Awareness	202.9	49.2	-	-

Spring 2022 Deephaven Grade 1 Tier Level Percentage



Fall 2021 Deephaven Grade 1 Tier Level Percentage

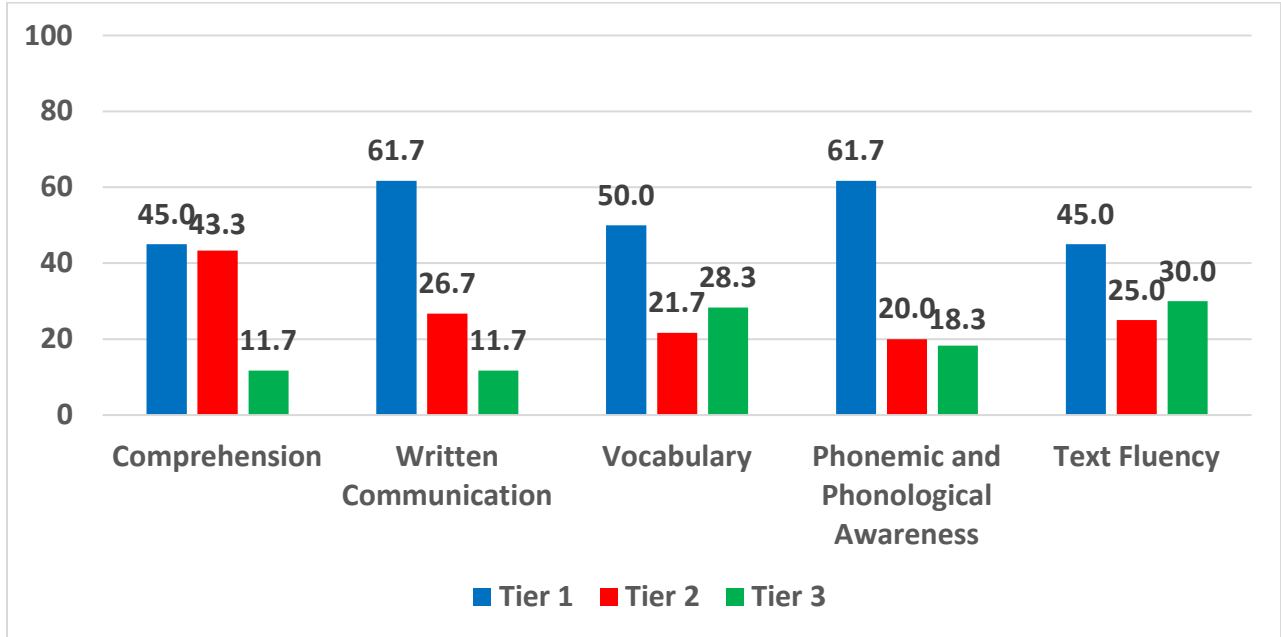


**Fall and Spring 2019-22 Grade 2 Deephaven ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

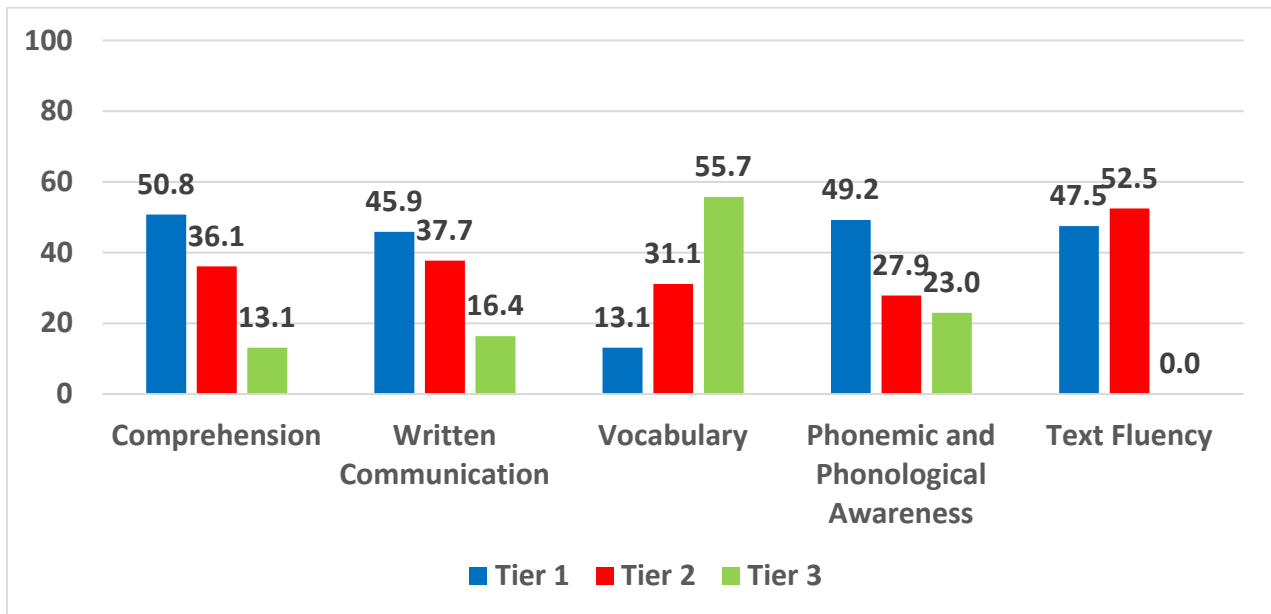
N=60

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	220.1	44.0	241.8	44.1
Written Communication	206.3	51.5	216.8	47.6
Vocabulary	201.0	24.2	230.6	46.5
Phonemic and Phonological Awareness	228.8	44.3	246.6	47.3
Text Fluency	7.6	59.1	18.4	40.3
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	208.1	44.0	235.3	38.7
Written Communication	205.6	50.8	216.8	49.8
Vocabulary	206.6	34.4	229.9	48.2
Phonemic and Phonological Awareness	223.0	36.3	243.3	42.8
Text Fluency	8.3	64.4	17.7	39.1
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	223.7	48.9	-	-
Written Communication	205.8	50.3	-	-
Vocabulary	206.0	34.2	-	-
Phonemic and Phonological Awareness	227.5	40.9	-	-
Text Fluency	7.1	65.1	-	-

Spring 2022 Deephaven Grade 2 Tier Level Percentage



Fall 2021 Deephaven Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2019-22 Grade K Groveland ISIP Mean Ability Index, Tier Level, and Percentile

Groveland Kindergarteners out-performed their same grade counterparts from 2021 in Listening Comprehension and Phonics, falling slightly off the mark in Vocabulary with a sharper decrease in Reading Comprehension of **3.9 percentile points**. However, Reading Comprehension results are significantly higher than two years ago by **5.7 percentile points**. The increase in both Phonics and Listening Comprehension is statistically significant, with Listening Comprehension improving from **28.6 percent** to **42.9 percent**, a new all-time high. In addition, there were increases in percentiles from Winter to Spring in one of four areas, Vocabulary. Tier level data show there were Tier 1 increases in all areas except for Reading Comprehension. The Tier 1 percentage dropped by **14.2 percent** in this area, with students shifting from Tier 1 to Tier 2, like last year. Listening Comprehension is considered a highlight showing a **12.7percent** increase at the Tier 1 level, with a decrease of **5.3 percent** at the Tier 3 level. Also, there was a significant **8.4 percent** decrease at the Tier 3 level in Phonics, indicating a shift toward the Tier 2 and 1 levels.

Recommendations: Winter and Spring 2019-22 Grade K Groveland ISIP Mean Ability Index, Tier Level, and Percentile

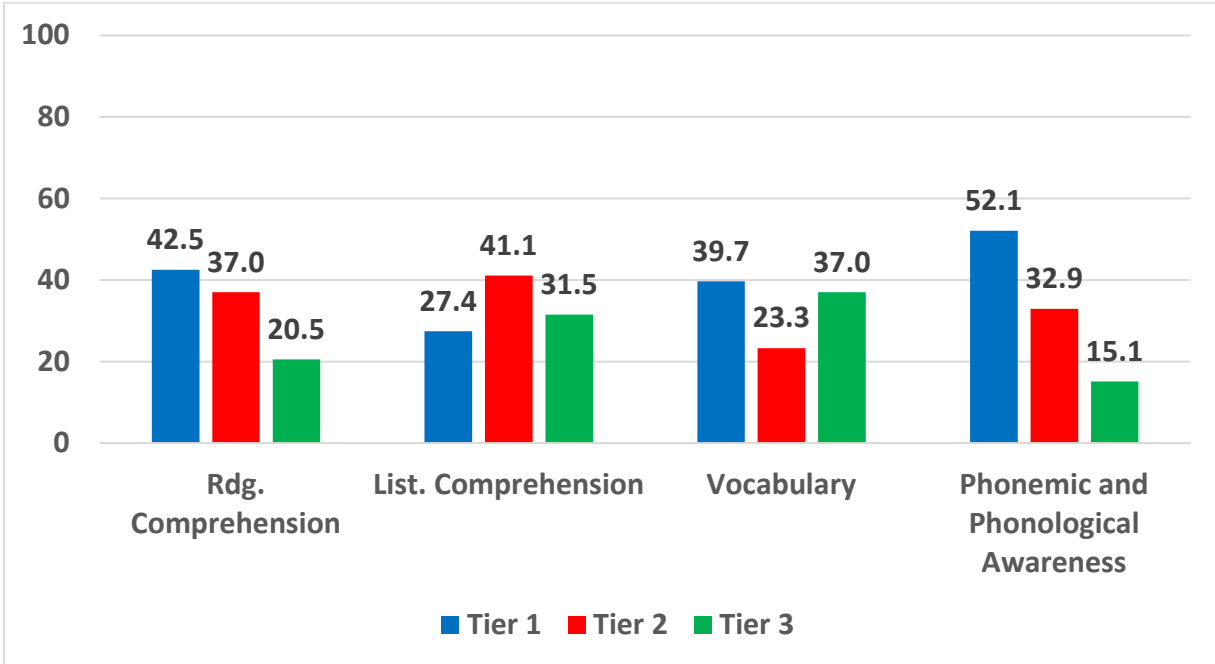
Kindergarten teachers' focus should be in Reading Comprehension, which is expected, as this is typical area for improvement for language learners. With the additional iPad equipment distributed to all elementary sites in past years, all K-2 students district-wide should be able to spend the necessary time needed with the Istation software to maximize their growth potential. Lastly, it is important for Kindergarten teachers to utilize Istation data along with the Senderos data and other measures they use to assess students to understand if the lower performance is limited to Istation versus all classroom assessment performance.

