

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

**Summary of April 21, 2022 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 5:30 p.m. on Thursday, April 21, 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.

**REVIEW OF INFORMATION FROM CANDIDATE I VISIT**

*(Note: Superintendent Peterson was absent from the room during this agenda item.)*

The Board held a discussion regarding superintendent Candidate I, Mr. David Law, current superintendent of Anoka-Hennepin Schools. Mr. Law had interviewed for the position the previous evening, and had spent time in the District today, April 21, meeting with administrators and touring various District sites. The Board discussed the results of his Humanex profile, noting that it was very strong, his strong match to the leadership profile that had been developed by the search firm, and his excellent references. Board member Ambrosen cited Mr. Law's responses to the question of diversity vs. excellence, noting that Mr. Law had said it is not an either/or situation, and embracing diversity leads to strength for all. Mr. Ambrosen said he was confident that there would be no lowering of the bar with Mr. Law when it came to the District's commitment to excellence. Chairperson Vitale said that Mr. Law listens to diverse voices and meets students where they are through differentiation. "He brings everyone up; he doesn't bring anyone down," he said. Board member Selinger noted how specific his answers were to the Board's interview questions, saying he had given concrete examples and elaborated on them well. She also cited his work with Reimagine Minnesota. Board member Becker noted she had been impressed with his response to handling a crisis; he had cited his district's space crunch with all-day kindergarten requirements and how he and his Board had worked through that—involving the community and coming to a satisfying conclusion. Board member Odom noted that Mr. Law is currently superintendent of a very large, diverse district, and would bring that breadth and depth of knowledge to Minnetonka. Board member Selinger said she liked his answers regarding the importance of supporting staff during the past few particularly challenging years in education. Chairperson Vitale noted that while Mr. Law may not have scored the highest on the feedback forms regarding his work in innovation, he is excited as to how innovative Minnetonka already is and wants to do more of that work. Board members Wagner and Ambrosen noted his work with student groups, with Mr. Ambrosen saying he was impressed with how Mr. Law meets with so many of those groups, takes their feedback and ideas, and then returns to the groups with reasons why their ideas may or may not be viable. Board member Wagner

noted that she had talked to Mr. Law's colleagues at AMSD, and they found him to be very thoughtful, innovative and collaborative in that work. They cited his listening skills and said he was very good at making sure everyone in a discussion is heard. Chairperson Vitale noted his connections at the state level and how that would be beneficial to Minnetonka. Board member Lee-O'Halloran said that while he would have liked to hear more about Mr. Law's work regarding diversity, equity and inclusion, it was obvious that he excels at working with different groups and making connections with all of them. Board member Selinger noted the varying feedback from some of the employees Mr. Law had met with today, and said that many of them wished they could have had more time with him. Board member Ambrosen noted that staff that had worked with him in the past had all recommended him highly.

The Board then employed the "fist to five" method to rate whether they felt comfortable moving forward with a vote to approve Mr. Law as the District's new superintendent. The outcome was favorable, and Chairperson Vitale said that the Board would now recess the Study Session and hold a Special Meeting to officially conduct the vote.

The Board then recessed the Study Session at 6:36 p.m. and held the Special Meeting, where they voted unanimously to approve Mr. Law as the District's next superintendent. The Study Session then reconvened at 7:10 p.m.

## **PRESENTATION FROM THE SEARCH INSTITUTE**

Assistant Superintendent for Instruction Dr. Amy LaDue introduced Search Institute President and CEO Benjamin Houlberg, to lead the discussion. He began by sharing some background information on the Search Institute. Since 2013, the Search Institute has focused its research and practice initiatives on understanding the kinds of relationships that propel young people to learn, grow, and thrive, and the type of resources that will help adults to build those types of relationships. They incorporated insights from more than six million young people, building on their decades of research on Developmental Assets. Evidence from Search Institute's research studies has consistently shown that young people thrive when they are experiencing strong developmental relationships with the adults in their lives. These relationships are important for all young people, regardless of race, gender, ability, or economic background. Their research also reinforced the fact that parents, teachers, and out-of-school time program staff need and want more and better support for creating close connections with the young people in their lives. Their research conducted with millions of young people has helped build the foundation for the Developmental Relationships framework. It identifies five elements—with 20 specific actions—that make up developmental relationships. When young people experience these relationships in their families, schools, programs, and communities, they are more likely to be resilient in the face of challenges and grow up thriving. Developmental Relationships are close connections through which young people discover who they are, gain abilities to shape their own lives, and learn how to interact with and contribute to the world around them. Youth who experience strong developmental relationships benefit powerfully through increased academic motivation; increased social-emotional growth and learning;

increased sense of personal responsibility and reduced engagement in a variety of high risk behaviors.

Mr. Houlberg noted that tonight's presentation would include the following objectives:

- Introduce the fundamentals about the importance of building and strengthening Developmental Relationships with all students
- Share the elements of developmental relationships that have emerged through the Search Institute's ongoing applied research
- Build understanding of the different elements of a relationship-rich organization and the importance of creating thriving spaces by cultivating relationships and a sense of belonging

Mr. Houlberg noted that all individuals are born with the developmental need to connect. Relationships shape our development in biological, physiological and social ways. The quality of relationships matter and so do the affordances these relationships provide. The Search Institute defines Developmental Relationships as the "*Close connections through which young people discover who they are, gain abilities to shape their own lives, and learn how to interact with and contribute to the world around them.*" When developmental relationships are built, they shape young people's identity development, sense of competence or agency and belonging.

Mr. Houlberg then walked the Board through 20 different ways to build developmental relationships:

#### Express Care – Show Me That I Matter to You

- Be dependable—be someone I can trust
- Listen—really pay attention when we are together
- Believe in me—make me feel known and valued
- Be warm—show me you enjoy being with me
- Encourage—praise me for my efforts and achievements

#### Challenge Growth – Push Me to Keep Getting Better

- Expect my best—expect me to live up to my potential
- Stretch—push me to go further
- Reflect on failures—help me learn from mistakes and setbacks
- Hold me accountable—insist I take responsibility for my actions

#### Provide Support – Help Me Complete Tasks and Achieve Goals

- Navigate—guide me through hard situations and systems
- Empower—build my confidence to take charge of my life
- Advocate—defend me when I need it

- Set boundaries—put in place limits that keep me on track

Share Power – Treat Me With Respect and Give Me a Say

- Respect me—take me seriously and treat me fairly
- Include me—involve me in decisions that affect me
- Collaborate—work with me to solve problems and reach goals
- Let me lead—create opportunities for me to take action and lead

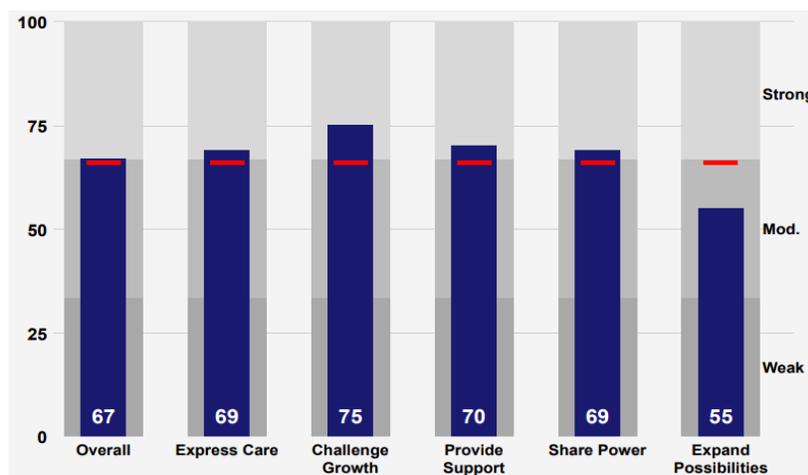
Expand Possibilities – Connect Me With People and Places That Broaden My World

