

MINNETONKA SCHOOL BOARD STUDY SESSION
District Service Center

May 20, 2021
6:00 p.m.

AGENDA

- | | | |
|------|----|--|
| 6:00 | 1. | Goal One Update |
| 6:30 | 2. | Goal Two Update |
| 7:00 | 3. | Goal Three Discussion |
| 7:30 | 4. | Belonging Reports from Elementary Principals |
| 8:15 | 5. | Review of Vision Document |
| 9:00 | 6. | Review of Elementary STAMP Data |
| 9:30 | 7. | Review of Proposed FY22 Budget |

CITIZEN INPUT

7:00 p.m. Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

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.

REPORT

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

Study Session Agenda Item #1

Title: Update on Goal One: Student Well-being

Date: May 20, 2021

EXECUTIVE SUMMARY

School Board Goal 1 2020-2021 states: In pursuit of child-centered excellence, the well-being of students is a continuing priority for families and the District. In 2020-2021, the District will continue the development and implementation of a plan that supports families' desires to have their students be socially and emotionally strong and provides the necessary level of support to students for their academic, social, and emotional well-being. The District will continue to foster and promote positive student well-being efforts and identify leading causes of issues that have a detrimental effect on student well-being.

Updates on the implementation and recommendations will be presented to the Board in October, January and May will include:

- Recommendations from the Evaluation of Student and Family Well-being completed in 2019-20.
- The completion of the Student and Parent Focus Groups identified in the Evaluation of Student and Family Well-being.
- Incorporating key recommendations from the Mental Health Advisory Council.
- Ongoing staff training to give all staff the support, resources, tools and training needed.
- Quantifiable measurements to evaluate student well-being and the impact of Minnetonka's efforts within our scope/boundaries as a public institution.

OVERVIEW

The purpose of this report is to provide the School Board with an end of year progress update on each of the objectives noted in Goal #1. This report will highlight the action items and the great work of our school leaders, staff, students and community in partnering to promote positive mental health and well-being. Additionally, this summary will give further updates on the implementation on each of Dr. William Dikel's recommendations, along with highlights from the Mental Health Advisory Council's work and recommendations. This report will also note strategic programs and plans recommended that foster whole child well-being and a strong school mental health program.

Minnetonka School District has utilized the Collaborative for Academic, Social, and Emotional Learning (CASEL) for reference on social, emotional, and behavioral learning supports and standards. CASEL's updated definition states social and emotional learning is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships and make responsible and caring decisions.

The Collaborative for Academic
Social, and Emotional Learning
(CASEL) Framework
Updated SEL definition



Dr. Dikel has defined wellness as a concept of optimal health. Health is not simply the absence of disease but a state in which physical and mental health are optimal.

Minnetonka Public School District recognizes that students with optimal well-being, strong relationships and a positive sense of self are in a better position to reach their full potential. As the District continues to strive for excellence, while always keeping whole child well-being at the forefront of our work, school leadership and staff know it is essential to support all students in having a positive sense of well-being. Ongoing student well-being work, and the work of Goal 2, will further foster optimal student well-being.

More than ever, with over a year of living through the COVID pandemic and social distancing, more students have struggled with anxiety and depression. Minnetonka building leaders, staff and student support staff have worked diligently to monitor student well-being and engagement throughout this year, and will continue these efforts post pandemic, and as we work to return to our new normal. District student support teams have kept their practice of meeting regularly to review and plan for student needs and supports, just as they have pre-Covid. These multi-disciplinary teams work diligently to

identify and support students that have mental health needs and collaborate on interventions and best practices.

Board Goal Objectives:

Recommendations from the Evaluation of Student and Family Well-being completed in 2019-20

During this school year Minnetonka has actively engaged in responding to the comprehensive evaluation and recommendation by child and adolescent Psychiatrist Dr. William Dikel, MD. The previous spring Dr. Dikel provided the District with a thorough evaluation of our supports and systems for student well-being, and with this report came a detailed list of recommendations and action items to further explore that would add to the District's supports to address and intervene with student well-being and school based mental health.

Dr. Dikel has been evaluating school mental health programs across the country for more than 25 years, and Minnetonka partnered with him as its external expert to review our efforts, programs, and processes in student well-being. Dr. Dikel completed interviews with numerous staff and administrators, along with completing an extensive analysis of our student data.

District leaders and student services staff, along with the Minnetonka Mental Health Advisory are continuing work on the action items Dr. Dikel set forth and are listed below:

Key recommendations from the Dr. Dikel Recommendations:

- Social Emotional Learning (SEL) – Health curriculum
- Education and parent outreach in areas of mindfulness, self-mastery, lifestyle, and resilience
- Ongoing and expanded mental health training for staff
- Further work in the tiered systems of support and expansion of MTSS for all students and staff
- Expansion of co-located mental health
- Analysis and utilization of LCTS funds
- Looking closer at chemical health screening and interventions offered
- Utilizing the expertise of Dr. Mark Sanders, Hennepin County; further work with county case management
- Completion of student and parent interviews
- Incorporate recommendations of the mental health advisory council.
- Examine special education and mental health.
- Expand mental health screening
- Analysis and clarity on role of the school nurse
- Roles and responsibilities of student support staff

Social, and Emotional Learning and the District's Health Curriculum:

Dr. Dikel recommends SEL evidence-based curriculum and programming for pre-K-12, noting that the health curriculum is a place to embed the SEL standards, along with adding healthy lifestyle education and strategies for all students and families.

Director of Curriculum Steve Urbanski has continued to work with District health department chairs, teachers, and student support staff to review and revise the SEL curriculum map, identifying areas where the District may expand the SEL and lifestyle essential learnings to ensure further implementation of an evidence-based, comprehensive health curriculum that addresses healthy lifestyle, resilience, SEL and student mental health.

The health department chairs and staff have been reviewing evidence-based instructional resources and have attended District and state led training this year to further review possible additional curriculums and materials to support these goals. This work will support the comprehensive health curriculum review, which will begin next year, and will provide opportunities to expand instructional resources and strategies. As the support for School Board Goal #1 progresses, it will be important to continue to include and expand SEL professional development for the broader school community. **(See attached Health SEL Curriculum Map)**

Resilience, Self-Master and Mindfulness:

The District recognizes that healthy lifestyle behaviors and fostering resilience is key in addressing positive student well-being. Along with expanding the curriculum strands within Health, classroom teachers and student support staff have introduced these concepts and strategies in their classes, counseling classes, direct individual and small group instruction. In addition, the District's outreach and parent education has focused on these areas of lifestyle and healthy strategies to enforce optimal well-being.

Other areas where these support strategies related to mindfulness and self-mastery may be taught in addition to the health curriculum are through Kari Palmers' Social Thinking Curriculum which is utilized in all elementary schools.

Social Emotional Learning, utilizing experts, such as Kari Palmer of Social Thinking:

The District continues to partner with Ms. Kari Zweber Palmer MA, CCC-SLP who is a speech-language pathologist/social-cognitive therapist and a renowned author and trainer for Social Thinking. Kari Palmer is a trainer and coach in our school district. Social Thinking teachings help students understand themselves and others better to navigate the social world, foster relationships, and improve their performance at school, at home, and at work. The curriculum's unique tools break down complex social concepts (like perspective taking into understandable and doable parts that can be applied to any setting. The Social Thinking curriculum is a curriculum and strategies that helps staff, families, and the students. Kari has provided Social Thinking training to all elementary schools building leaders, teachers, and paraprofessionals.

The Minnetonka Public Schools and Social Thinking® organization have collaborated, in various forms, since 2010. Kari Zweber Palmer, M.A., CCC-SLP serves as consultant and trainer. Programming is aimed at increasing competencies in teaching Social and Emotional Learning (SEL) concepts.

The intent with the Social Thinking curriculum and support is to provide evidence-based strategies in the following areas:

- Self-regulation
- Social-emotional learning
- Executive functioning
- Perspective taking
- Social problem solving

EmpowerU Katie Dorn Counseling:

EmpowerU is a strong tier two support for students that Minnetonka has implemented for two years. It is an online solution for students who are stuck in a pattern of anxiety, negative thinking, low self-esteem, or avoidance. The EmpowerU course was intentionally designed with evidence-based interventions and best practices to:

- create student movement toward improved emotional and personal wellness
- increase student self-awareness, internal locus of control and growth mindset
- empower student ownership, goal setting and accountability
- increase student social cognition to decrease overwhelming and avoidance behaviors
- improve emotional regulation, perseverance and grit
- improve each student's academic and social outcomes

Tier 2 - Intervention Seats - 40 2020/21

Number of 2020/21 Seats	40	
Enrolled	40	100% utilization
Seats left to fill	0	
Will not complete	5	
Engagement rate	35	88%
Completed to date	16	
Will complete	19	
Demographics		
BIPOC	8	20%

Grade Breakout		
9th	9	22.5%
10th	7	17.5%
11th	13	32.5%
12th	11	27.5%
IEP	1	2.5%
504 Plan	18	45%
Female	24	60%
Male	15	37%
Non Binary	1	3%

empowerU

(See Attached EmpowerU Year End Data Summary)

Multi-Tiered Systems of Supports

Dr. Dikel recommended work with Dr. Kim Gibbons from the Center for Applied Research and Educational Improvement (CAREI) for further analysis of our Multi-Tiered Systems of Support (MTSS) systems work in furthering our student well-being and SEL processes and programs. We are currently in process of our MTSS evaluation that will examine the tiers of support for SEL and academics for an integrated comprehensive approach to MTSS. This information will be presented by CAREI at the June Study Session.

We will utilize the support from CAREI as we further prioritize, plan, and implement the framework of MTSS with fidelity to improve student outcomes. Implementation, review, and District action planning will provide data driven best practices for District wide systems work of a MTSS framework to support all students, and staff.

Community Resource and Supports to Minnetonka Students

Dr. Dikel recommended evaluation of school community clinic supports and partnerships to reach and support more students and families. He recognized the great partnerships we have with a few key community agencies, and encouraged us to further and increase access and the numbers of students and families in need to receive key mental health connections and services. He also encouraged us to connect with Hennepin County and provide education and clarity to our support staff on how to access and provide support, *county case management* to Minnetonka students most at-risk.

Minnetonka School District partners with Relate Counseling for Co-located mental health services and Park Nicollet Growing through Grief program therapist for in school District grief counseling services. The District is also fortunate to have many additional communities supports along with our county crisis centers.