**Winter and Spring 2019-22 Grade K Groveland ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

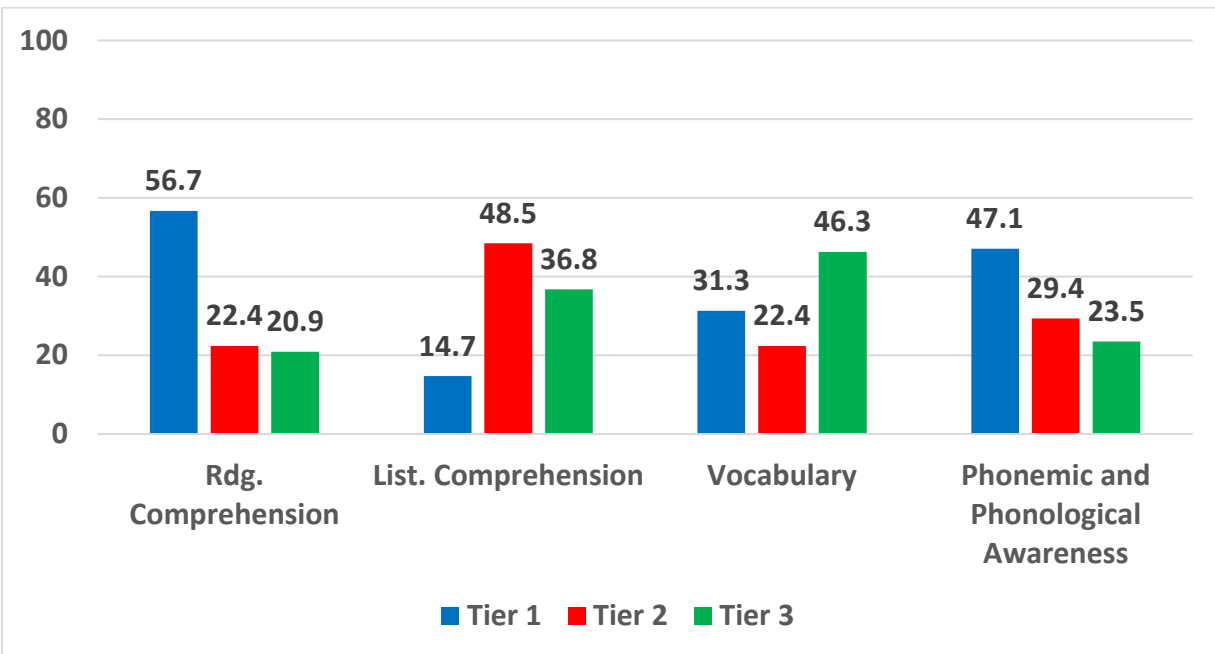
N=73

2021-22 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	179.4	46.6	183.7	41.9
Listening Comprehension	38.1	42.9	54.2	33.0
Vocabulary	164.7	30.3	175.9	37.6
Phonemic and Phonological Awareness	185.7	46.7	199.7	38.1
2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	180.2	50.5	187.2	51.5
Listening Comprehension	38.1	28.6	53.7	32.4
Vocabulary	167.1	32.2	174.1	34.2
Phonemic and Phonological Awareness	182.4	40.6	200.5	39.0
2019-20 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	176.4	40.9	-	-
Listening Comprehension	41.1	31.2	-	-
Vocabulary	166.9	32.3	-	-
Phonemic and Phonological Awareness	179.7	36.1	-	-

Spring 2022 Groveland Grade K Tier Level Percentage



Winter 2021 Groveland Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2019-22 Grade 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

First Grade results show that First Graders in 2022 out-performed First Graders in 2021 in all four areas. Fall to Spring scores this year show solid percentile performances with a focus in Phonics, which dropped by **12.8 percent**. Tier level percentages show a drop in Tier 1 percentage within the areas of Comprehension, Vocabulary and Phonics. Vocabulary showed a **14.4 percent** decrease at the Tier 1 level, increasing by **12.4 percent** at the Tier 3 level. The shift toward Tier 3 in Vocabulary should be seen as the great need to address as well as the drop in Phonics Tier 1 performance of **23.8 percent**.

Second Graders in 2022 were out-performed by Second Graders in 2021 in all five areas according to percentile results. There was a drop in Fall to Spring performance in all areas as well. It should be noted that Text Fluency is an area in which most schools saw a decrease. Tier level data show a significant increase in Tier 1 performance in Vocabulary, improving by **10.0 percent** since the Fall. Also, there was a modest increase of **1.5 percent** in Written Communication. However, there were decreases in Tier 1 percentages across the other three areas with a significant drop of **9.8 percent** in Text Fluency. This area also showed a **21.6 percent** of students performing at the Tier 3 level. This will need to be an area of focus for the next year.

Recommendations: Fall and Spring 2019-22 Grade 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

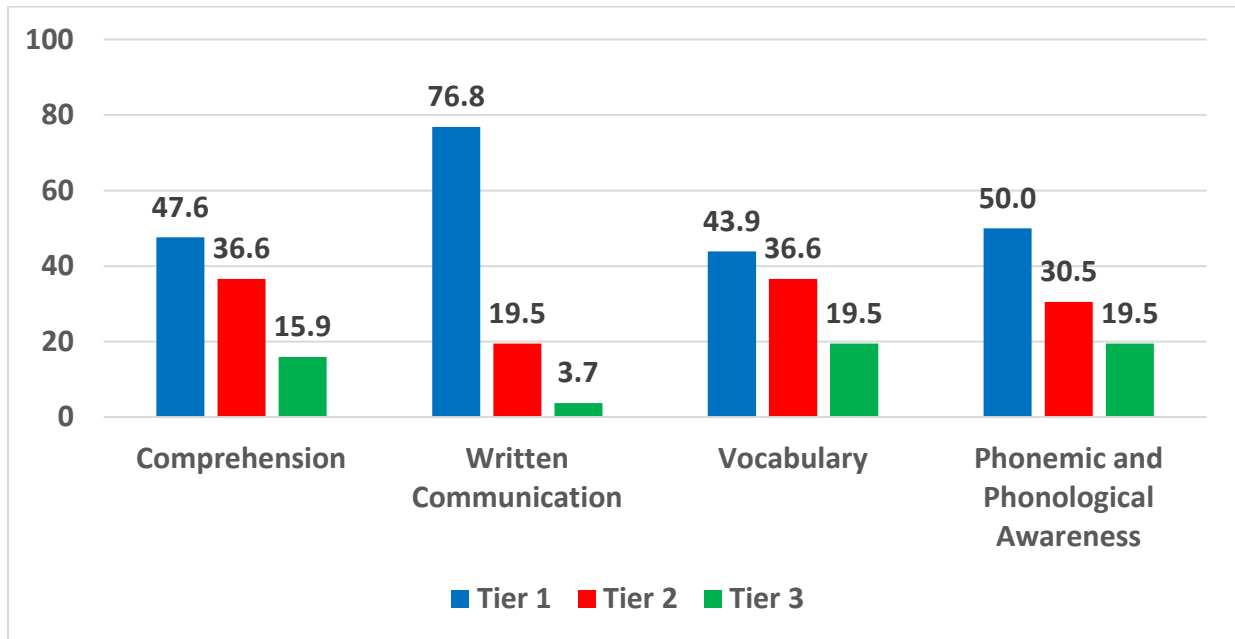
It is recommended that Second Grade teachers pay close attention to Comprehension and Text Fluency performance among their students. With **21.6 percent** of students performing at the Tier 3 level in Text Fluency, intervention strategies are recommended. Second Grade students who are performing at lower levels in Text Fluency will benefit from participating in the Istation instructional activities on a regular basis with follow up On-Demand Assessments administered each month to monitor student progress. In addition, for those students struggling with Comprehension (**11.4 percent**), the focus in this area is important for Second Graders as it is a stepping-stone for developing their Reading skills. With more practice using the Istation system, students will be able to make the gains needed to reach the upper Tier levels of the ISIP Test.