- Broaden horizons—expose me to new ideas, experiences, and places
- Inspire—inspire me to see possibilities for my future
- Connect—introduce me to more people who can help me develop and thrive

Search Institute studies have shown that:

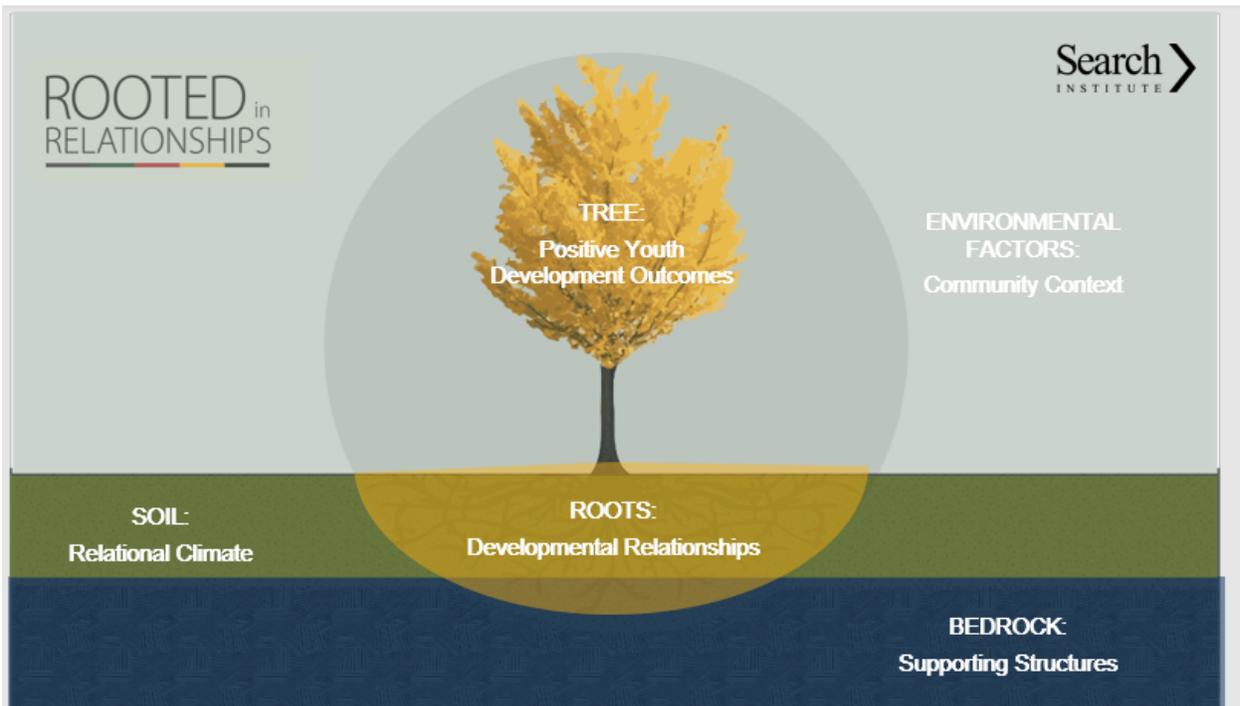
- Youth with stronger relationships with teachers / staff tend to report higher levels of social and emotional competence (self-management, relationship skills, responsible decision making, social awareness, and self awareness.)
- Search Institute studies have shown that students who experience those five elements in relationships with their teachers feel more connected to school, are more motivated to work hard, and earn higher grades than students whose relationships with teachers do not capture these elements of relationships (Scales et al., 2019).
- The association between developmental relationships and positive youth outcomes has been found for all of the demographic groups studied to date, including African American, Asian/Pacific Islander, Native American/Alaskan Native, Multiracial, and LatinX youth. The groups studied also include youth from all of the socioeconomic, age, gender, gender identity, and sexual orientation groups that have participated in Search Institute studies.

Mr. Houlberg then shared data from Minnetonka students on how they are perceiving their experience:



Mr. Houlberg noted that in looking across various studies, there is often a huge gap in how young people and staff in schools and out-of-school time organizations perceive their relationships. Staff often report being more intentional about building developmental relationships with youth than youth reporting experiencing. The point is that adults and youth often interpret their interactions differently. It may be that adults intend for their actions to be more supportive than youth end up reading them. The key is to have a climate that invests in relationships purposefully, and seeks to constantly get better by reflecting on what is working and what is not.

Mr. Houlberg then discussed the concept of rooted relationships:



- The Rooted in Relationships model builds on decades of research about the critical importance of strong developmental relationships for young people’s growth, learning, and success in life. Therefore, this model helps us to unpack the different components to focus on as we work to overcome some of the barriers that are getting in our way to creating relationships with all young people.
- In this model, the tree represents a healthy and thriving young person. Thriving is indicated by looking at several key areas of development including intrapersonal, social-emotional, academic, and civic.
- Just as a system of roots supports and nourishes trees as they grow, a network of developmental relationships (with peers, teachers, coaches, staff) offer youth connection, stability, encouragement, guidance and opportunities they need to thrive. Research has shown that young people who experience strong

developmental relationships are less likely to engage in high-risk behaviors, such as substance abuse and violence; and are more likely to report a range of positive outcomes, from academic success to social-emotional competencies and prosocial behavior.

- Roots absorb nourishment from the soil in which they grow. Soil conditions are critical for optimal growth and development of the root system. To cultivate the soil, we add important nutrients, remove toxins, and create space for roots to grow deeper and stronger. Similarly, an organization can *cultivate a climate that is intentional, inclusive, and equitable*. A relational climate that embodies these characteristics provides fertile ground for strong youth-adult relationships to take root.
- The bedrock provides a solid foundation for the soil and all that grows within it. Similarly, organization structures (such as communications; staff hiring, training and retention practices; schedules, budget allocations) can be aligned to continually support and sustain positive relational climates where relationships thrive.
- Environmental factors above ground affect a tree and its roots, soil, and bedrock. Youth- serving organizations are similarly affected by societal norms, government policies, and other aspects of the broader community context.

In the discussion that followed, Board members asked questions regarding the timing and demographics of the student surveys, the possibility of breaking the data down further into specific subgroups, and the plans for the principals to use this data going forward.

## **REVIEW OF FEES**

Executive Director of Finance and Operations Paul Bourgeois went over the following proposed fee changes with the Board:

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

Metals I	\$45	\$5 increase
Woods	\$25	\$5 increase
Adaptive Bowling	\$80	\$20 increase
Adaptive Floor Hockey	\$80	\$20 increase
Adaptive Soccer	\$80	\$20 increase
Soccer(boys/girls)	\$100	\$8 increase
Drama Fall Musical	\$80	\$5 increase
Drama Spring Musical	\$80	\$5 increase
Mock Trial	\$80	\$30 increase
Model UN	\$80	\$30 increase
Quiz Bowl	\$80	\$30 increase

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

Bright Watch

\$10-\$50  
(per weekday per quarter)

New fee

At the elementary school level, there are no recommended changes. Mr. Bourgeois also noted that Tonka Dome fees are recommended to increase by \$5 for each category.