Park Nicollet Growing Through Grief (GTG) Program has been an integral part of the Minnetonka community for 23 years providing school-based grief support through 1:1 counseling, weekly peer support groups and death related crisis support in the elementary, middle, and high schools. Over these years GTG has served thousands of Minnetonka students, families and school staff through their program as students and families process death related grief. Childhood and teen grief are an underserved area in our communities and Minnetonka has been a leader in helping create change and saving lives by supporting our collaborative partnership.

Relate Counseling: Minnetonka School District has continued strong partnership with Relate Counseling Center. Relate provides co-located mental health services to student. This year Relate provided clinician services to each of our buildings including early childhood. In addition to individual and group programming along with co-hosting a webinar for parents and participating in other district led engagements.

The total FTE for 20-21 School year has been 4.55 and currently the projected FTE for 21-22 is 5.15. This year Relate moved to a centralized referral process where school point

people send referrals directly to the Relate intake staff to streamline the process and free up clinician time for direct service. This also helped clients to get placed appropriately and quickly in addition to being able to help address any financial concerns with our case management team. This year Relate flexed clinicians between schools to where the need is higher and this has been made easier with telehealth. This strategy will continue in efforts to best meet the needs of the district and school buildings. For the 21-22 school year Relate is excited about new possibilities that will foster additional support and connections for Minnetonka students, including the addition of supervised practicum students.

Relate Counseling will incorporate practicum students that will be additional staff to help facilitate therapy groups in the schools next year. In addition to the co-located direct clinician support to students, Relate has partnered with Minnetonka Schools in Mental Health outreach activities, and have offered numerous online support outreach to families such as their “parenting in a pandemic” newsletter and Facebook lives series which the district has helped with promoting.

Hennepin County: Minnetonka has been active with the Hennepin County Mental Health Coalition and this is facilitated by Dr. Mark Sanders (whom Dr. Dikel recommends we work with). Hennepin County (HC) school mental health, under the leadership of Mark Sanders, has been collaborating with local school districts to form a leadership networking group to create an exchange on school mental health, SEL, and MTSS supports.

Since spring of 2019, Dr. Mark Sanders has been working with this leadership group to address the rising issues related to student mental health. Mark Sanders was charged to bring together school leaders, listen and understand more about what schools are experiencing.

Minnetonka has worked with Dr. Sanders to provide a training with Hennepin County Supervisor for our school staff on accessing county mental health case management for students in need. This training took place this spring and we had approximately 25 school support staff and building leaders take part. The participation and feedback of this training was extremely positive. The training outlined what county case management was, and provided clear criteria for what students may meet criteria for this additional support.

(See attached County Mental Health Presentation)

In addition, Dr. Sanders has provided insight to District leaders on county supports, funding and programs available to our students, families, and staff through the county. Dr. Sanders has presented to the Mental Health Advisory Council on May 18th.

Changes to the Minnetonka Family Collaborative Grant Program

The Minnetonka Family Collaborative had a very productive year, despite the Covid restrictions. Meetings were held over google meet and had record attendance. The MFC participated in the District Mental Health Town Halls, as well as supported the District wide viewing of the film ANGST. Speakers for the Collaborative meetings included Mike

Tikkanen from KARA and Invisible Children, Sojourner Project, Tonka Serves, and Family Friends to name a few.

The Minnetonka Family Collaborative awarded nearly \$350,000 to programs in the District and the community for 2021-2022. In keeping with Dr. Dikel's recommendations, the MFC allocated up to \$250,000 to the District for previously funded District programs, (as well as community programs that operate within the school) with an intent to increase funding for mental health programs for students. The graph below shows the grants awarded for 2021-22 (blue=district programs and those that operate within the schools and yellow=community programs) \$232,422 were awarded to District programs that have a mental health component. \$115,000 went to community programs, many of which also have a mental health focus.

Minnetonka Family Collaborative grants 2021-2022		
Student well being	\$12,000	
CFSP	\$40,000	\$232,422 for District programs and those operating in schools 100% have a mental health component
Tonka Cares	\$40,000	
Healthy Start Excelsior	\$2,422	
Primary Project	\$30,000	
Relate Counseling in schools	\$100,000	
Growing Through Grief	\$8,000	
Hope House	\$10,000	
Relate onsite services at ICA	\$11,500	
YMCA	\$25,000	
Resource West Childcare tuition assistance	\$15,000	
ICA food shelf	\$15,000	
St David's	\$4,000	
myHealth	\$15,000	
Sojourner	\$7,500	\$115,00 for community programs
Fun Club	\$4,000	
Minnetonka Police	\$8,000	

Tonka CARES Goal One Updates

Tonka CARES utilized several mini-grants from Hennepin County Public Health to build more education and awareness around youth vaping. We are seeing a stronger connection between the youth vaping and mental health and early research is supporting this theory. A parent educational video was created, and several viewing opportunities were provided for parents. Educators in the district had the opportunity to attend a recent training by HCPH and Partners entitled "Youth, Vaping and Mental Health." Another mini-grant was applied for and awarded to deeper assess the needs for middle and high school

to complete a comprehensive plan around supporting youth vaping prevention. MHS launched an online educational vaping module for students who have vaped on campus.

Tonka CARES also collaborated with the Minnetonka Family Collaborative and the Mental Health Advisory Committee to launch two Mental Health Townhall Meetings to view/discuss youth anxiety by showing the film “Angst.” This was accomplished virtually with an elementary and secondary focus to provide specific information for these age groups

The completion of the Student and Parent Focus Group identified in the Evaluation of Student and Family Well-being:

One of the key recommendations from Dr. Dikel was that he conduct student and parent interviews to get their valuable input on how they perceive and receive student well-being supports and services. Dr. Dikel completed 19 interviews of students and parents from across the grade levels and across the continuum of well-being and mental health needs. This report has been shared with key stakeholders and student support staff, in addition to being posted on the website. Many of the recommendation within this report are in-line with and similar to the original evaluation of Minnetonka student well-being by Dr. Dikel. Prominent themes and recommendations from this follow up report is parent communication with the school, education and outreach to students and families on mental health and acceptance and support of student differences.

Incorporating key recommendations from the Mental Health Advisory Committee:

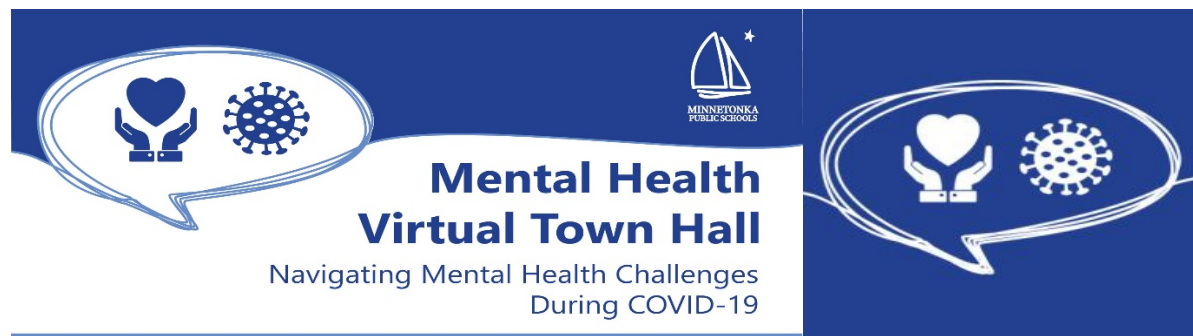
During the spring of 2019-2020 school year Minnetonka School District established the Minnetonka Mental Health Advisory Council. The establishing of this advisory council as a strategic next step was the effort to further engage community discussion and input from key stakeholders. The Advisory Council will engage key stakeholders, invite student and parent voice and bring in community expert resources to partner in this critical work.

The District Advisory Council is an impressive group of approximately 25 members with cross representation of parents from various grade levels. The advisory council has students in addition to representatives from District support staff, experts from our community agencies and key mental health stakeholders. Objectives for the Minnetonka Mental Health Advisory will be:

- To advise, support and pose critical questions
- Act as communication link to the District and community
- To assist in further assessing needs and analyzing data
- Review and establish goals
- To make recommendations
- To inform District of children’s mental health services
- To be leaders and share knowledge and expertise

This advisory council has been active in sharing their time, talents and providing panel presentations and support to outreach activities to the greater community.

The group meets monthly and has provided for three town hall outreach activities.



Recommendations from the advisory committee include:

- Expand access to mental health services
- Provide education and awareness to students and families
- Create more tier 2 intervention options
- Expand Health Curriculum and add more current relevant mental health topics
- Survey students and staff on mental health
- Add lifestyle and resilience education

Our intent with the outreach and town hall activities was to support the key recommendations from Dr. Dikel and the Minnetonka Mental Health Advisory, to provide opportunities for community conversation about mental health and to utilize the talents of the Minnetonka Mental Health Advisory Council.

Currently it is Mental Health Awareness Month and the Legacy 2021 student member of the MHA are doing a month-long outreach and awareness campaign at the high school in which they have weekly videos and posts on their morning announcements and social media on mental health topics.

Ongoing staff training to give all staff the support, resources, tools and training needed

The District's building leadership teams and staff have embraced the work of this goal #1. Building Principals have incorporated student well-being as a focus and provide information and resources to staff and students on an ongoing basis. This year the District has provided education and professional development on belonging and connections utilizing Search Institute. In addition to the professional development with Search, there have continued to be many offerings on well-being and mental health. Student support staff have been provided many additional options on mental health, resilience, county case management and accessing support, anxiety and depression, and more. We have great expertise within our District and wonderful community partners that continue to offer our students, staff and families learning and support opportunities.

Quantifiable measurements to evaluate student well-being and the impact of Minnetonka's efforts within our scope/boundaries as a public institution

The District will continue work with the University of Minnesota Center for Applied Research and Educational Improvement to further explore and expand data analysis work and look to provide this information to all District and building leadership teams to advance the work of SEL and academics in a quality PK-12 systematic process. The District will utilize the expertise of CAREI to further evaluate best practices, data and possible tools, survey tools to gather additional data and aid in systematic data-based decisions on how are students are doing.