**Fall and Spring 2019-22 Grade 1 Groveland ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

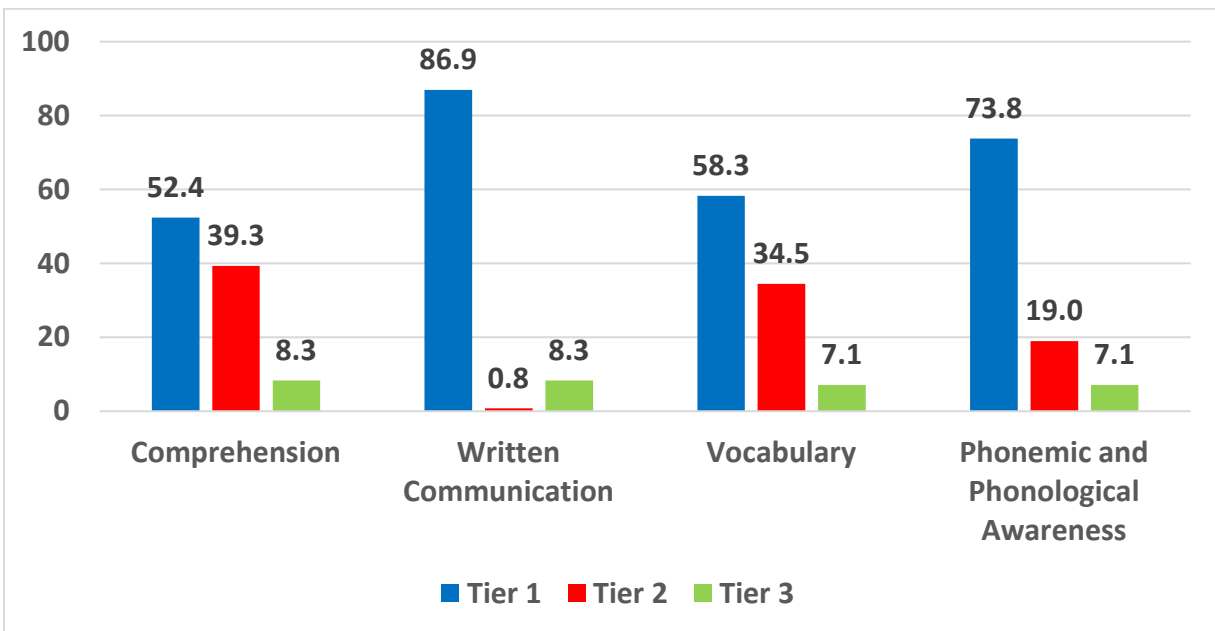
N=82

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	197.2	47.3	207.2	47.3
Written Communication	192.9	57.5	207.7	54.5
Vocabulary	186.5	51.3	195.2	43.4
Phonemic and Phonological Awareness	205.7	55.3	226.2	42.5
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	216.4	42.6	207.1	46.3
Written Communication	187.2	50.4	206.8	54.0
Vocabulary	183.2	45.6	193.4	37.4
Phonemic and Phonological Awareness	200.1	44.1	224.7	41.6
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	197.5	47.8	-	-
Written Communication	193.3	58.2	-	-
Vocabulary	188.5	55.6	-	-
Phonemic and Phonological Awareness	205.7	54.5	-	-

Spring 2022 Groveland Grade 1 Tier Level Percentage



Fall 2021 Groveland Grade 1 Tier Level Percentage

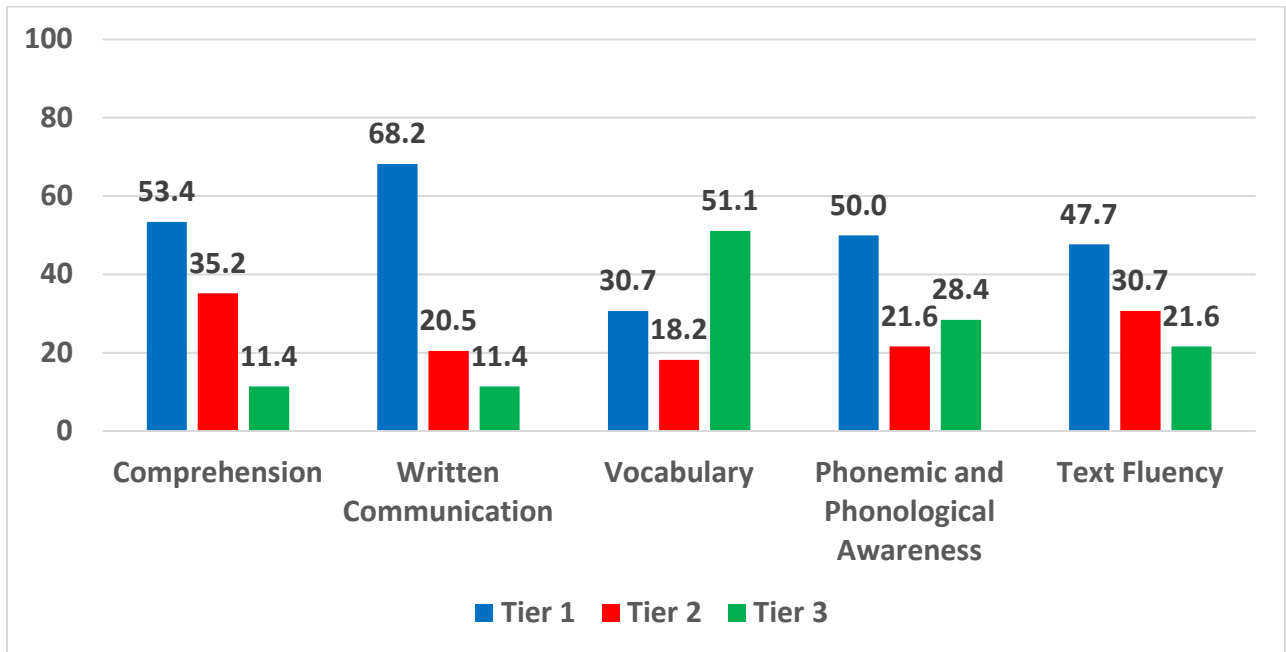


**Fall and Spring 2019-22 Grade 2 Groveland ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

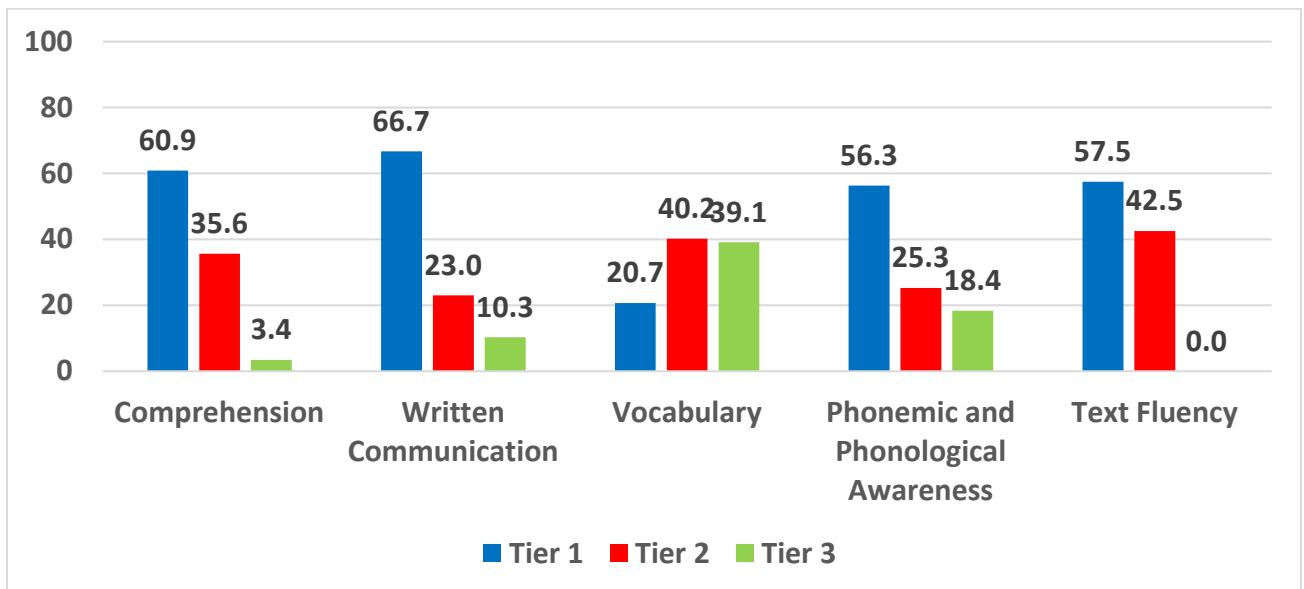
N=88

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	225.8	51.9	242.9	45.1
Written Communication	210.9	63.3	218.6	51.4
Vocabulary	206.0	31.9	215.2	29.6
Phonemic and Phonological Awareness	229.7	45.4	241.8	41.3
Text Fluency	9.0	64.5	18.3	39.9
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	209.8	45.7	243.6	45.7
Written Communication	212.3	66.4	222.6	59.2
Vocabulary	204.6	28.3	214.8	29.8
Phonemic and Phonological Awareness	234.9	54.0	250.7	52.8
Text Fluency	10.5	71.2	26.0	49.4
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	223.9	48.7	-	-
Written Communication	212.1	64.9	-	-
Vocabulary	206.9	32.0	-	-
Phonemic and Phonological Awareness	231.9	50.1	-	-
Text Fluency	9.1	66.3	-	-