The Board noted that they approved of the fee changes. Dr. Peterson said that this item would be brought back to the May 5 regular meeting for approval. A public hearing on the proposed fee changes will also be held during that meeting. Board member Wagner noted that scholarships are available for those students who have trouble paying the fees.

## **REVIEW OF STAMP RESULTS**

Director of Assessment Dr. Matt Rega led the discussion. He explained that in February 2022, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders do not take the STAMP Test anymore, because Immersion students are assessed several times throughout the year, which results in data redundancy and can lead to the feeling of testing fatigue among Immersion students. There is much data accessible to Immersion staff and the currently implemented assessment system amply allows for the effective monitoring of student progress and Language Immersion program evaluation. Students have the option to take the STAMP in Eleventh and Twelfth Grades if they choose to pursue the state Bilingual Seal. The Bilingual Seal affords students the opportunity to earn as much as four semester college credits if they choose to attend a Minnesota State University. Furthermore, students can earn the Seal by reaching specific benchmarks on the AP Chinese and Spanish Language Exams or the IB Chinese and Spanish Language Exams. The specific benchmarks for Bilingual Seal attainment are located on the Minnetonka District website and scores earned by students in Grades 10-12 allow students to be eligible for the Seal.

The STAMP 4S is a nationally recognized web-based test that assesses language proficiency, and the results inform test takers and educators about learning progress in the target language and program effectiveness. The test has four sections: Reading, Writing, Listening, and Speaking. Reading and Listening items are computer-scored and computer-adaptive (meaning that questions are selected based on previous responses, becoming easier or more difficult as needed to determine proficiency level). Writing and Speaking items are scored by Avant's trained raters who use a Scoring Rubric that lists the criteria for meeting Benchmark Levels. The test was developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and was adapted and is delivered by Avant Assessment.

As the Minnetonka Immersion program grows, there is a need to measure all Immersion students with a common benchmark. The scale Minnetonka uses is based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Minnetonka's Immersion teachers have used this common vocabulary internally and will

continue to use the ACTFL guidelines as they discuss student growth in target language proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines which makes it easier to track student progress under this system.

The STAMP results are reported using two scales to measure benchmarks. One scale measures Reading and Listening results, while the other scale measures Writing and Speaking.

Benchmark levels are grouped by major levels (Novice, Intermediate, and Advanced). Within each major level are three sub-levels that identify students in the top third, middle third, or bottom third of the range score for that level. Like ACTFL's low, mid, and high designations, these designations will assist the classroom teacher in seeing a further breakdown of each student's ability. The *National K-12 Language Immersion Proficiency Targets* table below illustrates that students can remain at any one of the three major proficiency levels for multiple years, thus highlighting the need to utilize the three sub-levels within each of major levels to identify student needs.

Because it takes a great deal of time and practice for students to acquire the skills necessary to move from the Novice Level to the Intermediate Level, teachers can track student progress within the sub-levels. Regarding the difference between Chinese Immersion and Spanish Immersion performance, it is widely recognized that students learning the Chinese language will take more time to develop their Reading comprehension skills, thus impacting their Interpretive Reading and Writing results.

### Chinese Immersion Key Findings

- The Chinese Immersion cohorts showed a solid increase in performance among students moving from Grade 6 through Grade 10 with a strong average score increase of **2.9 points** occurring between Grades 6 and 8 in Reading.
- Chinese Immersion Tenth Grade student results increased by a significant **0.3 points** compared to last year in Writing and Speaking.
- With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, **98.3 percent** of Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while **89.3 percent** of Eighth Graders met or surpassed these targets.
- Listening and Reading results indicate an area of focus for Chinese Immersion students in Grades 6 through 10. These are areas with evidence of the greatest declines over the past two years during the Pandemic.

### Spanish Immersion Key Findings

- The Spanish Immersion cohorts showed a solid increase in performance among students moving from Grade 6 through Grade 10 with a strong average score increase of **2.0 points** occurring between Grades 8 and 10 in Reading and Listening.
- In Reading, **74.8 percent** of Spanish Immersion students reached the Advanced levels with a total of **27.1 percent** reaching the Advanced-High level.
- In 2022, **98.5 percent** of Grade 6 students met or surpassed the national target in Listening, and **80.7 percent** surpassed the national target proficiency level of Intermediate-Low.
- In Writing, **46.2 percent** of Tenth Graders reached the Advanced-Low and Mid ranges, with Advanced-Low being the national target for Grade 12.
- **91.4 percent** of Tenth Graders have surpassed the national target of Intermediate-Mid for Speaking.

Dr. Rega then walked the Board through the results, sharing data from each grade level. He concluded his report by offering the following recommendations for action:

### Chinese Immersion Recommendations for Reading

Students would benefit from opportunities to learn about vocabulary and main ideas and details in the target language. This can be learned through exposure to authentic texts. In addition, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. Students can hone this skill by Reading authentic Chinese literature online, in books, in newspapers, or magazines. Students can learn to identify main ideas by Reading blogs or other types of online media. In addition, they can engage in higher level type of activities, such as mock trials or press conferences to help them make connections and apply what they have learned in their Reading to real life experiences.

### Chinese Immersion Recommendations for Writing

At the Intermediate level, Chinese Immersion students could be provided more authentic writing opportunities. As Integrated Performance Assessments (IPAs) are implemented, this type of exposure will become more widespread throughout the District. Students in Kindergarten through Grade Two began this experience during the 2013-2014 school year, followed by Grades Three through Five in 2014-2015 and Grades 6-8 in 2015-2016. IPAs are designed to give students opportunities to read, write, speak, and listen in a

more authentic manner. Chinese Immersion teachers have also attended staff development sessions focusing on conferencing and best practice writing instruction.

Again, Chinese Immersion students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits of writing. However, students will need to have opportunities to write across all disciplines in the target language that will engage them in more authentic writing experiences. The more engaged students are, the more their learning will become internalized allowing them to move toward proficiency at a rate in which they are quite capable.

### Chinese Immersion Recommendations for Listening

To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Translation can be effective if it is done consistently and without loss of meaning. As stated previously, a new plan for translating texts has been implemented and will enhance the translation process. Listening opportunities need to come from a variety of sources that supplement the teacher's instruction.

### Chinese Immersion Recommendations for Speaking

As students begin to move into the Intermediate-High proficiency range, they begin to speak with great accuracy, only making minor errors that do not affect the overall meaning. Their delivery may be choppy, and they may have a repetitive use of concrete vocabulary with occasional use of expanding terms. However, their accuracy of complex sentences is beginning to emerge. To improve upon their skills students will need to work be given opportunities to not only work on their speaking abilities but combine those types of presentational performances with presentational writing. The use of rubrics will help teachers to target their instruction after determining the specific areas of need using carefully developed rubrics that help to measure student performance in an authentic way.