The District will continue to utilize Fastbridge Student Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), which is a brief and efficient tool for universal screening of student risk for social-emotional and behavioral needs of students K-12 (Minnetonka has utilized K-5) SAEBS is grounded in this conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBS may be used to evaluate students' overall general behavior. <https://www.fastbridge.org/saebs/>

The District is currently exploring the secondary tools for additional screening of students' well-being needs. The District has spent time in webinars reviewing the Panorama SEL tools, student surveys and well-being/SEL resources. (See attached Panorama SEL proposal).

In addition, as the District continues work with Search and School Board Goal #2, there is a Search Developmental Relationship Student Survey that would provide actionable data on relationships, equity and social emotional well-being. <https://www.search-institute.org/developmental-relationships-survey/>

All of these tools and surveys would be great resources and assist in gathering baseline data on student's well-being as we enter 'post pandemic,' which will be critical.

Resources for students, families and staff

The website continues to run stories such as May Mental Health Awareness Month, and continues to update information from key mental health partners. This website is a living resource guide that links to all school counseling pages, and has linked to all area mental health resources, crisis supports along with the District's COVID-19 website, that also links to additional mental health resources and supports. We continue to add to this living document that has become a valued resource for students, staff and community.

<https://www.minnetonkaschools.org/district/departments/student-support/resources/well-being-guide>

Minnetonka continues to advance the work and efforts for student well-being and mental health. It is understood that as we look past the pandemic, the need for ongoing

intentional outreach and monitoring of student, staff and community well-being is imperative. Minnetonka will expand efforts to reach and support all students that struggle. District leadership is critically aware of the high numbers of students that struggle with anxiety, depression, and other mental health needs, at an increased rate with COVID-19 and that we will continue to prioritize student well-being and mental health.

ATTACHMENTS:

- Health Curriculum SEL
 - EmpowerU Year End Data Report
 - Hennepin County Case Management Presentation
 - Panorama SEL
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RECOMMENDATION/FUTURE DIRECTION:

Student well-being and mental health education, outreach, support and interventions will continue to be embedded in our ongoing work across the District. Now more than ever this work is critical. The MTSS evaluation and follow up work will support the District in advances our best practices to support all students. The District will continue with strategic action steps as outlined in this report. We look forward to the MTSS evaluation and work, and we will look forward to bringing this information back to the Board at the June Study Session. Minnetonka is very fortunate to have the ongoing support and foresight of our District and School Board to put forth student well-being and mental health as a top priority.

Submitted by:



Michelle Ferris, Executive Director of Student Support Services

Concurrence:



Dennis Peterson, Superintendent

Social and Emotional Learning and the District's Health Curriculum:

Director of Curriculum Steve Urbanski has been working with District health department chairs, teachers, and student support staff to review and revise the SEL curriculum map, identifying areas where the District may expand the SEL and Lifestyle essential learnings to ensure further implementation of an evidence-based, comprehensive health curriculum that addresses healthy lifestyle, resilience, SEL and student mental health.

In addition, health department chairs and staff have begun reviewing evidence-based instructional resources and have attended District and state led training this year to further support these goals. This work will support the more comprehensive health curriculum review, which will begin next year, and will provide opportunities to expand instructional resources and strategies. As the support for School Board Goal #1 progresses, it will be important to continue to include and expand SEL professional development for the broader school community. The following charts summarize the implementation of SEL standards to date:

Kindergarten Health Curriculum

SEL Strands	Essential Learnings
Decision-Making	<ul style="list-style-type: none">• Explain why unprovoked acts that hurt others are wrong.• Identify social norms and safety considerations that guide behavior.• Identify a range of decisions that students can make at school.• Identify and perform roles that contribute to one's classroom.
Self Awareness	<ul style="list-style-type: none">• Recognize and accurately label emotions and how they are linked to behavior.• Demonstrate control of impulsive behavior.
Social Awareness	<ul style="list-style-type: none">• Recognize that others may experience situations differently.• Use listening skills to identify others' perspectives.• Describe the ways that people are similar and different.• Identify ways to work and play well with others.• Identify problems and conflicts and approaches to solving them constructively.

Grade One Health Curriculum

SEL Strands	Essential Learnings
Decision-Making	<ul style="list-style-type: none">• Explain why unprovoked acts that hurt others are wrong.• Identify social norms and safety considerations that guide behavior.• Identify a range of decisions that students can make at school.• Identify and perform roles that contribute to one's classroom.
Self Awareness	<ul style="list-style-type: none">• Recognize and accurately label emotions and how they are linked to behavior.• Demonstrate control of impulsive behavior.
Social Awareness	<ul style="list-style-type: none">• Recognize that others may experience situations differently.• Use listening skills to identify others' perspectives.• Describe the ways that people are similar and different.• Identify ways to work and play well with others.• Identify problems and conflicts and approaches to solving them constructively.

Grade Two Health Curriculum

SEL Strands	Essential Learnings
Decision-Making	<ul style="list-style-type: none">• Explain why unprovoked acts that hurt others are wrong.• Identify social norms and safety considerations that guide behavior.• Identify a range of decisions that students can make at school.• Identify and perform roles that contribute to one's classroom.

Self Awareness	<ul style="list-style-type: none"> • Recognize and accurately label emotions and how they are linked to behavior. • Demonstrate control of impulsive behavior.
Social Awareness	<ul style="list-style-type: none"> • Recognize that others may experience situations differently. • Use listening skills to identify others' perspectives. • Describe the ways that people are similar and different. • Identify ways to work and play well with others. • Identify problems and conflicts and approaches to solving them constructively.

Grade Three Health Curriculum

SEL Strand	Essential Learnings
Decision-Making	<ul style="list-style-type: none"> • Demonstrate the ability to respect the rights of self and others. • Demonstrate knowledge of how social norms affect decision-making behavior. • Identify the steps of systematic decision-making. • Generate alternative solutions for a range of academic and social situations. Identify and perform roles that contribute to the school community.
Self Awareness	<ul style="list-style-type: none"> • Describe a range of emotions and the situations that cause them. • Describe and demonstrate ways to express emotions in a socially acceptable manner.
Social Awareness	<ul style="list-style-type: none"> • Identify verbal, physical and situational cues that indicate how others may feel. • Describe the expressed feelings and perspectives of others. • Demonstrate how to work effectively with others who are different from oneself. • Describe ways for making and keeping friends. • Understand causes and consequences of conflicts.

Grade Four Health Curriculum

SEL Strand	Essential Learnings
Decision-Making	<ul style="list-style-type: none">• Demonstrate the ability to respect the rights of self and others.• Demonstrate knowledge of how social norms affect decision-making behavior.• Identify the steps of systematic decision-making.• Generate alternative solutions for a range of academic and social situations. Identify and perform roles that contribute to the school community.
Self Awareness	<ul style="list-style-type: none">• Describe a range of emotions and the situations that cause them.• Describe and demonstrate ways to express emotions in a socially acceptable manner.
Social Awareness	<ul style="list-style-type: none">• Identify verbal, physical and situational cues that indicate how others may feel.• Describe the expressed feelings and perspectives of others.• Demonstrate how to work effectively with others who are different from oneself.• Describe ways for making and keeping friends.• Understand causes and consequences of conflicts.

Grade Five Health Curriculum

SEL Strand	Essential Learnings
Decision-Making	<ul style="list-style-type: none">• Demonstrate the ability to respect the rights of self and others.• Demonstrate knowledge of how social norms affect decision-making behavior.• Identify the steps of systematic decision-making.• Generate alternative solutions for a range of academic and social situations. Identify and perform roles that contribute to the school community.
Self Awareness	<ul style="list-style-type: none">• Describe a range of emotions and the situations that cause them.• Describe and demonstrate ways to express emotions in a socially acceptable manner.

Social Awareness	<ul style="list-style-type: none"> • Identify verbal, physical and situational cues that indicate how others may feel. • Describe the expressed feelings and perspectives of others. • Demonstrate how to work effectively with others who are different from oneself. • Describe ways for making and keeping friends. • Understand causes and consequences of conflicts.
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Grade Six Health Curriculum

SEL Strand	Essential Learning
Relationship Skills 1. Demonstrates a range of communication and social skills to interact effectively. 2. Cultivates constructive relationships with others. 3. Identifies and demonstrates approaches to addressing interpersonal conflict	Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<p>Social Awareness</p> <ol style="list-style-type: none"> 1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens. 2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories. 3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals. 4. Demonstrates awareness of external supports and when supports are needed. 	<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Responsible Decision-Making</p> <ol style="list-style-type: none"> 1. Considers ethical standards, social and community norms and safety concerns in making decisions. 2. Applies and evaluates decision-making skills to engage in a variety of situations. 	<p>Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.</p>
<p>Self-Management</p> <ol style="list-style-type: none"> 1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways. 2. Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals. 	<p>Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.</p>

Self-Awareness 1. Demonstrates an awareness and understanding of own emotions. 2. Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets. 3. Demonstrates awareness of personal rights and responsibilities.	Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Student Voice	Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Grade Seven Health Curriculum

SEL Strands	Essential Learnings
Relationship Skills 1. Demonstrates a range of communication and social skills to interact effectively. 2. Cultivates constructive relationships with others. 3. Identifies and demonstrates approaches to addressing interpersonal conflict	Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<p>Social Awareness</p> <ol style="list-style-type: none"> 1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens. 2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories. 3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals. 4. Demonstrates awareness of external supports and when supports are needed. 	<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Responsible Decision-Making</p> <ol style="list-style-type: none"> 1. Considers ethical standards, social and community norms and safety concerns in making decisions. 2. Applies and evaluates decision-making skills to engage in a variety of situations. 	<p>Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.</p>
<p>Self-Management</p> <ol style="list-style-type: none"> 1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways. 2. Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals. 	<p>Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.</p>

Self-Awareness 1. Demonstrates an awareness and understanding of own emotions. 2. Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets. 3. Demonstrates awareness of personal rights and responsibilities.	Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Student Voice	Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Grade Eight Elective Health Curriculum

SEL Strands	Essential Learnings
Relationship Skills 1. Demonstrates a range of communication and social skills to interact effectively. 2. Cultivates constructive relationships with others. 3. Identifies and demonstrates approaches to addressing interpersonal conflict	Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<p>Social Awareness</p> <ol style="list-style-type: none"> 1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens. 2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories. 3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals. 4. Demonstrates awareness of external supports and when supports are needed. 	<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Responsible Decision-Making</p> <ol style="list-style-type: none"> 1. Considers ethical standards, social and community norms and safety concerns in making decisions. 2. Applies and evaluates decision-making skills to engage in a variety of situations. 	<p>Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.</p>
<p>Self-Management</p> <ol style="list-style-type: none"> 1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways. 2. Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals. 	<p>Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.</p>