Spring 2022 Groveland Grade 2 Tier Level Percentage



Fall 2021 Groveland Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2019-22 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

Winter results show that Minnewashta Kindergarteners significantly out-performed Kindergarteners from 2020-21 in all four areas. In fact, Minnewashta Winter percentiles for 2022 are significantly higher compared to Kindergarten percentiles from the Winter of 2020 as well. According to Winter to Spring results, Kindergarteners saw increases in percentile scores within the Vocabulary subtest, improving from **34.2 percent** to **43.1 percent**. The most significant decrease in percentile was seen in Phonics, dropping by **16.7 percent**, which is a similar phenomenon with all schools including Minnewashta in previous years. Tier level data show Reading Tier 1 percentages dropping by **6.1 percent**, while increasing by **5.2 percent** at the Tier 2 level. Listening Comprehension experienced a decrease of **12.5 percent** at this level as well. Phonics experienced a slight decrease in percentage for the Tier 1 level with Vocabulary showing a **9.5 percent** increase. This was the greatest shift in performances out of the four subtests. Overall, Minnewashta contributed positively to the overall district averages on each of the subtests.

Recommendations: Winter and Spring 2019-22 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

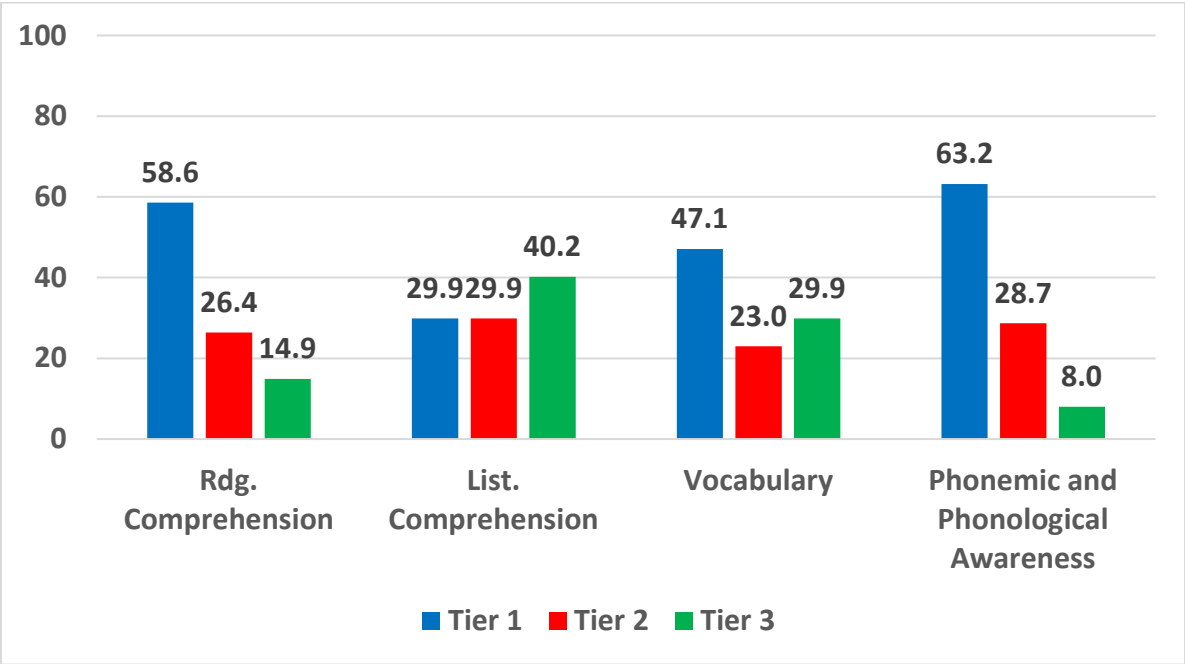
As with the other sites, it will be important for teachers to help students maximize their time with the supplemental Istation software in addition to providing students with the instruction needed through the Senderos materials. In the coming school year and beyond, teachers should work to study the alignment between the Vocabulary found in Istation with the Vocabulary found in the Making Meaning curriculum to ensure the most cohesive learning experience possible for their students. Areas of focus for Kindergartners should be in the areas of Reading and Listening Comprehension.

**Winter and Spring 2019-22 Grade K Minnewashta ISIP Mean Ability Index, Tier
Level, and Percentile
(No Spring 2020 Results due to COVID-19)**

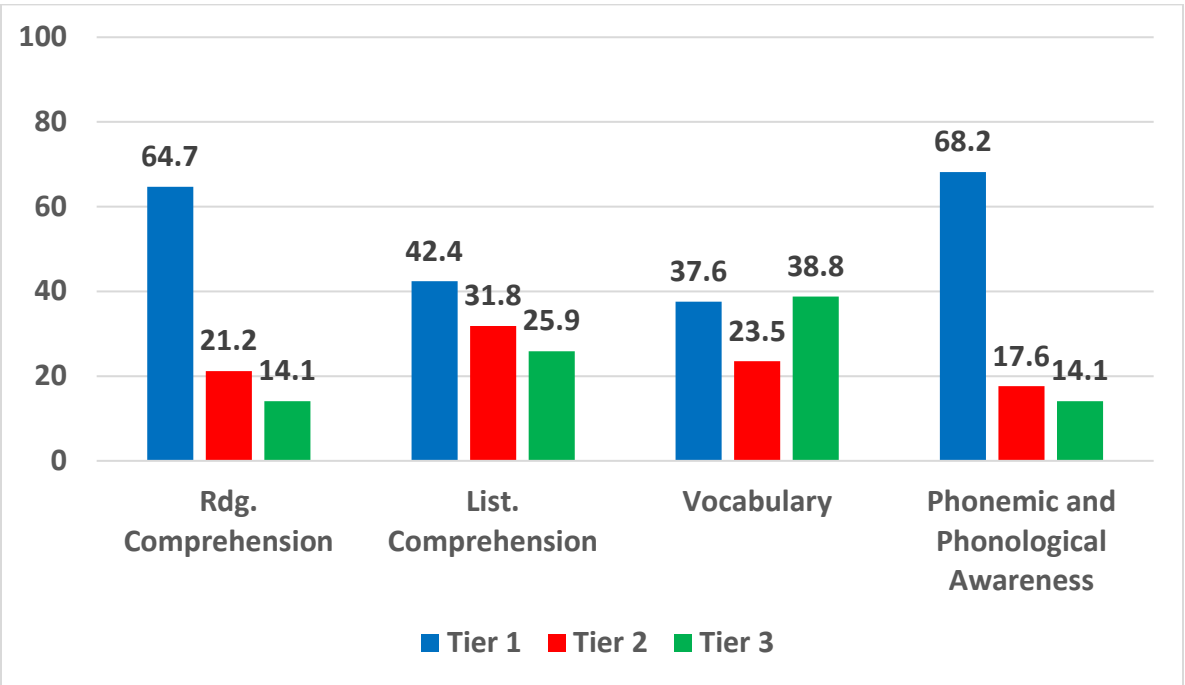
N=87

2021-22 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	180.9	50.8	186.2	48.5
Listening Comprehension	49.0	42.1	52.2	31.9
Vocabulary	166.4	34.2	178.9	43.1
Phonemic and Phonological Awareness	191.9	59.8	204.3	43.1
2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	179.6	44.7	182.2	37.5
Listening Comprehension	42.7	33.1	51.5	29.8
Vocabulary	165.7	29.4	175.3	36.8
Phonemic and Phonological Awareness	186.8	49.2	201.3	39.9
2019-20 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	178.4	45.5	-	-
Listening Comprehension	45.1	37.2	-	-
Vocabulary	163.7	27.1	-	-
Phonemic and Phonological Awareness	183.9	42.3	-	-

Spring 2022 Minnewashta Grade K Tier Level Percentage



Winter 2021 Minnewashta Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2019-22 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

Both First and Second Grade results are encouraging. For the second year in a row, First Graders improved from Fall to Spring in all four areas including out-performing their First Grade counterparts from a year ago. The most significant improvements from this Fall were seen in Phonics and Reading Comprehension. Fall to Spring Phonics percentiles increased from **51.0 percent** to **57.1 percent**, while Comprehension improved from **40.0 percent** to **62.1 percent**. Minnewashta First Graders eclipsed the 50th percentile on all four subtests. Tier level data show significant Tier 1 improvement in Comprehension (**26.5 percent**), Written Communication (**9.6 percent**), Vocabulary (**6.1percent**), and Phonics (**6.0 percent**). Within these subtests, there were also significant decreases at the Tier 3 level, all encouraging signs for Minnewashta First Graders.