### Spanish Immersion Recommendations for Reading

Students would benefit from more opportunities to learn about Spanish culture in a more authentic manner. In addition, Reading across content areas will help improve students' Reading comprehension levels. Studying social studies, science, math, and health themes will help students make real world connections and increase their vocabulary in the target language. Also, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. If students could experience texts that are unfamiliar and lengthier, then they will see gains in Reading due to increased stamina and vocabulary exposure.

### Spanish Immersion Recommendations for Writing

As students are asked to perform presentational speaking activities, they can also be expected to write in a presentational manner. In addition to presentational writing opportunities, students can practice writing authentically in the way they are tested. Students can be given real-world experiences by writing emails to other Immersion students within the District or communicating in writing to students in other countries. The more authentic writing experiences students are exposed to, the more opportunities they will have to internalize the language and move toward the next levels of proficiency.

### Spanish Immersion Recommendations for Listening

To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Students would also benefit from listening to their peers and carrying on conversations in small groups. In addition, interpretive listening can be strengthened if students are required to listen for special meaning in an audio presentation or from student presentations.

### Spanish Immersion Recommendations for Speaking

To improve upon their skills students will need to work be given opportunities to not only work on their speaking abilities but combine those types of presentational performances with presentational writing. The use of rubrics will help teachers to target their instruction after determining the specific areas of need using carefully developed rubrics that help to measure student performance in an authentic way.

### Spanish and Chinese Immersion Students Overall

Both Spanish and Chinese Immersion students will benefit from teachers continuing to utilize and revise integrated performance assessment model. Currently all immersion teachers use this model. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance in all four skill areas: *Reading, Writing, Listening and Speaking*. This model also helps inform teachers for them to provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

The Chinese Immersion teachers will need to provide more focused instruction in Reading and Writing, as Reading is a pre-requisite for Writing. Chinese and Spanish Immersion students would benefit from being exposed to more authentic texts. The STAMP 4S provides questions that are authentic such as having students read an advertisement or match pictures to newspaper headlines. Students need more opportunities to read for meaning using authentic texts written in the target language. Spanish students would benefit from activities that promote Interpretive Listening development. Students could

listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience.

## **REPORT ON SAIL PROGRAM**

Executive Director of Special Education Christine Breen and SAIL Coordinator Erin Valenta updated the Board on the program. They thanked the Board for supporting the purchase and conversion of the Shorewood Building to house the SAIL program. They showed a video of current students in the program, utilizing the new facilities. They updated the Board on the Dog Biscuit business that all of the current students are participating in. They also shared some numbers with the Board:

### Year-to-Date

- 19 weekly seminars
- 13 unique learning spaces
- 15 PAES Lab students
- 14 news shows produced
- 111 community outings
- 7 business partnerships (Goodwill, Northern Tool, Bethesda, Bernard Group, etc.)
- 96% of students are working
- 2,262 total collective days worked
- 6,220 total student hours worked

Ms. Breen also discussed the upcoming SAIL Program Graduation ceremony, June 8 at Pique Travel in Excelsior, and invited the Board to attend. Five students are set to graduate on that date. Five other students have already graduated from the program. They are projecting 36 students in the program for next year.

### Learnings from Year One

#### Transportation

- Short bus rides increasing opportunities for direct instruction
- Ease of scheduling
- High level of support for community outings

#### Community Partnerships

- Businesses are learning from our students
- Willingness to learn how to foster an independent employee
- Finding "right fits" for students

Seminar Creation and Implementation

- Building seminars as we go
- Matching student need
- Keeping the FUN!

Success Is.....

- SAIL is the transition program other districts are aspiring to replicate

**TONKA ONLINE REPORT**

Assistant Superintendent for Instruction Dr. Amy LaDue presented information on the Tonka Online program for the Board. Highlights of her presentation included the following:

Enrollment, Sections and Staffing

The Academic Program for Tonka Online K-5 in 2021-2022 consisted of 201 enrolled students for the first semester and 206 enrolled students for second semester. This included one section of Kindergarten and two sections each of grades one through five.

The Academic Program for Tonka Online 6-8 in 2021-2022 consisted of 72 enrolled students in the first semester and 69 enrolled students for second semester. This included one section each of language arts, math, science, social studies, music and physical education for each grade 6-8. Additionally, students in grades 6 and 7 were offered exploratory wheel courses each quarter which included FACS, computer science, art and health. While 8th graders were offered an elective option, French, Spanish or mixed media art and culinary innovations.

The academic program for Comprehensive Tonka Online 9-12 consisted of 46 enrolled students for first semester and 52 enrolled students for second semester. Below is a breakdown of those students by grade level.

<b>GRADE</b>	<b>Sept</b>	<b>Feb</b>
<b>9</b>	10	14
<b>10</b>	12	13
<b>11</b>	11	11
<b>12</b>	13	14

During the school year, 98 sections of 42 unique courses were run with 42 teachers teaching at least one online section each semester to both supplemental and comprehensive students. Currently the 9-12 Tonka Online program leverages existing staff in the building to deliver instruction by utilizing teachers who also teach a similar in-

person course during the same semester as their online course. This provides teachers the ability to maintain collaboration in PLC's, leverage teaching experience, and share ideas between their online and in-person courses during each semester. 9-12 Tonka Online was able to leverage this staffing model to deliver a wide variety of courses to both supplemental and new comprehensive students during the school year.

Of those 42 courses, 8 courses were created specifically for the Comprehensive Tonka Online program by 8 new teachers and launched this fall. In addition, 4 other new teachers were instrumental in creating and delivering a total of 13 new courses for the 2021-22 school year.

### Programming K-8

The K-8 Tonka Online program was designed to offer synchronous instruction to students and families looking for the same Minnetonka experience but in a unique online environment. The program takes into consideration the developmental ages and needs of students, including blended synchronous and asynchronous instruction and digital and non-digital learning throughout the school day. Students follow a similar schedule with similar instructional minutes for each core content area, as the brick and mortar schools. Since the instructional learning environment is conveyed through the use of technology, organized support systems are put into place for teachers, students and families.

Students and teachers were recently surveyed to provide feedback on their experience and ideas for Tonka Online. Parents were asked to also share insights earlier this winter. Below is a summary of key themes reported.

#### *Teacher Feedback*

Online teachers reported some of the most effective practices used this year to support students' academic needs included activities adapted to student interest and abilities, small group sessions both during class and after synchronous instruction, more visuals for directions, on-going feedback on assignments and in Schoology and/or Seesaw, having parents involved in their students' day. Further, creating engaging lessons designed for an online format, virtual field trips, a variety of mediums to instruct, and an authentic platform for students to complete their work. Before school and afterschool sessions, daily checklists, video demonstrations, and student choice were also named.

Effective practices used to support students' social and emotional needs included morning meetings, greeting one another in different languages, lunch bunches where students engaged in social time together, Thoughtful Thursdays, park meet-ups, celebrating birthdays, engaging parents in social experiences for students both online and in person when applicable, using humor, having office hours, and sending home paper mail. Further, 1:1 conferences with students, daily zone check ins, and selecting a topic happening in the world and having students pick a side - modeling for students how to have a respectful debate with different perspectives.