Self-Awareness 1. Demonstrates an awareness and understanding of own emotions. 2. Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets. 3. Demonstrates awareness of personal rights and responsibilities.	Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Student Voice	Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Grade Eight Embedded Health Curriculum

SEL Strands	Essential Learnings
Relationship Skills 1. Demonstrates a range of communication and social skills to interact effectively. 2. Cultivates constructive relationships with others. 3. Identifies and demonstrates approaches to addressing interpersonal conflict	Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<p>Social Awareness</p> <ol style="list-style-type: none"> 1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens. 2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories. 3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals. 4. Demonstrates awareness of external supports and when supports are needed. 	<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Responsible Decision-Making</p> <ol style="list-style-type: none"> 1. Considers ethical standards, social and community norms and safety concerns in making decisions. 2. Applies and evaluates decision-making skills to engage in a variety of situations. 	<p>Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.</p>
<p>Student Voice</p>	<p>Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.</p>

High School Health Curriculum

SEL Strands	Essential Learnings
<p>Relationship Skills</p> <ol style="list-style-type: none"> 1. Demonstrates a range of communication and social skills to interact effectively. 2. Cultivates constructive relationships with others. 3. Identifies and demonstrates approaches to addressing interpersonal conflict 	<p>Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Social Awareness</p> <ol style="list-style-type: none"> 1. Demonstrates awareness of and empathy for individuals, their emotions, experiences, and perspectives through a cross-cultural lens. 2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories. 3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals. 4. Demonstrates awareness of external supports and when supports are needed. 	<p>Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

<p>Responsible Decision-Making</p> <ol style="list-style-type: none"> 1. Considers ethical standards, social and community norms and safety concerns in making decisions. 2. Applies and evaluates decision-making skills to engage in a variety of situations. 	<p>Standard 5</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>
<p>Self-Management</p> <ol style="list-style-type: none"> 1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways. 2. Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals. 	<p>Standard 1</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 6</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>
<p>Self-Awareness</p> <ol style="list-style-type: none"> 1. Demonstrates an awareness and understanding of own emotions. 2. Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets. 3. Demonstrates awareness of personal rights and responsibilities. 	<p>Standard 7</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Student Voice</p>	<p>Standard 8</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>



School Presentation

***How SEL support can improve mental health and build
school-wide resilience***

EmpowerU Core Concepts

Core Concepts



- 1 Self-Identity**
Student examines self in order to best make personal changes and improve quality of life



- 2 Motivation & Habits**
Student creates personal change by mastering strategies for habit change and motivation



- 3 Inner Coach**
Student improves distress tolerance by using realistic self-talk (Inner Coach over Inner Critic)



- 4 Emotional Regulation**
Student successfully implements strategies for emotional regulation



- 5 Community**
Student identifies community of support and makes more meaningful connections

4 REQUIRED PILLARS TO FUEL EFFECTIVE CHANGE

**DAILY ENGAGING
CONTENT**

**OVER AN EXTENDED
PERIOD OF TIME**

**1:1 PERSONALIZED
SUPPORT**

**ACCESSIBLE AND
EQUITABLE**

* BACKED BY EVIDENCE BASED STUDIES OF HABIT
CHANGE AND PERSONAL TRANSFORMATION

empoweru

Goal Areas

- Student set and track goal progress in four goal areas, Personal Wellness, Emotional Wellness, Social Wellness and Academic Wellness.
- EmpowerU instructors provide 1:1 student coaching to help them apply learned strategies to their obstacles and goals, to make lasting personal change.

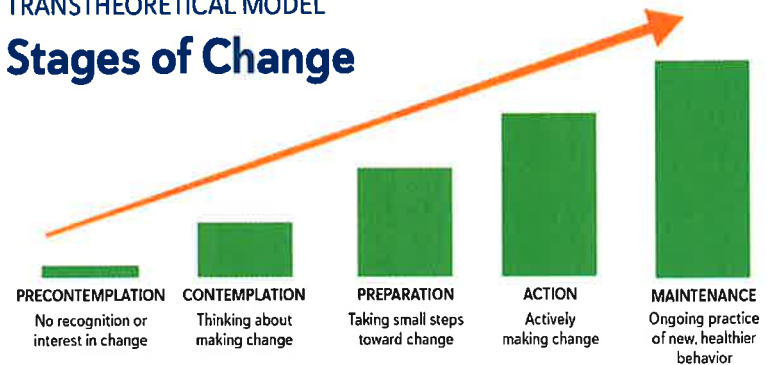


Stages of Change TTM Model

- In order to measure goal progress pre to post, students take an assessment at the start of the course and again at the end of the course.
- This assessment tool is based on the widely used and accepted work of Prochaska and DiClemente – Stages of change/Transtheoretical Model
- **Overall, EmpowerU students go up an average of 1.8 stages of change in EACH of the 4 GOALS they set in each area from pre to post EmpowerU.**

TRANSTHEORETICAL MODEL

Stages of Change



Prochaska and DiClemente are among the most cited psychology authors for this specific model are among the most cited psychology authors (Byrne & Chapman, 2005; Pendlebury, 1996) and an abundance of studies that have used the Transtheoretical Model (TTM) demonstrated accurate behavior change (Lippke, Nigg, & Maddock, 2007).

Tier 2 - Intervention Seats - 40 2020/21

Number of 2020/21 Seats	40	
Enrolled	40	100% utilization
Seats left to fill	0	
Will not complete	5	
Engagement rate	35	88%
Completed to date	16	
Will complete	19	
Demographics		
BIPOC	8	20%

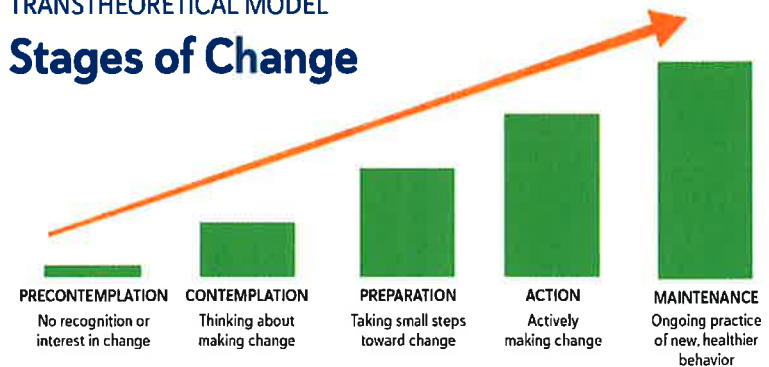
Grade Breakout		
9th	9	22.5%
10th	7	17.5%
11th	13	32.5%
12th	11	27.5%
IEP	1	2.5%
504 Plan	18	45%
Female	24	60%
Male	15	37%
Non Binary	1	3%

Minnetonka Outcomes - Semester 1 &2

- Avg Steps forward in each goal area **1.8**
(One step forward in one goal area is significant)
- % that went up one phase of change in one Goal area **100%**
- % that went up in confidence/grit **80.00%**
- % that went up in more MH indicators **70%**
- Rating of EmpowerU Daily Coaching as a factor of progress/success **3.7/4.0**
- Recommend to a friend **96%**

TRANSTHEORETICAL MODEL

Stages of Change



AJ = 10th grade - Female

Referred for:	ADD and anxiety, depression and withdrawal
What was difficult:	Focus, studying, anxious – compass program and struggling in schools
Outcomes:	Increased 3 phases of change in each goal area and increased in mental health indicators and confidence – school was much better and confidence improved.

I have improved in all categories but mostly my personal/emotional wellness. I think this is because of all the strategies I have learned in this course.

I am motivated to keep working to improve my academic skills by making sure to stay on task and find ways to avoid getting distracted from my work.

Normalizing friendship loss was the most helpful for me because I have a hard time moving on from the past and accepting change.

I am definitely going to work on improving how I spend my time and finding useful activities to do without needing reminders.

9th grade – Male

Referred for:	Depression, PTSD
What was difficult:	Navigator student that started doing very poorly in school – withdrew and lost motivation due to depression. Was in compass program
Outcomes:	Increased 3 phases of change in each goal area and increased in mental health indicators and confidence. Re-engaged in school/

"One mistake doesn't define anything, even if you don't succeed, you can always learn, change, and grow as a person. Past doesn't always define future"

"Not everything bad is my fault. I have been told time and time again that they weren't my fault by my friends. Even if it is just to comfort me, they care enough to do so"

In response to starting to forge a new path "I am, I feel that even wanting to change is a new path."

11th grade – Female RC

Referred for: ADD and anxiety – undergoing 504 evaluation
What was difficult: Focus, studying, anxious
Outcomes: Increased 2 phases of change in each goal area and increased in mental health indicators and confidence

"This unit helped me put together all of the pieces of EmpowerU, and give it more meaning. It taught me how everything, from habits, to thinking paths, to relaxation techniques all come together and work cohesively. Learning about time and energy taught me that I have to make an action plan to change my life and make the most of it."

"When hard things happen in my life that I cannot control (injustice, family issues), I have strategies to help me process my difficult emotions to feel better."

"When friendships change, I understand that it is often because I am changing and so are they. And that is okay."

AB = 12th grade - Male

Referred for:	Depression, low motivation.
What was difficult:	Going to school. Focusing. Being with friends
Outcomes:	Increased 2 phases of change in each goal area and increased in mental health
health	indicators and confidence. Re-engaged with school.

- *I am starting to tell myself more that I can do things and not procrastinate."*
- *The unit on managing stress in healthy ways: "definitely helped me build an understanding of how to manage my stress".*
- *"I always try and recruit my inner coach because it helps you stay positive and go away from the negative thoughts."*
- *"I am a lot more calm in stressful situations."*

11th grade – Female RC

Referred for:	ADD and anxiety – undergoing 504 evaluation
What was difficult:	Focus, studying, anxious
Outcomes: indicators	Increased 2 phases of change in each goal area and increased in mental health and confidence

"This unit helped me put together all of the pieces of empowerU, and give it more meaning. It taught me how everything, from habits, to thinking paths, to relaxation techniques all come together and work cohesively. Learning about time and energy taught me that I have to make an action plan to change my life and make the most of it."