Second Grade results showed Fall to Spring increases in all areas, except for a percentile drop from **64.1 percent** to **48.4 percent** in Text Fluency. This is a common area for students to experience a significant decrease due to the challenging nature of this subtest. There was a significant Fall to Spring percentile increase in Phonics, which improved from **46.9 percent** to **55.1 percent**. Tier level data show significant increases in all areas. Text Fluency improved by **3.4 percent** at the Tier 1 level, but there was also an increase of **15.0 percent increase** at the Tier 3 level. The most remarkable improvement was seen in Written Communication and Comprehension, in which the percentage increase at the Tier 1 level for Written Communication was **19.2 percent**, and the Comprehension increase was **18.6 percent**.

Recommendations: Fall and Spring 2019-22 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

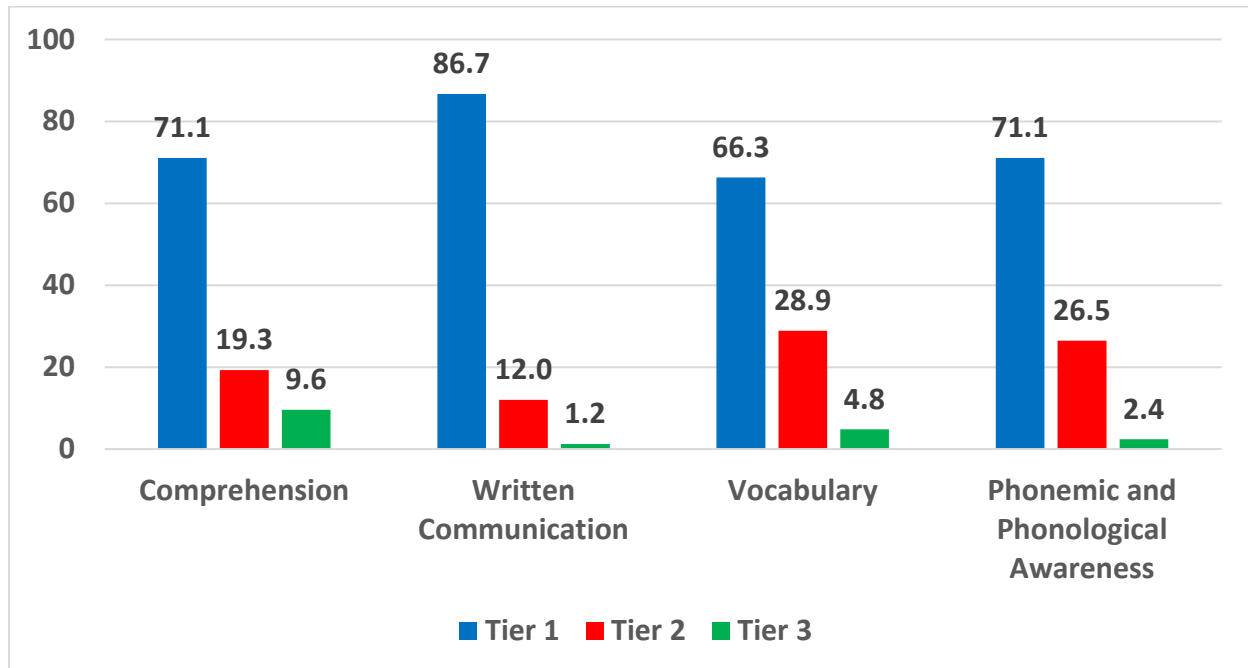
According to the results, Text Fluency should be a main area of focus for Second Graders as this showed the greatest drop in performance from Fall to Spring. The drop-off was like Second Grade results from Fall to Spring during the 2017-18 school year. Student performance should continue to improve in this area as teachers become familiar with the fluency students are exposed to in Istation compared to the Vocabulary students experience with Senderos.

**Fall and Spring 2019-22 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

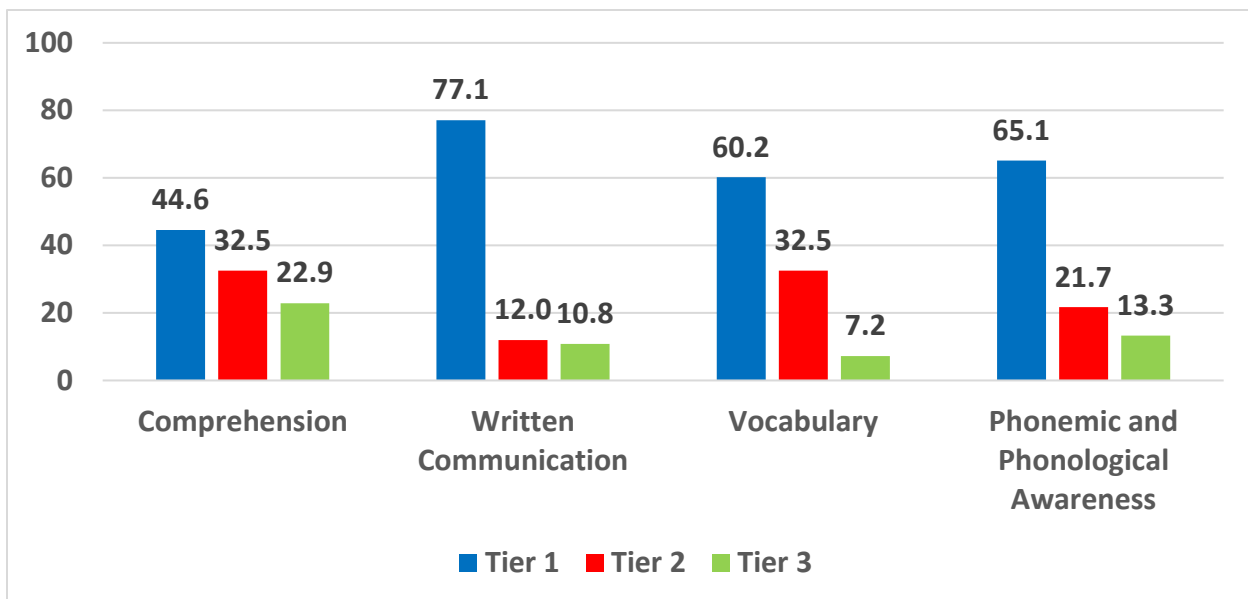
N=83

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	193.0	40.0	217.4	62.1
Written Communication	188.4	51.8	210.1	58.2
Vocabulary	187.5	53.6	203.8	59.7
Phonemic and Phonological Awareness	203.6	51.0	238.6	57.1
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	218.2	43.2	211.2	54.5
Written Communication	186.6	49.3	209.5	56.9
Vocabulary	185.7	51.0	204.2	58.7
Phonemic and Phonological Awareness	195.9	35.9	231.5	49.1
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	193.1	39.9	-	-
Written Communication	191.8	56.0	-	-
Vocabulary	186.1	51.9	-	-
Phonemic and Phonological Awareness	205.3	54.2	-	-

Spring 2022 Minnewashta Grade 1 Tier Level Percentage



Fall 2021 Minnewashta Grade 1 Tier Level Percentage

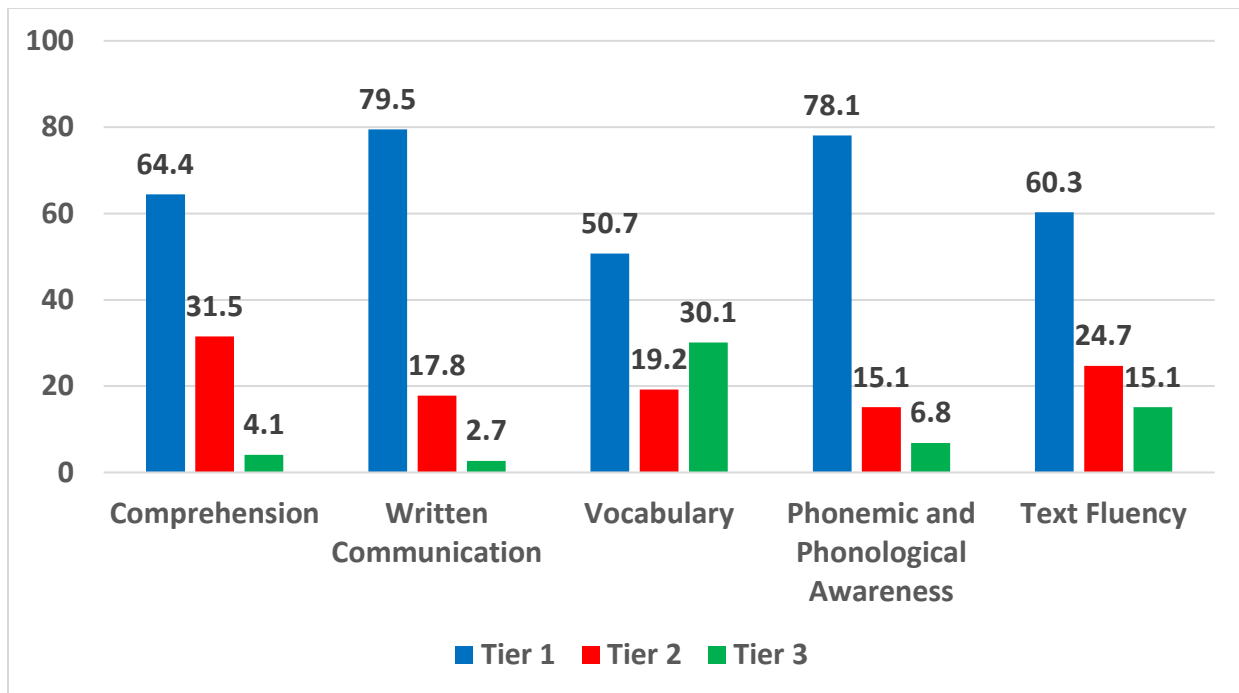


**Fall and Spring 2019-22 Grade 2 Minnewashta ISIP Mean Ability Index, Tier Level,
and Percentile
(No Spring 2020 Results due to COVID-19)**