### *Student Feedback*

Of the 84 students who completed the 3-5 grade student survey, 80% shared they strongly agreed/agreed their academic performance grew this year in the online program. Learning how to be a stronger writer and use their voice, new strategies in reading and math, and hands-on science experiments were the top reported items. 6-8 grade students commented on being more efficient at home and away from distractions, learning new technology skills that have improved their ability to grow, moving at their own pace, more opportunities to connect in a small group with their teacher(s), and authentic learning opportunities.

Building strong developmental relationships in the online program was an important goal starting in the fall and students in grades K-8 reported that continued opportunities to meet students in small group settings, in person and online clubs, lunch bunches, access to a school counselor, and community building across the program would be valued and appreciated.

### Programming 9-12

Expansion to a Comprehensive Online program for grades 9-12 has been aligned with the core values and expectations of our existing Tonka Online supplemental program.

Tonka Online lesson delivery is primarily asynchronous for 9-12 students. This delivery model gives students and teachers flexibility. Each of the Comprehensive 9-12 classes are designed to provide students with scheduling flexibility while also giving pacing guidelines to ensure adequate progress and time to meet course standards and objectives. To ensure adequate progress, online courses have an expectation of engagement each week. Students can develop their own engagement routines and are not required to meet for live instruction times; however, students are required to routinely engage in each of their online classes and make progress each week. Teachers can and do offer synchronous office hours and other on demand support as needed.

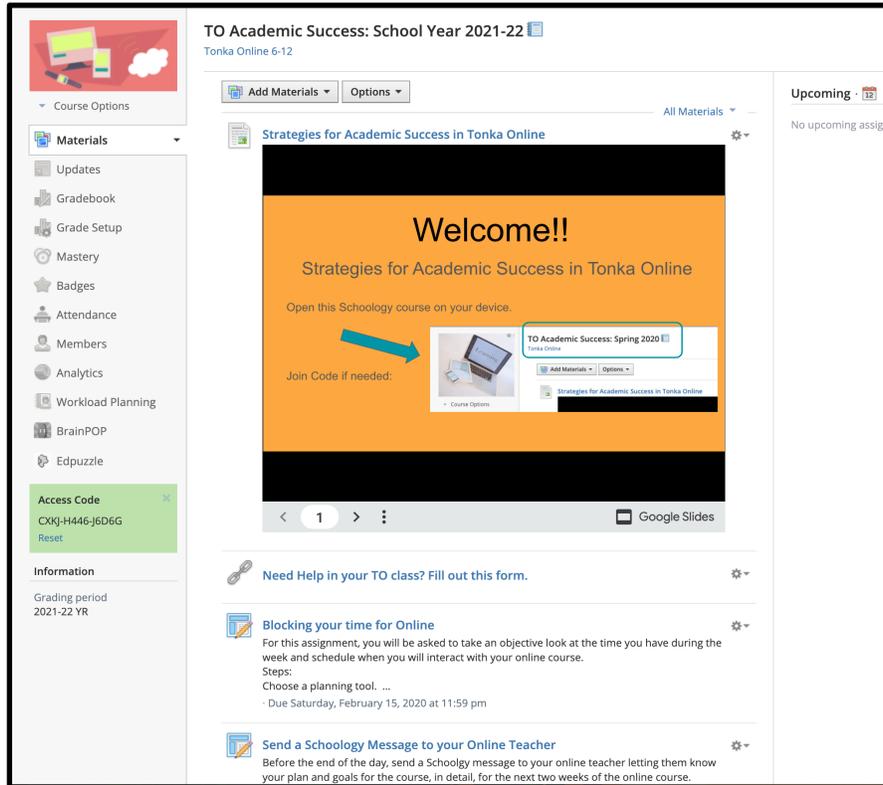
### Course Design and Delivery

Online teachers have built on their experience with course design in Schoology and virtual content delivery and instruction over the past few years to develop a high quality online experience for students. Each Tonka Online course has a similar structure with a Welcome Folder with important course documents and descriptions of how to start the asynchronous course, planning guides for pacing, and Lesson/Module Folder structure in Schoology. This consistency has provided online students an easy way to navigate between their different courses and easily find success with accessing course materials.

Teachers are responsible for feedback, connecting and building relationships, monitoring progress, and providing guidance and support for online learners during the course.

## Academic Supports

In addition to working with course instructors for additional help and support online students have access to an Academic Skills course in Schoology that can provide additional supports and resources for time management and other executive functioning skills to help students make adequate progress in their asynchronous online class.



The screenshot displays the Schoology course page for 'TO Academic Success: School Year 2021-22' in Tonka Online 6-12. The interface includes a left-hand navigation menu with options like 'Materials', 'Updates', 'Gradebook', and 'Access Code'. The main content area features a 'Welcome!!' slide titled 'Strategies for Academic Success in Tonka Online' with a 'Join Code if needed:' field. Below the slide are three informational cards: 'Need Help in your TO class? Fill out this form.', 'Blocking your time for Online' (due Saturday, February 15, 2020 at 11:59 pm), and 'Send a Schoology Message to your Online Teacher'.

Online teachers monitor progress and are asked to reach out to guardians if students have not engaged for 3-5 days. Teachers will send a Schoology message and an email home with an offer for support and an open line of communication if there are any potential issues or concerns about the course.

Tonka Online staff also monitor weekly attendance and help inform families when there are multiple weekly absences. In addition to family communication, Tonka Online staff connect with counselors, building Administrators, and other student support teams in the building as needed to help ensure students are successful in their online courses.

Although courses are asynchronous, attendance is taken on a weekly basis for comprehensive online students according to an established Tonka Online Attendance Procedure. Teachers ensure that students have made adequate progress and engagement for a given week and/or they have communicated a plan to make progress the following week. Engagement is more than a course login to Schoology for that week and should be evidence that students are making progress toward course completion.

Absences are recorded in Skyward, and communication (email and voicemail) is sent to guardians when an absence is recorded. As needed, multiple absences are reported to building Deans.

## **EXPANSION OF TONKA ONLINE 2022 AND BEYOND**

The School Board set an additional goal to ensure intentional design of a plan for growth and development of the Tonka Online learning option during the coming years.

### Board Goal: Excellence in Student Learning and Support

Broadening the reach of the Minnetonka experience through the Tonka Online K-12 e-learning program

- Develop a plan and resource map to further advance the Minnetonka K-12 experience for students who participate in the Tonka Online K-12 e-learning program
- Ensure plan provides sustainable online programming leveraging the learnings from Tonka Online and COVID-19 experiences by June of 2022

## **PLAN AND RESOURCES**

### Signature Elements for the Tonka Online Program

The Tonka Online program has been designed to offer students the Minnetonka experience from anywhere in the State of Minnesota.

Signature elements are key concepts the District will ensure are aligned and consistent from classroom to classroom and between levels when appropriate.