"When hard things happen in my life that I cannot control (injustice, family issues), I have strategies to help me process my difficult emotions to feel better."

"When friendships change, I understand that it is often because I am changing and so are they. And that is okay."

Children's Mental Health Targeted Case Management

Valerie Capra, MSW, LICSW

Senior Psychiatric Social Worker

She/Hers

Hennepin County

Health and Human Services- Behavioral Health

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Helps children living with a Severe Emotional Disturbance (SED) and their family access services connected to their mental health. Services can include:

- Medical
- Social
- Educational
- Vocational

A case manager will:

- Assess the person's needs and goals
- Refer and Link the person to mental health and other services
- Coordinate between services
- Monitor the delivery of services

[Mental Health Services - AMH-TCM and CMH-TCM](http://state.mn.us)
(state.mn.us)

What is Children's Mental Health Targeted Case Management?

Children's Mental Health Targeted Case Management

CMH Case Management is:

- Voluntary
- Connecting the person with mental health services
- Assisting a person with navigating systems
- Builds on a person's natural supports and identifies where professional supports could be added

CMH Case Management is not:

- Child Protection or Probation
- Crisis intervention/emergency services, treatment, therapy, or skill building
- Personal Care Assistant (PCA)
- Mentoring
- Transportation

Children's Mental Health Targeted Case Management

- The person and their family will meet with a case manager at least once a month in the person's home, school, or community.
- In Hennepin County, CMH Case Management is available regardless of income or insurance.
- To be eligible for CMH Case Management, the person must:
 - Request case management services
 - Be under the age of 18 when CMH Case Management services begin
 - Have a qualifying mental health diagnosis
 - Have a diagnostic assessment completed within 6 months of beginning CMH Case Management
 - Be experiencing significant impairment at home, school, or in the community

Severe Emotional Disturbance (SED)

Severe Emotional Disturbance (SED) is defined as:

- The child has been admitted within the last three years or is at risk of being admitted to inpatient treatment or residential treatment for an emotional disturbance.
- The child is a Minnesota resident and is receiving inpatient treatment or residential treatment for an emotional disturbance through the interstate compact.
- The child has one of the following as determined by a mental health professional:
 - Psychosis or clinical depression
 - Risk of harming self or others as a result of an emotional disturbance
 - Psychopathological symptoms as a result of being a victim of physical or sexual abuse or of psychic trauma within the past year
- The child, as a result of emotional disturbance, has significantly impaired home, school or community functioning that has lasted at least one year or that, in the written opinion of a mental health professional, presents substantial risk of lasting at least one year.
- <https://www.revisor.mn.gov/statutes/cite/245.4871#stat.245.4871.6>

Agencies providing CMH Targeted Case Management in Hennepin County

CLUES (Comunidades Latinas Unidas En Servicio)

CUHCC (Community University Health Care Center)

Fraser

Headway Emotional Health Services

Hennepin County Behavioral Health

Mental Health Resources

People Incorporated

POR Emotional Wellness

Reach for Resources

St. David's Center for Child and Family Development

Volunteers of America: MN and WI (VOA)

Washburn Center for Children

How to make a referral for Children's Mental Health Targeted Case Management

With the parent:

1) Call Hennepin County Front Door Social Services 612.348.4111

OR

2) Call one of the 11 Contracted Agencies to request intake for CMH TCM

CMH Services & Resources	Do you need MA?	Do you need a CMH Case Manager?
Children's Therapeutic Services and Supports (CTSS) Mental Health Services - Children's Therapeutic Services and Supports (CTSS) (state.mn.us)	Yes	No
Children's Day Treatment Mental Health Services - Children's Day Treatment (state.mn.us)		No
CMH Intensive In-Home Family Therapy Services	No	Yes
Children's Mental Health Respite Grant	No	Yes
Hennepin County Children's Mental Health Collaborative Community Resources – HCCMHC	No	No
Accessing Services for Seniors and People with Disabilities Accessing supports for seniors and people with disabilities Hennepin County	No	No
TEFRA (Tax Equity and Fiscal Responsibility Act) Medical Assistance under the TEFRA option for children with disabilities / Minnesota Department of Human Services (mn.gov)		No

CMH Resources and Services

Questions??

Valerie Capra, MSW, LICSW

Senior Psychiatric Social Worker

She/Hers

Hennepin County

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Supporting Student Well-Being in Alignment with Board Goal 1 at Minnetonka Public Schools



Overview

Panorama proposes to expand our partnership with Minnetonka by supporting the district with gathering data on student and staff well-being and social-emotional development and bringing that data alongside academics, behavior, & attendance in one centralized system for student support in alignment with the district's **Board Goal 1: Student Well-Being**. Components of the project:

- Panorama's **Student** and **Staff** SEL and Well-Being Surveys, survey reporting platform and Playbook of SEL interventions
- **Panorama Student Success**, a platform that integrates student SEL and well-being data with academic, behavior, and attendance data from Skyward and other key assessments, such as NWEA, ACT, and SAT. This is included to align to the **academic** intervention component of Board Goal 1: "provide the necessary level of support to students for their academic, social, and emotional well-being"
- **Ongoing professional development** for Minnetonka district and school admin as well as teachers and other student support staff



For inquiries, contact: Molly Hegan, Outreach Director, (608) 280-2403, mhagan@panoramaed.com

Panorama SEL Measurement as a Complement to SAEBRS

With Panorama SEL and well-being data, Minnetonka will be able to...

1. **Use student voice to understand student well-being**, which is critical to student-level SEL and well-being measurement. With Panorama, Minnetonka will be able to use student voice to monitor progress towards Board Goal 1, *"evaluate Student well-being and the impact of Minnetonka's efforts within our scope/boundaries as a public institution"* (Slide 3)
2. **Capture longitudinal SEL and well-being data** in grades 3-12. Minnetonka is currently gathering teacher perception of student SEL and Well-Being for grades K-5, so only grades 3-5 would have an overlap of both student *and* teacher perception (Minnetonka will have the option to gather teacher perception along with student perception with Panorama as well) (Slide 4)
3. **Analyze trends at the district-, school-, and classroom-level**. Whereas SAEBRS provides deep student and group level reporting, Panorama provides school and district leaders with valuable aggregate data to drive tier one SEL supports (Slide 5)
4. **Ground SEL and well-being data in equity** using Panorama's equity dashboard views -- analyzing district and school data by key demographic groups (Slide 6)
5. **Triangulate student and staff well-being data** to uncover trends and use findings to holistically drive progress towards Board Goal 1 (Slide 7)
6. **Create custom district reports to quickly and easily share out with the board** to highlight progress towards Board Goal 1 and identify strengths and areas for improvement across the district (Slide 8)
7. **Identify students in need of additional support** by drilling down to the student level based on specific SEL competencies. Minnetonka staff could then input and track specific supports in the platform (Slide 9)
8. **Host professional development with Panorama's Teaching & Learning Team in line with Board Goal 1**: "ongoing Staff training to give all staff the support, resources, tools and training needed" (Slide 10)
9. **Customize survey content** to align to district, school, and student needs as learning and student support models change throughout the year (Slide 11)
10. **Drive Action with Playbook of SEL interventions district-wide** and resources to support well-being for students and staff, differentiated by topic and developmental level (Slide 12)

1. Use Student Voice to Understand Student Well-Being

Panorama's SEL Survey was developed with Dr. Hunter Gehlbach and the Harvard Graduate School of Education. Our SEL measures have been used in thousands of schools across the United States and are regularly checked for validity and reliability. Our schools and district partners have found positive correlations between these SEL measures and student outcomes like GPA, test scores, and attendance.



Social-Emotional Learning Survey

Topics include:

Growth Mindset
Emotion Regulation
Teacher-Student Relationships
Self-Management
Engagement

Sample Topic: Self Management *How well students regulate their emotions.*

During the past 30 days...

- How often did you come to class prepared?
- How often did you follow directions in class?
- How often did you get your work done right away, instead of waiting until the last minute?
- How often did you pay attention and resist distractions?
- When you were working independently, how often did you stay focused?
- How often did you remain calm, even when someone was bothering you or saying bad things?



2. Capture Longitudinal Student Well-Being Data to Monitor Progress Towards Board Goal 1

Monitor Change Over Time

Staff will quickly have access to reports and visual displays of both **current and longitudinal data**. As a district completes multiple survey administrations, each subsequent report will be housed within the same reporting platform and highlight changes in results (see above).

Social-Emotional Learning

What were Eric's SEL Skills results?

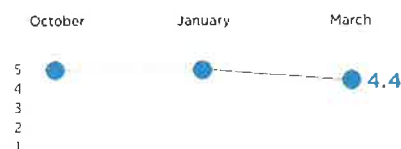
Topics ⓘ

Student said... ⓘ



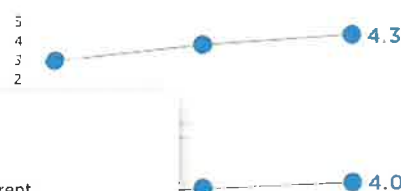
Growth Mindset

Students with a growth mindset know that if they work hard they can learn anything.



Self-Management

Students with strong self-management are calm and focused on their work.



Self-Management

Based on 493 responses

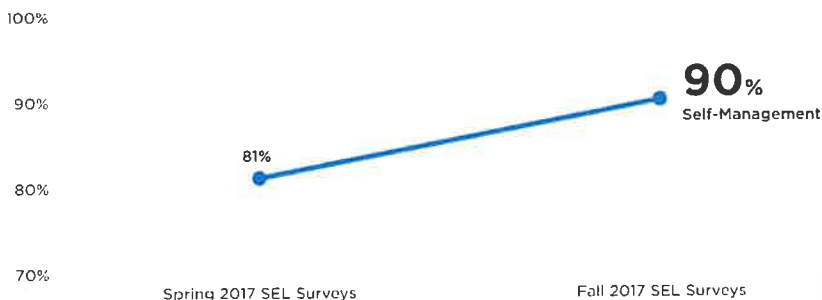
How well students manage their emotions, thoughts, and behaviors in different situations.

CASEL Competency

Self-Management | Responsible Decision Making

How have results changed over time?

Percent Favorable



QUESTION

➤ During the past 30 days...How well did you get along with students who are different from you?

81%

responded favorably

▲ 11

from Spring 2017 SEL Surveys



QUESTION

➤ During the past 30 days...How clearly were you able to describe your feelings?