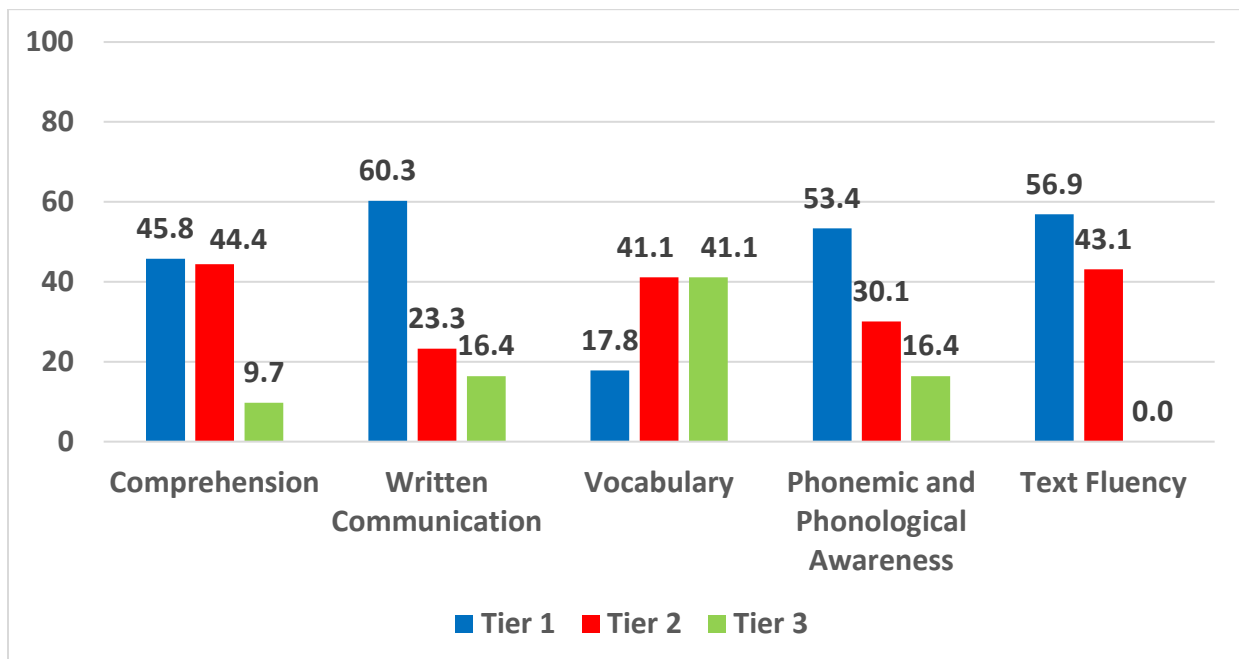
N=73

2021-22 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	220.2	43.9	249.9	51.0
Written Communication	209.0	57.8	223.2	59.8
Vocabulary	205.2	30.2	227.0	43.4
Phonemic and Phonological Awareness	230.6	46.9	253.0	55.1
Text Fluency	7.5	64.1	25.4	48.4
2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	199.8	40.6	248.3	49.6
Written Communication	208.2	55.4	224.2	62.0
Vocabulary	209.5	38.1	222.7	38.8
Phonemic and Phonological Awareness	229.7	45.6	253.2	55.3
Text Fluency	10.0	66.2	26.6	49.8
2019-20 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	228.6	53.9	-	-
Written Communication	209.8	61.0	-	-
Vocabulary	207.2	32.9	-	-
Phonemic and Phonological Awareness	233.4	51.7	-	-
Text Fluency	10.1	66.3	-	-

Spring 2022 Minnewashta Grade 2 Tier Level Percentage



Fall 2021 Minnewashta Grade 2 Tier Level Percentage



CONCLUSIONS AND RECOMMENDATIONS

It is important to note that these scores should continue be viewed with caution, because it is clear there was an impact on student performances due to the Pandemic. Although there were many positive signs of Fall to Spring growth, 2022 student scores were mainly eclipsed by previous year's scores at most grade levels on most subtests. This is worth noting as teachers prepare to work with students next Fall. Teachers will use the results to help plan for individual intervention with students depending on their performance. All student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

Most schools will need to focus on Text Fluency among their Second Graders and First Graders will need a focus on Vocabulary and Phonics. In some cases, school staff will need to work with students on Reading Comprehension instruction among their Second Graders. The use of On-Demand assessments for students who are well behind their peers will be key. Sixty minutes of practice a week using the Istation instructional supplemental software is recommended for students to show significant growth. With the ability to participate in practice at home on the Istation system, most students should be able to surpass the suggested 60 minutes of practice per week.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2022 administration of the Istation assessment.

Submitted by: _____


Matt Rega, Director of Assessment

Concurrence: _____


Dennis Peterson, Superintendent

REVIEW

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

Study Session Agenda Item #3

Title: Review of Instructional Materials

Date: June 16, 2022

OVERVIEW:

Pursuant to Policy #606, all instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission. This policy requires that all instructional materials challenge each student and prepare them to thrive in American society and the world at-large. As in past years, departments and programs have identified instructional material needs for the upcoming school year. As the English Language Arts, Health, and Science departments continue with the curriculum review and standards implementation process during the 2022-23 school year, additional resources will be reviewed, piloted, and brought to the Board for future implementation. The purpose of this report is to submit for Board consideration the instructional materials that have been reviewed over the past year and are recommended for full implementation at the start of the 2022-23 school year.

DIGITAL RESOURCES AND IPAD APPS

Each year the District introduces additional and updated digital resources to support the instructional program. The digital resources listed below have been reviewed by teams of teachers, technology coaches, and the technology department to ensure that they meet the District instructional resources criteria. They are recommended for the 2022-23 school year and beyond.

App Name	Category	Subject/Course
Bandmate Chromatic Tuner	Subject Specific	Band
Bee-Bot	Subject Specific	Tonka Codes
eChinese Updated Resources	Subject Specific	Chinese Immersion
EV3 Classroom LEGO Education	Subject Specific	STEM/Tech Ed/Advanced Robotics
Ice Flows	Subject Specific	Earth Science
ISS Detector	Subject Specific	Astronomy
Learning Ally Audiobooks	Book/eReader	General
Lego Mindstorms EV3 Home	Subject Specific	Stem/Tech Ed
LEGO® Education Spike™	Subject Specific	STEM
Merge Explorer	AR/3D	Science

Microsoft To Do	Productivity/Organization	Organization/Tasks
Nearpod	Subject Specific	Science
Planets	Subject Specific	Astronomy
Play and Learn Science	Subject Specific	Early Learning Science
Seek by iNaturalist	Subject Specific	Life Science
Slowmo-SlowMo Video Analysis	Subject Specific	Physics
Virtuali-Tee	Subject Specific	Life Science

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE MATERIALS

The changing nature of the Advanced Placement (AP) and International Baccalaureate (IB) curriculum requires adjustments on a regular basis. Advanced Learner Coordinator Laura Herbst works closely with AP and IB teachers and department chairs each year to select from available and appropriate materials.

In addition to the criteria outlined in Policy #606, these materials are selected based upon the curricular and programmatic guidelines of the International Baccalaureate Organization and the College Board. For the 2022-23 school year, AP and IB teachers have recommended implementing the following instructional resources to meet the demands of these programs. The instructional resources are included in the table below.

Title	Author	Course/Level
<i>IBDP Psychology</i>	John Crane	IB Psychology
<i>Practical Research</i>	Paul Leedy and Jeanne Ormrod	AP Research

RECOMMENDATION/FUTURE DIRECTION:

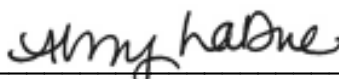
These instructional materials are submitted for School Board consideration and will be available for public review this summer. Materials will be submitted for School Board approval on August 4, 2022.

Submitted by: _____



Steve Urbanski, Director of Curriculum

Concurrence: _____



Amy LaDue, Assistant Superintendent for Instruction

Concurrence: _____



Dennis Peterson, Superintendent

REPORT

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

Study Session Agenda Item #4 a.

Title: Secondary School Belonging Reports

Date: June 16, 2022

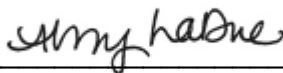
EXECUTIVE SUMMARY

Each year, the School Board establishes annual, actionable goals for the Administration that align with the vision and direction for the District.


The purpose of this report is to provide the School Board with the progress toward School Board Goal: Excellence in Student Well-being and Belonging. This goal 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.

Secondary school principals will provide a report on the middle school and high school belonging efforts during the school year, specifically highlighting efforts from the second semester. This will encompass how they have connected with students to ensure they are aware of and have access to student well-being and belonging resources.

Submitted by:


Amy LaDue, Assistant Superintendent for Instruction

Concurrence:


Dennis Peterson, Superintendent

REPORT

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

Study Session Agenda Item #4 b.