### Signature Elements 2021-2022:

- Minnetonka Designed and Created Curriculum
- Minnetonka Expert Teachers and Staff
- Creative, innovative instruction designed for an online environment
- Supplemental Immersion Experience (K-8)
- Supplemental Navigator Experience (Elementary)
- Synchronous Instructional Model K-8, Asynchronous Instructional Model 9-12
- Synchronous Daily Elementary Specialist Experiences
- Classroom Community built on a foundation of strong teacher/student relationships

### Proposed Enhancement of Signature Elements 2022 and Beyond:

- Sustained focus on whole child, academics and social/emotional development
- Consistent and Intentional Tier 1 Social and Emotional Lessons

- Hands-on science at home with kits designed by the dedicated Science Center
- Library Book check-out and rich e-book collection
- Computer programming/coding for all ages in curriculum
- High-quality, mastery-based Minnetonka-developed assessments fully adapted for online learning
- Outside enrichment opportunities that connect students with experts
- Strong Sense of School-wide Community
- Organized Parent Group

## Plan Design

The plan to further develop the Tonka Online program is outlined in phases and organized by three key elements. Each Phase is built off of the prior phase and moving forward is inclusive of all elements outlined in the previous phase(s). These phases and elements are meant to encompass both the excellence and the breadth of opportunity that Minnetonka Schools are known for providing.

Phase I describes the initial design of the comprehensive program which was implemented during the 2021-22 school year. Phase II describes the proposed expansion for the Tonka Online program over the next two school years (2022-2024). Finally, Phase III outlines possible direction for further expansion beyond three years. The three key elements include academic programs, academic supports and opportunities, and whole child development. Outlined in this section is a plan organized by level, elementary, middle school and high school. Resources are also outlined at the end of this section.

## **ELEMENTARY TONKA ONLINE**

During this school year, Phase I of Tonka Online K-5 offered a comprehensive grade level program with supplemental offerings for signature programs including Spanish and Chinese language immersion and Navigator. Additional advanced learning options were offered including math at the student's instructional level and enrichment programs.

As we look to the future of the program at the K-5 level, moving from Phase I to Phase II involves expansion to a full Spanish immersion program for kindergarten and first grade with plans to expand one additional grade each year thereafter. The second year of this phase also includes a proposal to offer a full online Navigator Program. Additionally, specific attention will be given to creating more opportunities for connections and social and emotional experiences that meet the needs of developing elementary age students. Phase III further expands immersion both by grade level and into a full Chinese immersion program option. Academic and Whole Child Supports will continue to evolve based on student experiences and needs.

### **PHASE I:**

#### Academic Programs

- Comprehensive grade-level program

- Supplemental Immersion option
  - Chinese language experience
  - Spanish language experience
- Supplemental Navigator Program
  - Navigator language arts
  - Math at instructional level
  - Navigator language program for Immersion

#### Academic Supports

- Advanced Learning
  - Wings
  - Math at instructional level
- Enrichment
  - Independent Investigations (I.I.)
  - Project THINK
- Tier 2 reading interventions

#### Whole Child Development (Social, Emotional, Relationship, Connections)

- Morning Meeting
- Lunch Bunch
- School counselor support

### **PHASE II:**

#### Academic Programs

- Kindergarten and First grade full Spanish Immersion, expanded by one grade level each year
- Supplemental immersion language experience, as needed
- Navigator program
  - Math at instructional level
  - Navigator language program for immersion

#### Academic Supports

- Tier 1 and 2 reading interventions
- Tier 1 and 2 math interventions, as applicable
- General education Paraprofessional Support
- Introductory language experience for all non-immersion students

#### Whole Child Development (Social, Emotional, Relationship, Connections)

- Morning meeting
- Lunch Bunch
- Tier I social and emotional lessons
- School counselor supports
- Playworks and/or other organized social development programming
- New field trip experiences

## **PHASE III:**

### Academic Programs

- Third through fifth grade Spanish Immersion
- Full Chinese Immersion program

### Academic Supports

- Implementation of full intervention model
- Tutor center and collaboration space facilitated by a student learning coach

### Whole Child Development (Social, Emotional, Relationship, Connections)

- Tier 2 and Tier 3 social and emotional supports

## **MIDDLE SCHOOL TONKA ONLINE**

During this school year, Phase I of Tonka Online 6-8 offered a comprehensive grade level program with supplemental offerings for signature programs including Spanish and Chinese language immersion. Additionally, students were provided instrumental music options, music lessons, and 8th graders selected an elective.

As we look to the future of the program at the 6-8 level, moving from Phase I to Phase II involves expansion of elective course offerings and asynchronous course options to provide students more choice, flexibility and provide initial preparation for the high school model. An emphasis will also be placed on academic support looking at workshops courses in both reading and math and dedicated time for additional student support. Additionally, specific attention will be given to creating more opportunities for connections and social and emotional experiences that meet the unique needs of middle level learners. Phase III expands full immersion into the middle level, first in the Spanish language, and subsequently in Chinese. Academic and Whole Child Supports will continue to evolve based on student experiences and needs.

## **PHASE I:**

### Academic Programs

- Comprehensive grade-level program
- Language Experience for Chinese Immersion and Spanish Immersion
- Exploratory courses grades 6-7 and elective choice grade 8

### Academic Supports and Opportunities

- WATCH Wednesday (a modification of MAST)
- Math at students' level
- Instrumental music lessons

### Whole Child Development (Social, Emotional, Relationship, Connections)

- Lunch Bunches
- Social and emotional lessons

- Daily Zone check-ins

## **PHASE II:**

### Academic Programs

- Expand elective course offerings
- Expand asynchronous course offerings

### Academic Supports and Opportunities

- Math Workshop courses
- Reading Workshop courses
- Advisory structure that includes a focus on academic success
- Technology lessons
- General education Paraprofessional support

### Whole Child Development (Social, Emotional, Relationship, Connections)

- Social and emotional instructional lessons
- Daily Zone check-ins
- Regular social and emotional lessons
- Advisory structure that supports social, emotional, and character development
- Clubs and groups

## **PHASE III:**

### Academic Programs

- Expand Honors course offerings
- Spanish and Chinese Immersion opportunities aligned to elementary offerings

### Academic Supports and Opportunities

- Tutor center and collaboration space facilitated by a student learning coach

### Whole Child Development (Social, Emotional, Relationship, Connections)

- Tier 2 and Tier 3 social and emotional supports

## **HIGH SCHOOL TONKA ONLINE**

During this school year, Phase I of Tonka Online 9-12 offered comprehensive online courses and created an option for students to meet graduation requirements as an online student. Past experience with asynchronous online course creation, delivery, student engagement, and intentional teacher interactions helped support the successful expansion. Leveraging existing teacher experience and asynchronous Tonka Online course design enabled the program to quickly scale and include 9th and 10th grade required courses that did not exist prior to the expansion.

As we look to the future of the program at the 9-12 level, moving from Phase I to Phase II involves looking beyond the core classes and electives that meet graduation

requirements to additional courses and electives that provide more options for full time students as they progress from 9th to 12th grade as online students. Additionally, this phase will include development of an Accelerated Pathway for advanced learners in grades 9-12. Phase III offers program ideas that would involve more systematic adjustments and enhancements to the current structure and programming. Specifically, how might we leverage Tonka Online enrollments to coincide with signature programs like Vantage and Momentum and expand the potential reach for students who may be limited by geographic barriers.