80%

responded favorably

▲ 10

from Spring 2017 SEL Surveys



3. Analyze Trends at the District-, School-, and Classroom-Level

Results

Browse survey results for:



Panorama Public Schools



40 Schools



1090 Teachers



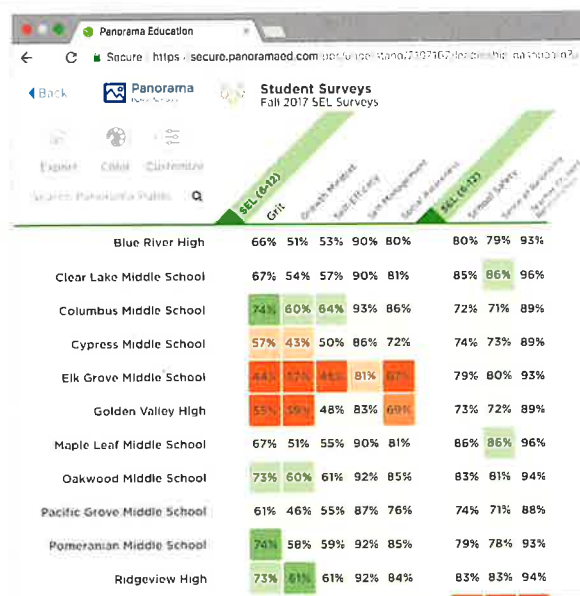
1090 Course Sections



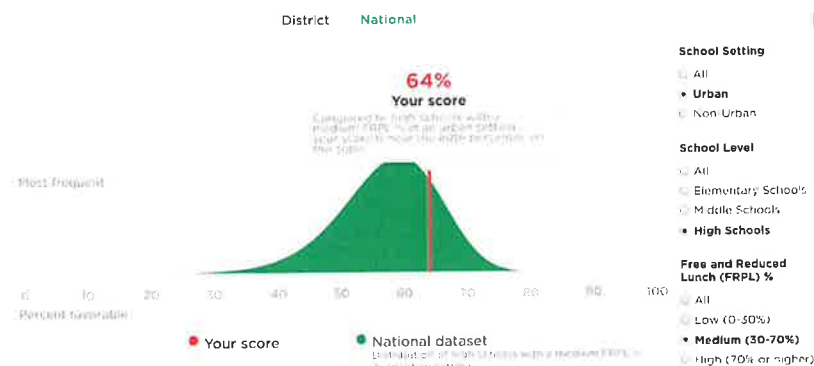
Students

Explore District and School-level Reporting with Subgroup Analysis

Panorama's user-friendly interface allows staff to view feedback results at the district, school, and classroom level, with the ability to disaggregate the data across custom demographics, including gender, grade level, ELL status, race, and more. Explore relative strengths and areas for growth at each campus (see right), and understand responses through an equity lens.



How do these results compare to benchmarks?



Gain Context with National & Peer Benchmarks

Compare district and school results to a robust national dataset, and narrow to districts or schools of a similar demographic makeup by setting, grade band, or % FRPL status. Panorama's national benchmarks span more than 11,500 schools and 11 million respondents across diverse geographic areas, school types, and achievement levels (see left).

4. Ground Student SEL & Well-Being Data in Equity

Explore District and School-level Reporting with Subgroup Analysis

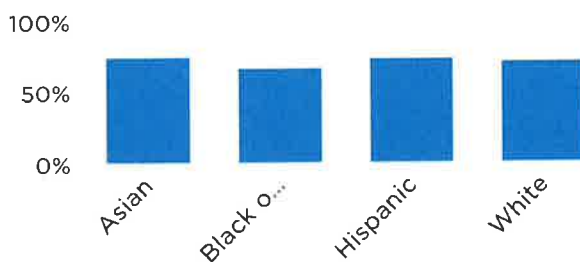
Panorama's user-friendly interface allows staff to view feedback results at the district and school level, with the ability to disaggregate the data across custom demographics, including gender, grade level, ELL status, race, and more. Explore relative strengths and areas for growth at each campus (see right).

Group Name	Group Size	School Belonging	School Climate	School Engagement	School Rigorous Expectations	School Safety	School Teacher-Student Relationships
All respondents	10,531	65%	58%	63%	73%	64%	65%
Student Grade Level							
6	1,747	-1	-3	-2	0	-1	-1
7	1,709	-1	-2	-2	-1	-2	-1
8	1,759	-1	-3	-2	-1	-2	-2
9	1,276	-1	0	+1	-1	0	+2
10	1,325	+2	+3	+1	+1	+1	+2
11	1,368	+1	+4	+2	0	+1	+3
12	1,347	+2	+2	+2	+2	+2	+1
Student Race							
Asian	1,538	+3	-1	+3	+1	+4	+1
Black or African American	1,514	-8	+1	-8	-5	-11	+1
Hispanic	1,517	+3	-1	+2	+2	+3	+1
White	5,962	0	0	0	0	0	0

Breakdown by Student Race



Percentage favorable responses for this question



Panorama

How did family members respond to each question?

Sorted by Survey order First to last

QUESTION

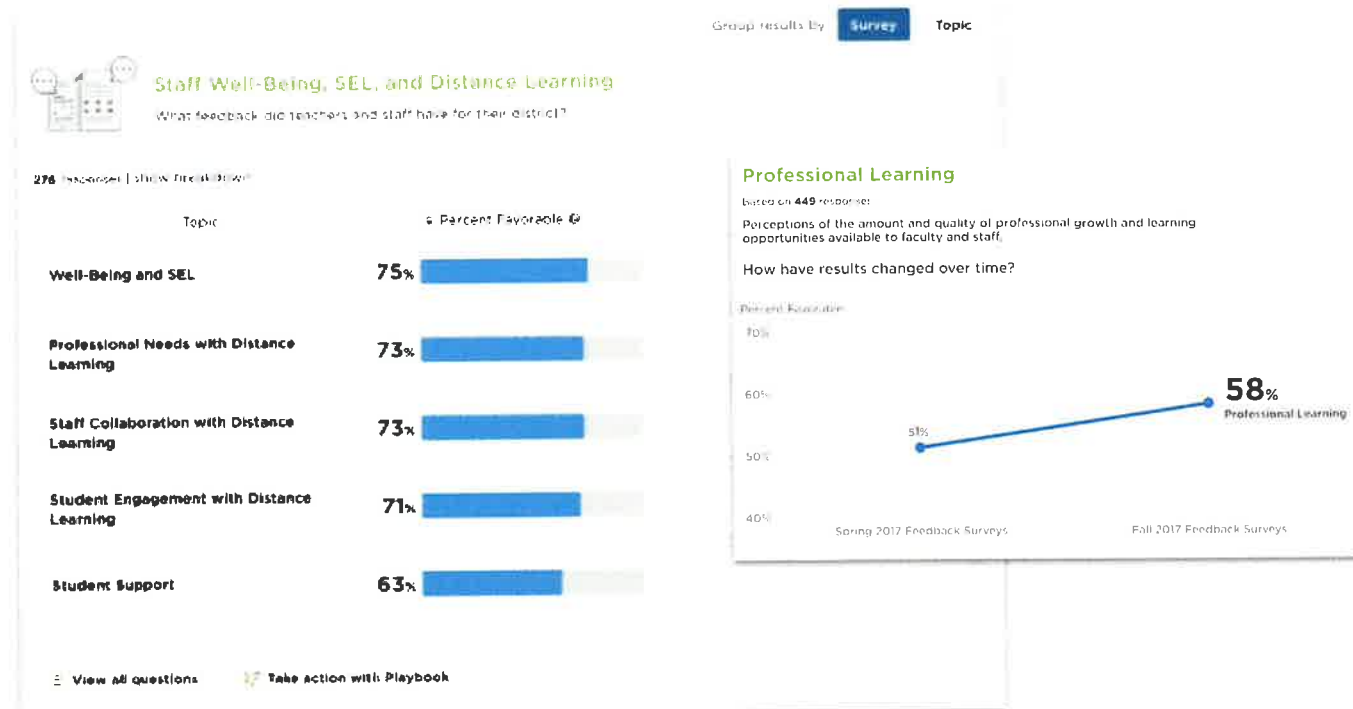
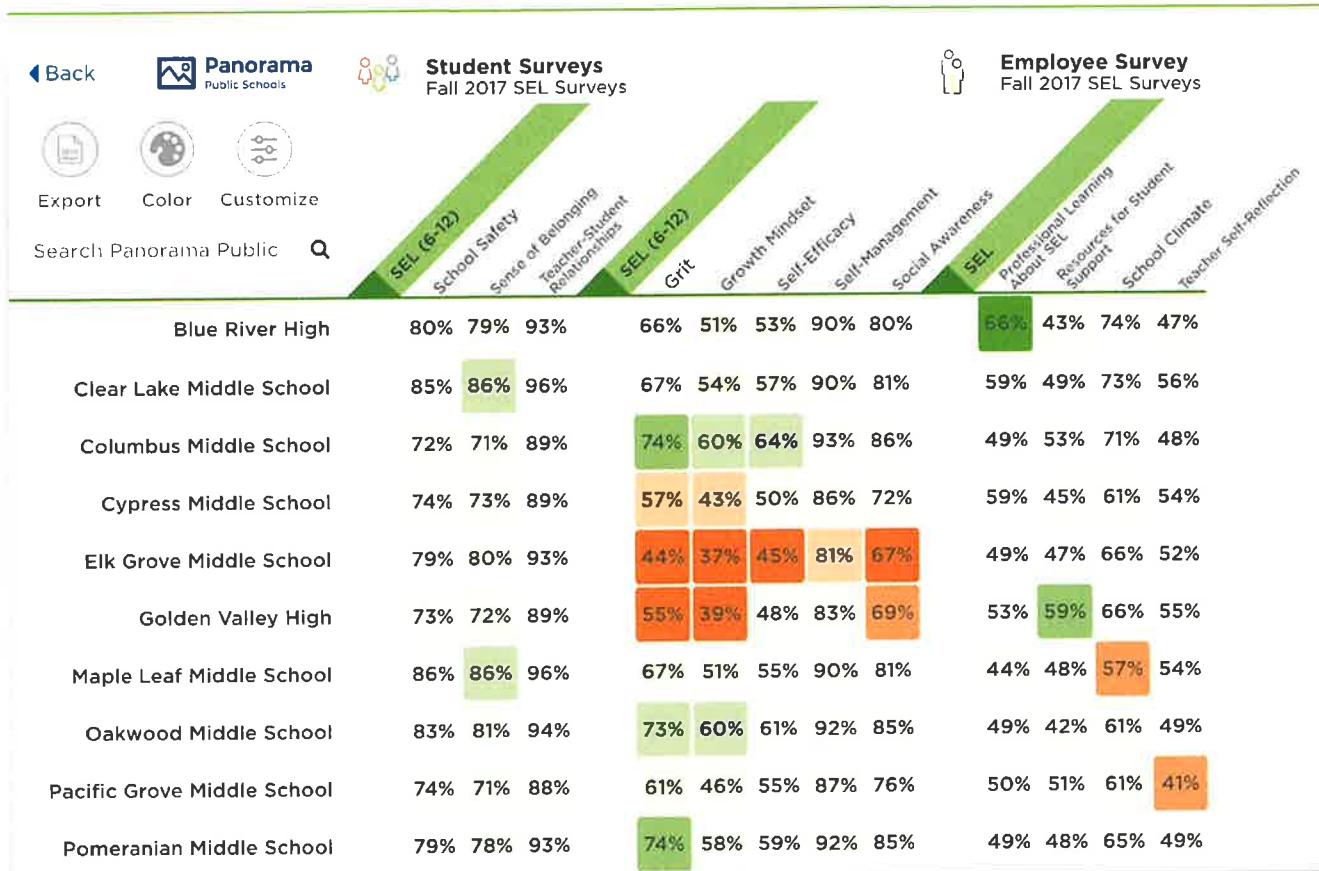
How much of a sense of belonging does your child feel at his/her school?