Title: Belonging Summits

Date: June 16, 2022

EXECUTIVE SUMMARY

Each year, the School Board establishes annual, actionable goals for the Administration 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.

This report will provide an update on the following belonging efforts:

- Evaluation of effectiveness of the resources in each building to support belonging initiatives.
 - Establish quarterly belonging summit for building-level representatives and Principals/Administrative Council to share resources and lessons learned to ensure systemic implementation

OVERVIEW

Three Summits were held this year to provide a venue for administrators to share the belonging efforts at their sites or in their departments in support of the District goal to ensure each student experiences a sense of belonging as a valued member of our school community. Because this goal was not finalized until after the first quarter was over, three Belonging Summits were held. These summits occurred on February 17, April 18 and June 2.

Belonging Summit One

The Administrative Council participated in the first Belonging Summit on February 17 during a virtual Admin Council meeting. Administrators were divided into groups, either by department or in cross-level principal groups for sharing and discussion.

Executive directors facilitated the discussion within their departments. Each team addressed the following topics. Information was documented and shared across the District.

- Strategies used to positively impact and support staff in your department related to creating a community of belonging for students and staff
- Actions from your department to positively impact the student experience as it relates to their sense of belonging
- Other strategies or ideas used during this school year to support our belonging efforts
- Lessons learned during this year related to belonging
- Additional resources that would support moving this work forward

Teaching and Learning directors facilitated conversations with the four cross-level principal groups. To prepare their reflections, principals responded to a Google form prior to the event. The responses were compiled into a slide deck to facilitate the discussion. Principal team topics are outlined below.

- Elevating and Responding to Student Voice
- Staff Professional Learning
- Other Strategies to Elevate Belonging
- Lessons Learned
- Additional Resources Needed Moving Forward

Belonging Summit Two

The second Belonging Summit was held on April 18 at the TSP building. Each administrator attended with a teacher leader who has been actively involved in leading the belonging efforts at their school. This was intended to be a sharing experience for them to hear each other and learn from one another. Teaching and Learning facilitated this summit as well.

Cross level teams were again created, and teams rotated through three stations focused on one specific aspect of this work. At the final station groups were asked to respond to the fourth question.

1. What priorities did you identify as a building as a result of the February 18 session with the Search Institute and your site's Developmental Relationships survey results? What actions have you taken in response to the Developmental Relationships survey results?
2. When you consider the breadth of the survey data that we have received, how might we better understand and respond to what our students are telling us through this survey? How might the June 14 day support these efforts? This is a draft proposal for June 14. What feedback might you have? What is missing? What might be redundant?
3. Based on the work that you are doing in your building and the feedback that you received from teachers in the Google survey from the Feb 18 session and overall, what additional professional learning needs do you and your building have to address our belonging efforts (summer institute, summer learning, late start, early release, staff meetings, etc.)?
4. What additional plans do you have yet this school year or into summer to

engage or interact with this work?

At the conclusion of the summit, facilitators shared summaries from their stations. Teams were invited to review the notes from their colleagues. Following this summit, the Teaching and Learning team studied the feedback and used the information to inform planning for the rest of the year and for summer learning, including the June 14 Moving from Data to Insights and Practice session with Search Institute.

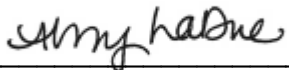
Belonging Summit Three

The final Belonging Sharing Summit occurred at the June 2 Administrative Council meeting. Each school and each department was asked to come prepared to share a one-to-two minute example that illustrates or brings to life how their school or department has lived out the District Commitment to Excellence and Belonging during this school year. Teams shared stories, strategies and examples, many using visuals or artifacts. While most administrators far exceeded two minutes, the cross-pollination of ideas was very successful and served as an opportunity to reflect on the work that occurred throughout the school year as well as to plant seeds for planning for the 2022-23 school year.


RECOMMENDATION/FUTURE DIRECTION:

The purpose of this report is to provide an update to the School Board on the progress that the District has made toward the Goal action step related to sharing resources and lessons learned to ensure systemic implementation.

Submitted by: _____


Amy LaDue, Assistant Superintendent for Instruction

Concurrence: _____


Dennis Peterson, Superintendent

REPORT

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

Study Session Agenda Item #4 c.

Title: Student Feedback from the Search Institute Survey

Date: June 16, 2022

EXECUTIVE SUMMARY

Each year, the School Board establishes annual, actionable goals for the Administration 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 purpose of this report is to provide the School Board with the progress toward School Board Goal: Excellence in Student Well-being and Belonging. The importance of relationships was identified as a cornerstone to accomplishing this goal. This report will share student feedback gathered through the Search Institute's Developmental Relationships survey.

OVERVIEW

The Search Institute student survey is intended to provide feedback on efforts to ensure that each student experiences developmental relationships as a core element of experiencing a sense of belonging as an important member of our school community. The results of this survey have been the foundation for professional learning throughout the spring and into this summer.

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 Student Well-being 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 Student Survey

In December, students completed the Developmental Relationship Survey. The survey allowed students to share how they experience the five elements of development relationships (survey 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 74% of students in grades 4-12 participated in the voluntary survey. Specific numbers and percentages of participation are in the chart below.

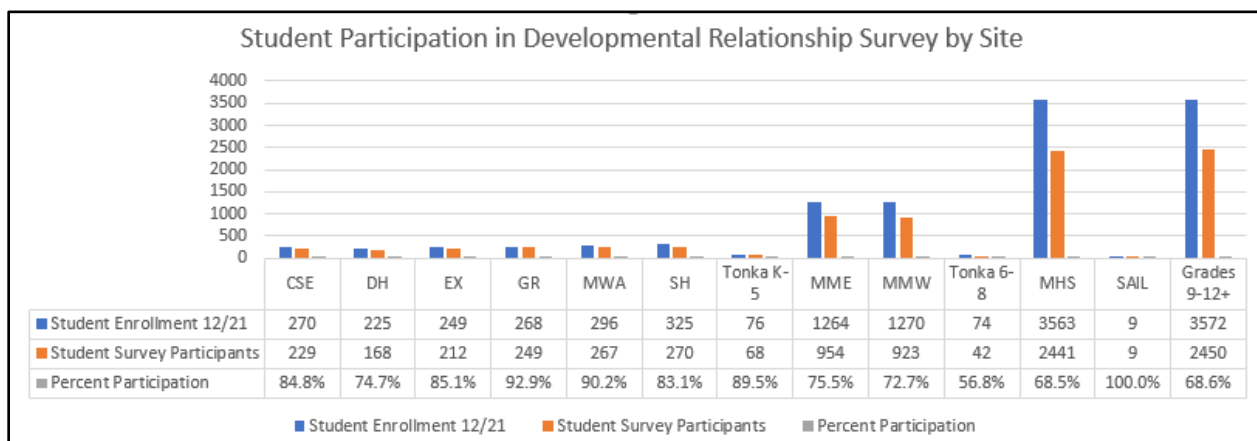


Chart 1: Student Participation in Developmental Relationships Survey by Site

Each survey item has four response choices, scored on a scale from 1-4. 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 33.33-66.33 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 very strong, Minnetonka administrators and teachers will continue to strive to ensure that each student experiences developmental relationships.

Level	Strong	Moderate	Weak
Elementary	66%	32%	2%
Middle	47%	48%	5%
High	43%	51%	6%

Figure 1: Developmental Relationships Strengths by Level

Celebrations and Opportunities

Themes emerged as to the strengths of relationships between Minnetonka teachers and their students, as well as opportunities to strengthen relationships.

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.”
- **Set Boundaries.** This action is from the “Provide Support” element and is defined as “Put limits in place that keep me on track.”
- **Respect Me.** This action is from the “Share Power” element and is defined as “Take me seriously and treat me fairly.”
- **Be Dependable.** This action is from the “Express Care” element and is defined as “Be someone I can trust.”

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

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

The third opportunity to strengthen developmental relationships varied by level.

- At the elementary level, **Let Me Lead**, from the “Share Power” element was identified as the next opportunity. It is defined as “Create opportunities for me to take action and lead.”
- At the secondary level, **Broaden Horizons**, from the “Expand Possibilities” element was the third opportunity. It is defined as “Expose me to new ideas, experiences, and places.” All three action opportunities at the secondary are from the “Expand Possibilities” element.

The District also completed a parallel survey with teachers, as was reported in February. Each school analyzed this information to understand where gaps in perceptions existed

between teachers and students. While the Search Institute reports that gaps are common, this information is being used to inform and prioritize work in this area.

NEXT STEPS

On June 14, Search Institute President and CEO Dr. Benjamin Houltberg and Search Institute Manager of Survey Services & Measurement Strategy Justin Roskopf will lead site administrators and teacher leaders in further understanding the feedback from students and, most importantly, moving to action. Their session, "Moving from Data to Insights and Practice with Search Institute" will be held at MCEC in the Deephaven Room. The District also intends to survey students in 4-12+ and all teachers again in a similar time frame in 2022.

ATTACHMENTS:

- Developmental Relationships Survey
-

RECOMMENDATION/FUTURE DIRECTION:

The purpose of this report is to provide an update to the School Board on the progress that the District has made toward Goal related to student feedback from the Search Institute's Developmental Relationships survey as part of the Board's goal of Excellence in Student Well-being and Belonging.