## **PHASE I:**

### Academic Programs

- Core classes and electives to meet graduation requirements

### Academic Supports

- Student onboarding Schoology Course - Schoology Basics
- Tonka Online Academic Success Schoology Course for struggling students
- Attendance tracking and reporting for asynchronous students
- Multiple check-ins and grade/progress reporting during each term
- Tiered intervention system to help guide teacher response and interactions

### Whole Child Development (Social, Emotional, Relationship, Connections)

- Optional office hours to connect with instructor

## **PHASE II:**

### Academic Programs

- Expand to more choices and offerings in math, language, and electives for all grade levels
- Create 5 additional Tonka Online course offerings
- Continue to develop previously approved World Language course offerings
- Create an accelerated pathway for advanced learners 9-12, Offering additional courses: Honors for 9th and 10th grade and AP for 11-12

### Academic Supports

- Expand and increase the frequency of virtual (Google Meet) student/teacher meetings
- Revision and application of online attendance for students
- Counselor interventions
- Expand family support and communication

### Whole Child Development (Social, Emotional, Relationship, Connections)

- Virtual study sessions with peers
- Peer tutoring sessions
- Weekly checking via Google Meet
- Collaboration with Academic Anchor Tutors and /or Writing Center Tutors

## PHASE III:

### Academic Programs

- Explore addition of concurrent enrollment courses for college credit
- Explore collaboration with Vantage and MOMENTUM programs

### Academic Supports

- Expand counseling and other student support services for online
- Student learning coach/Para for 9-12 asynchronous students

### Whole Child Development (Social, Emotional, Relationship, Connections)

- In-person and virtual collaborative sessions with peers and instructors

## Course Proposals

This section outlines existing courses that are proposed to be developed as Tonka Online courses for the 2022-23 school year as part of the Phase II expansion. All new course proposals have been reviewed by department chairs, building administration and District administration. Courses that are approved by the School Board will be included in the [digital Tonka Online course menu](#) and made available to students as they register for the 2022-23 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

The following proposals respond to programmatic needs that have been identified by the respective departments and administration. Full descriptions and rationales for these new courses are included in the New Course Proposals attachment.

Course Title	Grade(s)
TO Calculus	10-12
TO Music Technology (0.5 credits)	9-12
TO Introduction to Business	9-12
TO Money, Banking, and Investing	10-12
TO Drawing II	9-12
TO Digital Photography II	9-12

## Resources

### PHASE I:

#### Program Development

- Support and training for effective course development
- Curriculum writing time

#### Professional Development

- Initial Professional learning for effective online instructional practices

## Staffing

- Access to Teacher Instructional Coaches and Technology Instructional Coaches
- Dedicated school counselor for Tier I instruction and support (K-8)
- Existing counseling, deans, and support staff from the High School
- Existing roles served as coordinators for the program (K-8, 9-12)

## PHASE II:

### Program Development

- Consistent core instructional technology resources
- Programming for social clubs/Activities/Field trips
- Support for continual course improvement with curriculum writing hours as needed

### Professional Development

- Professional learning for effective online Instructional practices and tools
- Teacher training and support on demand

## Staffing

- Dedicated teacher Instructional Coaches and Instructional Technology Coaches
- Counselor dedicated to Tonka Online at each level (K-5, 6-8, 9-12)
- General education Paraprofessional support / Student learning coach (K-5, 6-8, 9-12)
- Staffing structure for core classes and electives
- Dedicated administrative assistant / Program manager (K-12)
- Expanded administrative role to reflect enrollment and needs

## PHASE III:

- Expanded administrative role to reflect enrollment and needs
- Dedicated instructional space

## Marketing

### PHASE I:

Phase I of our marketing efforts for Tonka Online cover the initial launch of the program/recruitment for the 2021-22 school year. The decision to market it to out-of-district students was made in July and marketing efforts for the 2021-22 began immediately thereafter and from August 1, 2021-September 10, 2021.

During our month of marketing, we used three primary channels: Google Ads (paid search), Facebook & Instagram Ads (social media) and Niche.com (digital display ads). They generated more than three million impressions and eleven thousand trackable website visits. The Phase I campaign cost approximately \$10,000, but our cost per click—which is our assessment of lead tracking—was just 91 cents per click.

Tonka Online Marketing Table 1

Platform	Type	Impressions	Clicks	Amount Spent	Cost per click
Google Ads	Paid Search	40,400	9,486	\$3,550.00	\$0.37
Facebook & Instagram	Social Media	2,958,715	1,340	\$4,534.52	\$2.23
Niche.com	Digital Display	58,091	228	\$1,990	\$8.73
<b>TOTALS</b>		<b>3,057,206</b>	<b>11,054</b>	<b>\$10,074</b>	<b>\$0.91</b>

The Communications Team had amazing success with our marketing efforts, resulting in 122 new students choosing to open enroll in Tonka Online (this is separate from existing in-District and partner district students). These open enrolled students account for 38% of the total program enrollment.

#### PHASE II:

Phase II of our marketing efforts for Tonka Online covers general brand/program awareness, sustainable growth and recruitment for the 2022-23 school year. We know that many of the students who enrolled in Tonka Online in the 2021-22 school year did so due to concerns about COVID-19. As the pandemic recedes, it is more important than ever to carve out a space for Tonka Online as an online program and to aggressively market it (as many other districts are doing post-COVID). To maximize these efforts, a marketing push was held from December 15, 2021-March 17, 2022. This 3-month effort overlapped with both state-wide open enrollment and high school registration timelines and aimed to capture the attention of families planning their enrollment early.

During our three months of marketing, we used three primary channels: Google Ads (paid search), Facebook & Instagram Ads (social media) and the Star Tribune (email and digital display ads). They generated more than a million impressions and twenty one thousand trackable website visits, nearly double the traffic from our first campaign. The initial push for our Phase II campaign cost approximately \$11,000, but our cost per click—which is our assessment of lead tracking—was just 53 cents per click.

Tonka Online Marketing Table 2

Platform	Type	Impressions	Clicks	Amount Spent	Cost per click
Google Ads	Paid Search	441,714	14,915	\$3,170.00	\$0.21
Facebook & Instagram	Social Media	633,746	3,190	\$3,002	\$0.94
Star Tribune	Email	23,462	2,989	\$5,000	\$1.67
<b>TOTALS</b>		<b>1,098,922</b>	<b>21,094</b>	<b>\$11,172</b>	<b>\$0.53</b>

We are in the process of launching a follow-up marketing push, running from April 4, 2022-July 4, 2022. This second campaign will focus on new information sessions opportunities and Kindergarten/first grade Spanish Immersion options, in addition to letting families know there is still time to enroll for fall 2022. This will be our biggest push yet, with a budget of \$20,000. During our three months of marketing, we will use four primary channels: Google Ads (paid search), Facebook & Instagram Ads (social media), YouTube (video ads) and the Star Tribune (email, geofenced retargeting and digital display ads).

While we will not know the full impact of our Phase II marketing until the start of the school year, there are already 15 new open enrolled students committed to attend in the fall and anticipated 162 returning students.

Board members thanked Dr. LaDue for the comprehensive report and said it was great to see the program in a growth mode.

**REPORT ON GOALS**

Executive Director of Human Resources Dr. Mike Cyrus presented an update on the District’s hiring activities in the past year, through the lens of the Board’s Goals for the year. Highlights included the following:

## Board Goal

- Continued review of hiring activities to further promote hiring staff with diverse backgrounds
- Conduct a minimum of six recruiting activities aimed at this effort

## Plans and Accomplishments

- Registered to participate in 10+ diversity-rich job fairs
- Goals achieved: 8, more to come!