71%
responded favorably

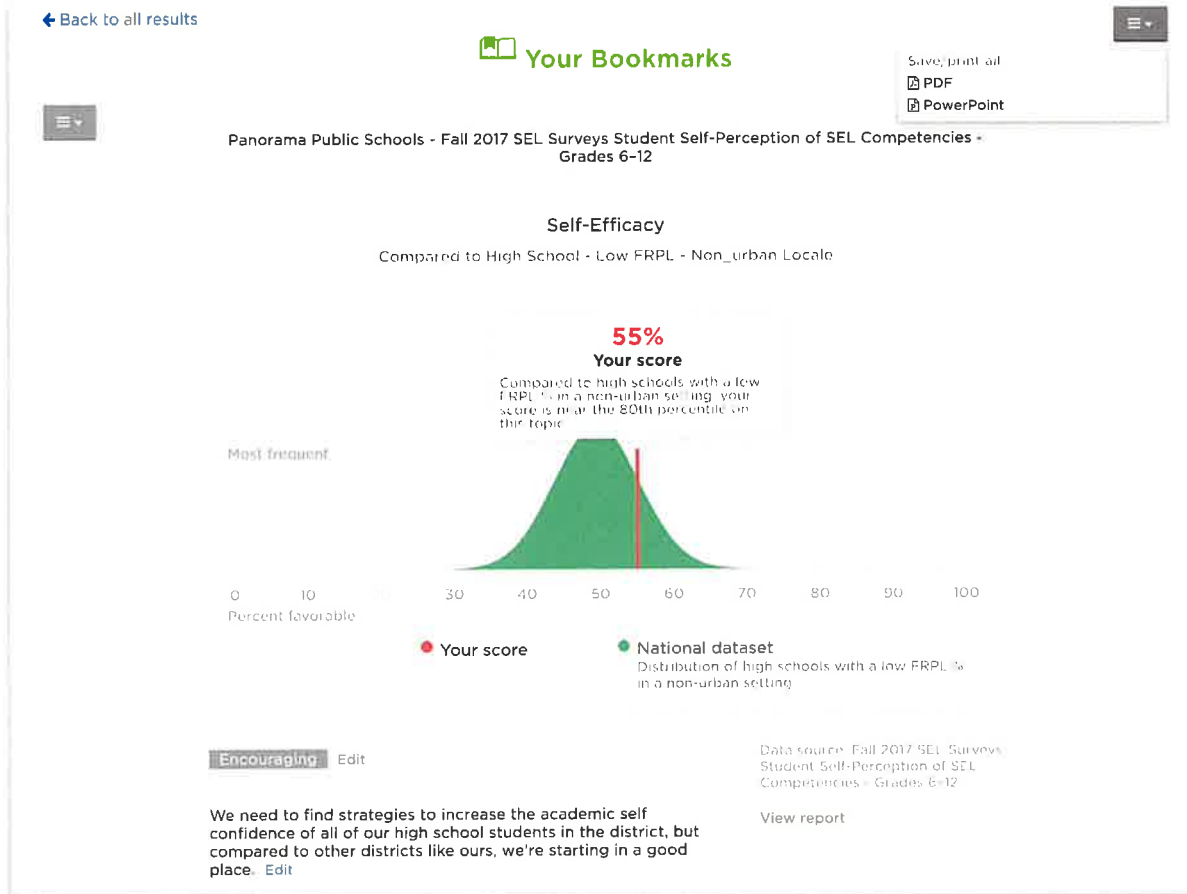
5
from Spring 2017 Feedback Surveys



5. Triangulate Student and Staff Well-Being Data to Uncover Trends



6. Create Custom District Reports to Share with Board



Lincoln Middle School [Back to custom reports](#)

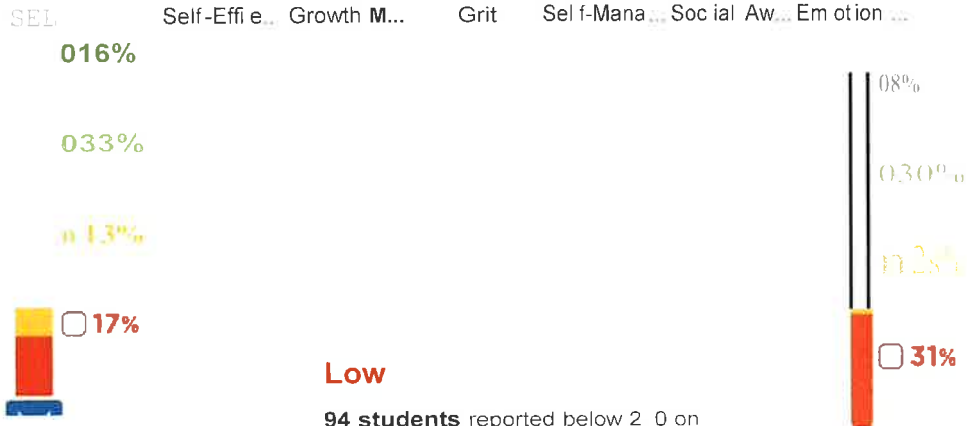
District Strategic Goals [Edit metrics](#) [Delete](#)

2018-2019

		Chronically Absent	Received suspension(s)	On track in ELA	On track in Mathematics
Lincoln Middle School					
All students	676	6%	0%	94%	92%
▼ Enrichment					
Race ethnicity	Enrichment	Chronically Absent	Received suspension(s)	On track in ELA	On track in Mathematics
Asian	40	3%	0%	93%	96%
Black	88	5%	0%	92%	78%
Hispanic	157	5%	0%	90%	88%
Multiracial	18	6%	0%	100%	88%
White	471	8%	0%	97%	97%

Please note: Screenshot from Student Success platform as described in Project Option 2 (Slide

7. Identify Students in Need of Additional Support



<ID Save students to a smart group

Low
94 students reported below 2_0 on
emotion regulation in their most recent
X through this year

15 students match these attributes

ELL Status: Yes
Emotion Regulation: Low

Cancel District School Students

Groups

Intervention Library

Create a strategy

Strategy name: LA

Behavior Improvement Plan

2x10 relationship building

3H Strategy for Reading Comprehension

4 at the Door + 1 More

Asking For Help

Attendance Incentive Plan

Bear Belly Breathing

8. Host Professional Development in Line with Board Goal 1

“ The Panorama consultation is a significant milestone for our team’s work. It is the piece we were looking for when we engaged with Panorama Education. ”

DISTRICT

Dr. Dominick Palma, Ph.D.
Superintendent, Merrick UFSD

Coaching and Consultation

Customized and coherent sessions to help leadership teams understand, prioritize, and act on data.



Our approach with partners:

- **Context:** What are the areas of success and tension in your current context?
- **Understand and Prioritize:** Which of the insights we present in your data align best to your current initiatives and priorities?
- **Plan for Action:** Which of the research-based strategies we recommend do you believe will be most impactful and feasible for your community?



Workshops:

Virtual, interactive group learning experiences that build investment, knowledge, and skills.



Coaching and Consultations:

Individual or small group sessions focused on surfacing insight, prioritizing strategically, and crafting a plan of action



Executive Briefings:

Presentation of key insights based on your community’s data, facilitated discussion, and tailored recommendations



System-Level Advising:

Long-term collaboration to assess, improve, and sustain systems



On-Demand Learning:

Standard and custom educational videos to enable self-guided learning



Community Programming:

Access events to network with districts nationally and engage in professional learning

9. Customize Survey Content

Student & SEL Survey

Panorama Recommends that Districts choose 4-7 Topics for a 15-20 minute survey (not all topics available are included below).

- **Grit** - How well students are able to persevere through setbacks to achieve important long-term goals.
- **Growth Mindset** - Student perceptions of whether they have the potential to change those factors that are central to their performance in school
- **Self-Management** - How well students manage their emotions, thoughts, and behaviors in different situations
- **Social-Awareness** - How well students consider the perspectives of others and empathise with them
- **School Climate** - Perceptions of the overall social and learning climate of the school.
- **Teacher-Student Relationships** - How strong the social connection is between teachers and students
- **Sense of Belonging** - How much students feel that they are valued members of the school community
- **School Safety** - Perceptions of student physical and psychological safety while at school.
- **Engagement** - How attentive and invested students are in school.



Panorama Teacher & Staff Survey

Panorama Recommends that Districts choose 4-7 Topics for a 15-20 minute survey (not all topics available are included below).