Submitted by: 
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: 
Dennis Peterson, Superintendent

For reference, here are the survey items used to measure the various aspects of:

Developmental Relationships

Express Care

- If I have a problem, I know my [relational target(s)] will help me.
- My [relational target(s)] really listen to me.
- When I work hard, my [relational target(s)] encourage me to keep going.
- My [relational target(s)] do things that make me feel like I matter.
- My [relational target(s)] show me they enjoy being with me.

Challenge Growth

- My [relational target(s)] expect me to do my best.
- My [relational target(s)] challenge me to try things that are difficult for me.
- My [relational target(s)] hold me responsible for the things I do and say.
- When I make mistakes, my [relational target(s)] show me how I can learn from them.

Provide Support

- My [relational target(s)] make it clear what behaviors are acceptable and not acceptable.
- My [relational target(s)] teach me how to ask for help when I need it.
- My [relational target(s)] help me figure out how to do things that are new or challenging to me.
- If I am treated unfairly, my [relational target(s)] say or do something to help.

Share Power


- My [relational target(s)] treat me with respect.
- My [relational target(s)] consider my ideas when making decisions.
- If I have challenges, my [relational target(s)] work with me to find a solution.
- My [relational target(s)] give me chances to be a leader.

Expand Possibilities

- My [relational target(s)] help me think of different possibilities for my future.
- My [relational target(s)] help me discover new things that interest me.
- My [relational target(s)] introduce me to other adults who offer resources or support that I value.

Notes:

- Items use either a 4-point scale of how much these statements are like their [relational target(s)] or the frequency that these actions occur.
- The use of [relational target(s)] is a placeholder. Organizations choose their own relational targets. Common relational targets include teachers, program staff, or mentors.

- 
- The language within the items varies slightly depending on whether the relational target is a singular person or group of people. The above language assumes multiple individuals, which is the most common approach.
 - The adult version of these measures ask adults to report on their own relational actions with young people in the organization.
 - Have questions or feedback related to these survey items? Please email us at surveys@searchinstitute.org.

UPDATE

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

Study Session Agenda Item #5

Title: Update on Cruz-Guzman

Date: June 16, 2022

The Board will receive an update from attorney Dennis O'Brien on the status of the Cruz-Guzman lawsuit.

Submitted by: _____



Dennis Peterson, Superintendent

J. Dennis O'Brien
Attorney at Law
612-709-2560
jdojd100@gmail.com
www.e-ulaw.com

June 7, 2022

VIA U.S. MAIL AND E-MAIL

dennis.peterson@minnetonka.k12.mn.us

Dr. Dennis Peterson
District Service Center
5621 County Road 101
Minnetonka, MN 55345

Re: Status Update: *Cruz-Guzman* and Desegregation

Introduction and *Cruz-Guzman* Procedural History

The effort to compel desegregation is still ongoing, although proceeding at glacial speed.

The *Gruz-Guzman* lawsuit was filed in November 2015. After a series of pretrial motions the Hennepin County District Court Judge denied a motion to dismiss the case and the matter was appealed to the Minnesota Court of Appeals. In March 2017 the Court of Appeals held that the issues (alleged violations of Minnesota's state constitution) were nonjusticiable. Specifically, the Court described the plaintiffs' claims as "rooted in a purported right to an education of a certain quality" and explained that the "establishment of a qualitative educational standard" was a "task for the legislature and not the judiciary."

The Court of Appeals decision then headed to the Minnesota Supreme Court, and in 2018 the Supreme Court reversed and reinstated the case¹. The Supreme Court proclaimed, "We cannot fulfill our duty to adjudicate claims of constitutional violations by unquestionably accepting that whatever the Legislature has chosen to do fulfills the Legislature's duty to provide an adequate education" and explained that "some level of qualitative assessment is necessary to determine whether the State is meeting its obligation to provide this right." The Court also stated "we will not shy away from our proper role to provide remedies for violations of fundamental rights merely because education is a complex area."

The case was then ordered back to the Hennepin County District Court. In December 2021 the Trial Court returned the case to the Court of Appeals by asking for further direction. Specifically, the Trial Court wished to know whether the Education Clause of the Minnesota constitution was "violated by a racially-imbalanced school system, regardless of the presence of *de jure* segregation or proof of a causal link between the racial imbalance and the actions of the state[.]"

¹ See 916 N.W.2d 1 (Minn. 2018).



Stated otherwise, the Trial Court wished to know whether desegregation could be compelled even if there was no proof that the state intended to cause the racial imbalance or that its policies did in fact cause this imbalance.

As will be explained shortly, the reason the Trial Court sought further direction is because Federal law prohibits race-based corrective legislation unless the State had previously engaged in assignment based on race (*de jure* segregation). Federal law only permits race-based corrective measures as a remedy for past *de jure* segregation. The matter is still pending before the Court of Appeals and so the question above has not yet been answered. Significantly, the plaintiffs petitioned the Minnesota Supreme Court for an accelerated review, which was denied on 3/29/22.

Overview of Desegregation: *De Jure* and *De Facto*

Case law and legal commentators have established two types of segregation. The first type is *de jure*, which means intentional, State-compelled segregation. "Separate but equal" *de jure* segregation was struck down almost 70 years ago by the United State Supreme Court in *Brown v Board of Education*². The second type is *de facto* segregation which occurs without State action, principally because of housing patterns.

In the 1970s the United States Justice Department sued the State of Michigan, alleging that the Detroit schools were unconstitutionally segregated and that the surrounding suburban schools must participate in desegregating the Detroit schools. In 1974, the United States Supreme Court's decision in *Milliken v. Bradley* prohibited such drastic steps and held that *de facto* segregation was not unconstitutional³. More recently, the Supreme Court's 2007 decision in *Parents Involved in Community Schools v. Seattle School District No. 1* essentially held that any race-conscious remedy in a *de facto* setting would not survive judicial scrutiny without a showing of *de jure* segregation⁴. As Chief Justice Roberts stated, "The way to end discrimination on the basis of race is to stop discriminating on the basis of race."

Proposed Legislative Action Designed to Address *Cruz-Guzman* Issues: HF 2471

In 2022 House File No. 2471 ("HF 2471") was introduced. Although it is 17 pages long, it would essentially enhance open enrollment by allowing "host districts" to send their own buses into neighborhoods with failing school districts so that parents can voluntarily send their children to successful schools. The legislation also proposes to establish magnet schools which the State has unsuccessfully tried on previous occasions. The operative premise of magnet schools is an attempt to encourage suburban kids to attend magnet schools in our central cities.

The most controversial sections of HF 2471 are designed to transfer students. HF 2471 requires the Commissioner of Education to address "disparities", or "patterns of educational differences" where historically underserved students underperform academically relative to white students, are underrepresented in vigorous courses and gifted programs, or are overrepresented in exclusionary discipline. "Historically underserved students" are defined as "students of color, indigenous students, and students in poverty." Once the Commissioner has identified such disparities affecting historically underserved students, he or she can require such districts to adopt a plan focused on four items: (1) culturally responsive teaching; (2) student achievement; (3)

² See 347 U.S. 483, 74 S. Ct. 686, 98 L. Ed. 873 (1954).

³ See 418 U.S. 717, 94 S. Ct. 3112, 41 L. Ed. 2d 1069 (1974).

⁴ See 551 U.S. 701, 127 S. Ct. 2738, 168 L. Ed. 2d 508 (2007).

Dr. Dennis Peterson
District Service Center
June 7, 2022
Page 3

integration; and (4) inclusion. By its very terms (“relative to white students”, “students of color”), this proposed legislation is race-based.

Potential Constitutional Conflict

It is clear that the Trial Court is aware that Federal law will prevent race-conscious remedies in the absence of *de jure* (intentional) discrimination, as it explained that to order the race-conscious remedy sought by the plaintiffs “would place Defendants squarely in front of the propeller blade of an Equal Protection claim.” The plaintiffs are trying to finesse this by using the Education Clause of the Minnesota constitution to circumvent Federal law, but such an effort would likely fail. A constitutional crisis might occur if the Executive Branch (the Governor and Attorney General) and the Judicial Branch (our Appellate Courts) order the Legislative Branch to adopt some version of HF 2471. This possibility may seem remote, but it must be remembered that “equalization theory” was adopted by the Minnesota Legislature in 1970 after Federal Judge Miles Lord ordered that it do so. Further, in its 2018 decision in this case, the Minnesota Supreme Court expressed a view that it would not be “required to devise particular educational policies to remedy constitutional violations.” Should such a violation ultimately be found, the Appellate Courts could order the adoption of some version of HF 2471 to provide a remedy while avoiding having to devise any particular educational policy themselves. If our state courts follow Judge Lord and direct legislative activity of the sort envisioned in HF 2471, there will be a constitutional crisis which can be resolved by seeking a Federal remedy. Federal law prohibits states from adopting race-conscious remedies in the absence of *de jure* segregation, and the Supremacy Clause of the United States Constitution dictates that Federal law must prevail should states attempt such actions⁵.

If you have any questions, please give me a call. Thank you.

Very truly yours,

ENGELMEIER & UMANAH, P.A.

/s/ Dennis O'Brien

By
Dennis O'Brien

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⁵ U.S. Const. art. VI, ¶ 2.