## Recruiting Presence to Date

- Educate MN Job Fair – December 14
- Top School Jobs Fair – January 27
- National Special Education Fair – February 1
- Educate MN Fair – April 5
- Florida Intl U Fair – April 5
- Diversity in Education Fair – April 6
- MN Education Fair – April 12
- U of Houston – April 13

## Recruiting Planned

- Educate MN Fair – May 11
- Cal State Dominguez Hills
- Western Governors
- UT-El Paso
- Texas A&M – Kingsville
- George Mason University

## Why These?

- MN-centric fairs – high exposure, name recognition, excellent target population
- Out-of-state events – good target exposure, good record last year/this year

## Progress to Date

<i>Event</i>	<i>Date</i>	<i>Type</i>	<i>Team</i>	<i>Candidates</i>	<i>Viable</i>	<i>Target Population</i>	<i>Target %</i>
Educate MN	14-Dec	online	12	26	81%	20	77%
Top School Jobs	27-Jan	online	2	19	26%	16	84%
National Special Ed	1-Feb	online	3	3	33%	1	33%
U of Northern Iowa	9-Feb	online	1	3	100%	0	0%
Bethel U Special Ed	8-Mar	live	2	9	100%	3	33%
Bethel U Advance	24-Mar	live	1	6	100%	0	0%
Educate MN	5-Apr	online	15	117	82%	18	15%
Florida Intl	5-Apr	online	1	2	0%	1	50%
National Diversity	6-Apr	online	11	32	100%	13	41%
MN Education Fair	12-Apr	live	11	45	91%	11	24%
U of Houston	13-Apr	online	1	0	0%	0	0%
Educate MN	11-May	online	10	?	?	?	?
<b>TOTAL</b>				<b>262</b>		<b>83</b>	<b>32%</b>

## What's Next

- Finish recruiting season
- Compute attrition/hire statistics
- Compute productivity of recruiting

In the discussion that followed, Board member Wagner brought up the possibility of the District doing its own online fair in the future. Dr. Cyrus said he would look into it.

## **REVIEW OF TEN-YEAR LONG-TERM FACILITIES MAINTENANCE PLAN**

Mr. Bourgeois went over the latest iteration of the Plan with the Board. He noted that the Board must review and approve the Plan annually and file the Plan with the MN Department of Education. The current version of the Plan projects out remaining long-term maintenance needs for the next decade starting with FY23 through FY32. The total projects listed in the Plan for those ten years are estimated at \$73,510,000, or an average of approximately 7.35 million annually. Each of the years' projects will be able to be funded with bond funding while at the same time the total amount of outstanding long-term bonds of the District declines every year as older bonds are paid off. If in a given year competitive prices result in not all the bond proceeds being spent in that year, that will allow for bonding at a lower level in the subsequent year. The overall goal continues to be keeping the facilities in a state of good repair by doing only necessary projects and completing those necessary projects for the most competitive cost.

Chairperson Vitale noted that the Plan would be brought back to the May 5 regular meeting for approval.

## **REVIEW OF POLICY #705: INVESTMENT OF DISTRICT FUNDS**

Mr. Bourgeois began by noting that this policy had been established by the District in September of 2004. The purpose of the policy is to allow for the District to have an opportunity to earn additional interest income on its cash balance that is not immediately needed to pay payroll or accounts payable expenses. By earning interest on its cash balance, the District can generate additional revenue to ultimately use for classroom instruction.

The allowable investments for the District are listed in Section I of the Policy. The investments are all designed to be safe investments to insure preservation of the principal, which is appropriate.

The current allowable investments are all listed in Section 118.04 of the Minnesota Statutes. However, there is one common, safe investment vehicle called a Guaranteed Investment Contract that is listed in Section 118.05 of the Minnesota Statutes as allowable to be a school district investment.

A Guaranteed Investment Contract is made using a bidding process between banks for the use of a portion of school district cash for a certain amount of time at a guaranteed interest rate. The banks allowed to bid are required to have very high credit ratings. The guaranteed interest rate results in a fixed amount of interest over the life of the guaranteed interest contract, which is usually 12 months.

This type of investment vehicle will typically result in an interest rate that is 50-75 basis points higher than what can be earned through the other investment instruments listed in the District's current version of Policy #705.

The proposed revision to Policy #705 would add two wording changes in Section I:

1. It would allow investments within the categories listed in Minnesota Statutes 118.04 and 118.05.
2. It would add guaranteed investment contracts as allowed in Minnesota Statutes 118.05 to the list of investments allowed by the District.

As interest rates are rising, there is an opportunity for the District to generate additional interest earnings revenue using a guaranteed interest contract for a portion of its investable cash.

Board members were accepting of the proposed changes to the policy. Chairperson Vitale noted that the policy would be brought back to the May 5 regular meeting for approval.

## **REVIEW OF NEW LEGISLATIVE DISTRICTS IMPACTING THE DISTRICT**

Mr. Bourgeois presented this item to the Board. He noted that Minnesota State Senate districts and State Representative districts are reset every 10 years following the national census. With the national census being completed in 2020, and reviewed and certified in 2021, new Senate and Representative districts have been drawn in 2022 for use in the 2022, 2024, 2026, 2028 and 2030 elections.

The new districts derived from the 2020 census will change the makeup of Senate and Representative districts that overlay the District. After the 2010 census, there were 4 Senate districts and 4 Representative districts that overlaid parts of the District for the 2012, 2014, 2016, 2018, and 2020 elections as follows:

Senate District 33	Incumbent – Senator David Osmek
Senate District 44	Incumbent – Senator Ann Johnson Stewart
Senate District 47	Incumbent – Senator Julia Coleman
Senate District 48	Incumbent – Senator Steven Cwodzinski
House District 33B	Incumbent – Representative Kelly Morrison
House District 44B	Incumbent – Representative Patty Acomb
House District 47B	Incumbent – Representative Greg Boe
House District 48A	Incumbent – Representative Laurie Pryor

After the 2020 census, there are 3 Senate districts and 5 Representative districts that overlay parts of the District 276 for the 2022, 2024, 2026, 2028, and 2030 elections as follows:

Senate District 45  
Senate District 48  
Senate District 49  
House District 45A  
House District 45B  
House District 48A  
House District 48B  
House District 49A

As these are new districts, there are no incumbents. Mr. Bourgeois then presented maps of the redrawn districts for the Board's review.

### **REVIEW OF MMW ENTRANCE PLAN**

Dr. Peterson and Mr. Bourgeois presented this item to the Board. They noted that there is continued dissatisfaction being expressed by parents and residents of Chanhassen about the traffic conditions at MMW start times and end times. As a result, two years ago, the City of Chanhassen assumed the role of champion for improving the situation on behalf of Chanhassen residents and the traveling public. The city applied and was awarded \$2.2 million in MnDOT funding to construct a roundabout at the intersection of State Highway 41 and the MMW driveway.

The total cost of their proposed project is \$2.8 million, inclusive of \$2.2 million in MnDOT Funding and \$200,000 in City of Chanhassen funding, with \$400,000 remaining unfunded. The City of Chanhassen inquired on April 11, 2022 as to whether the District would consider funding the remaining \$400,000.

After discussion, the agreement amongst the Board was that the District should not contribute funds to this project.

### **ADJOURNMENT**

The Board adjourned the Study Session at 10:27 p.m.

/cyv