- **School Climate** - Perceptions of the overall social and learning climate of the school
- **Professional Learning** - Perceptions of the amount and quality of professional growth and learning opportunities available to school faculty and staff
- **Feedback and Coaching** - Perceptions of the amount and quality of feedback faculty and staff receive
- **Staff-Leadership Relationships** - Perceptions of faculty and staff relationships with school leaders
- **Recommended for Remote/Hybrid Learning:**
- **Learning Model** - How confident are you that you can provide effective instruction in the current learning model?
- **Learning Model (cont'd)** - What kind of effect is the current learning model having on your social emotional well-being?
- **School Public Health Measures** - How would you describe the level of COVID-related safety measures and protocols in your building to keep staff healthy?

10. Drive Action with Playbook of SEL Interventions

Use Playbook strategies to use this data to drive initiatives to support school climate and culture. Playbook helps answer the question of “what’s next” for district and school staff after they receive their feedback data. Playbook includes instructional strategies and classroom resources from leading non-profits like Diversity Talks, 7 Mindsets, and Open Circle.

Explore strategies for taking action

Engage with hundreds of inspiring moves from educators and other experts to improve your practice through Playbook's featured topics:

Emotion Regulation	Engagement	Grit	Growth Mindset	Pedagogical Effectiveness
Rigorous Expectations	School and Classroom Climate	Self-Efficacy	Self-Management	Sense of Belonging
Sense of Safety	 <p>EDUCATOR EQUITY PD: Mini Lesson 7 MINDSETS</p> <p>LESSON #1 <i>Understanding Equity</i></p> <p>Lesson Plan Lesson Activity</p> <p>Start ></p>			

Highest rated moves

See all

Organize to End Bullying



Teaching Tolerance



Students learn from the experience of Jaylen Arnold what it feels like to be bullied because of a difference.

Read More

Responding to Hate & Bias at School: A Guide for School Leaders



Teaching Tolerance



This guide helps school and district leaders proactively plan responses in the event of a hate crime or other incident on their campus.

Read More

Exploring Identity Through Movement & Cultural Learning



EduMotion



In this lesson, students will explore a guiding question focused on identity and then engage in movement by learning the cultural origins of a dance (dance...

Read More



Character LAB

DIVERSITY TALKS
student-led, culturally responsive, anti-racist

inspirED



UPDATE

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

Study Session Agenda Item #2

Title: Goal Two Update

Date: May 20, 2021

EXECUTIVE SUMMARY:

There will be a further update on the work done on aspects of Goal Two.

Submitted by:

A handwritten signature in black ink, reading "Dennis L. Peterson". The signature is fluid and cursive, with the first name "Dennis" being more prominent.

**Dennis L. Peterson
Superintendent of Schools**

SUMMARY OF GOAL TWO WORK

Minnetonka Public Schools is committed to providing an environment that allows all students to feel accepted, included and valued ... a feeling that they belong.

To that end, during the 2020-21 school year, Minnetonka Schools has completed nearly all components of School Board Goal 2: Excellence and Belonging: Diversity. Equity. Inclusion.

The District published a Minnetonka Commitment for Excellence and Belonging, detailing the District's beliefs and commitment to diversity, equity, inclusion and excellence. In addition a comprehensive website, including a resource guide and an action plan was created and published. Work completed through the Barriers to Success and through Reimagine Minnesota efforts are components of that site. Additional content has been added to that site, including information on listening sessions, as the year progressed.

There was an in-depth review of District policies #504, 514, 534, 604, 607 using a lens of diversity, equity, inclusion and excellence, and, with community input from listening sessions, emails, calls and in-person conversations, several updates were made to these policies.

Belonging committees, made up of students, parents and administrators were formed at the high school, middle school and elementary school levels. The High School Belonging Committee has reported to the Board, as have the two middle school committees. The elementary school belonging committees will provide a report at an upcoming School Board meeting.

The District reviewed its curriculum review process/Policy #606 to ensure it embraces diversity, equity, inclusion and excellence. Additionally, the Curriculum Review Committee was updated, adding more parent and student members to better reflect the make-up of the Minnetonka Schools community.

All District employees have completed two mandatory training sessions regarding diversity, equity, inclusion and excellence. Students have also begun learning sessions on empathy and belonging. This work will continue.

An engagement action plan was implemented throughout the year, through the belonging committees, listening sessions, surveys, and through all of the interactions via email, phone, and in-person meetings. Additionally, a confidential reporting tool was created and shared with District families and with students. This tool was developed for students to report issues and concerns with diversity, equity and inclusion. There have been 25 reports submitted since it was implemented in November, about half coming from MHS and half from the two middle schools combined. There has been one customer service ranking among those 25 reports, and it was a 10/10 for good customer service. Our

response time in having the issues resolved (not just responded to, but resolved) has been two days. On the site, the District states it will respond within two days.

Building principals have determined a staff resource or resources in each building to support belonging initiatives and will ensure students are aware and have access to these resources.

The District's Human Resources Department has reviewed its hiring activities to further promote hiring staff with diverse backgrounds, particularly people who are BIPOC and LGBTQIA+, to enrich the learning environment for all students by way of diversified perspectives, identities and experiences. It has participated in 15 recruiting activities aimed at this effort.

School Board Goal #2 - Engagement Action Plan

Overview: Engagement with all stakeholders on the District's efforts in implementing School Board Goal #2, Excellence and Belonging: Diversity. Equity. Inclusion., is vitally important, as we seek to bring our community together to ensure all students and families feel safe, welcomed and valued in the District.

Strategies: The District will determine opportunities throughout the year to engage constituents on the various aspects and efforts surrounding this goal.

Tactics: The District will determine the appropriate pathways and vehicles to engage each stakeholder groups on the District's work in support of Goal #2.

1. Students

- a. Districtwide email announcing District goals, commitment to excellence and belonging
- b. MHS Principal emails to MHS students and families
- c. Morning announcements at MHS
- d. Principal's ongoing engagement with several student groups re: conversations about Goal #2
- e. Beyond 140 video series with topics of inclusion, empathy, belonging
- f. Black History Month efforts across the schools, with strong support from PTO/PTA groups
- g. School Board Listening sessions (open to all) regarding policies reviewed
- h. Student Belonging Committees (High School and middle schools) were formed, and members met with Assistant Superintendent of Instruction and Director of Curriculum to discuss curriculum review process, and with MHS principal and his leadership team to discuss Goal #2 work, and with Executive Director of Communications to provide input and feedback on development of a confidential reporting tool to report incidents of harassment and discrimination
- i. TIPS276 confidential reporting tool available and communicated out to students
- j. Expanded Curriculum Review Committee to include more students and to ensure the committee reflects the diversity of the school community
- k. Staff resource identified in each building to support belonging initiatives who students can approach about Goal #2 efforts, questions, ideas
- l. Student climate survey (High School)
- m. Student learning opportunities related to belonging and empathy
- n. Remaining responsive throughout the year to meeting requests, calls and email exchanges with students on a variety of questions, concerns and suggestions in support of/in regard to Goal #2

2. Parents

- a. Districtwide email announcing District goals, commitment to excellence and belonging
- b. Principal emails to parents regarding student learning opportunities in support of Goal #2 on empathy and belonging
- c. School Board Listening sessions (open to all) regarding policies reviewed
- d. School Board News, a summary and video of School Board Meetings sent out after each regular monthly meeting
- e. Parent Belonging Committees (High School, middle schools and elementary schools)
- f. Input from MHS Parent Belonging Committee on confidential reporting tool
- g. Expanded Curriculum Review Committee to include more parents and to ensure the committee reflects the diversity of the school community
- h. TIPS276 confidential reporting tool available and communicated out to families
- i. Annual Parent Survey (to be distributed mid-May to mid-June, as in past years)
- j. Remaining responsive throughout the year to meeting requests, calls and email exchanges with parents on a variety of questions, concerns and suggestions in support of/in regard to Goal #2

3. Staff

- a. Districtwide email announcing District goals, commitment to excellence and belonging
- b. Ongoing updates from principals and District leaders on this work throughout the year
- c. Staff trainings with Search Institute on the developmental relationship framework in support of Goal #2
- d. Expanded Curriculum Review Committee to include more teachers and to ensure the committee reflects the diversity of the school community
- e. School Board Listening sessions (open to all) regarding policies reviewed
- f. School Board News, a summary and video of School Board Meetings sent out after each regular monthly meeting
- g. TIPS276 confidential reporting tool available and communicated out to staff
- h. Staff resource identified in each building to support belonging initiatives who colleagues can approach about Goal #2 efforts, questions, ideas
- i. Remaining responsive throughout the year to meeting requests, calls and email exchanges on a variety of questions, concerns and suggestions in support of/in regard to Goal #2

4. Community members/Alumni/General Public

- a. [Comprehensive Excellence and Belonging website](#), with Commitment to Excellence and Belonging, [Action Plan](#), Resources, [TIPS276 reporting tool](#), and information on District's past efforts with [Barriers to Success](#) and its ongoing work with [Reimagine Minnesota](#)

- b. Updates on Goal #2 throughout the year at School Board Meetings and Study Sessions where all constituents may attend meetings and offer community comments/citizen input
- c. Videos and stories shared on social media of Black History Month efforts across the district
- d. School Board Listening sessions (open to all) regarding policies reviewed
- e. School News Postcard to be mailed in May 2021 to all District residents with update on the District goals
- f. Remaining responsive throughout the year to meeting requests, calls and email exchanges with all constituents on a variety of questions, concerns and suggestions in support of/in regard to Goal #2

Staff Training

To address staff training for School Board Goal 2, the District has partnered with the Search Institute. The mission of the Search Institute is to partner with organizations to conduct research that promotes positive youth development and equity. Its Developmental Relationships Framework aligns with the Commitment to Excellence and Belonging and the District's direction and therefore provides a strong foundation for this goal. The core tenant of this framework is that intentional developmental relationships create the conditions that support and foster each student's academic, social and emotional growth in order to support each student in achieving excellence and becoming their best self.

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

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

The initial staff learning experience occurred on February 12. The training provided an introduction to Intentional Developmental Relationships. The outcome for this initial staff learning was centered on systematically creating the conditions for each student to experience a sense of belonging within our school community. As a result of this common experience and common language, each adult in the Minnetonka school community understands the importance of being both intentional and inclusive in building relationships with young people and knows the difference between the two concepts. They view their work through the lens of the five elements of the Developmental Relationships Framework. Through this staff training, the goal is to consistently prepare adults to intentionally create developmental relationships.

On the April 26 late start, all district staff participated in the second session on the Developmental Relationships Framework. In session two participants learned to intentionally build developmental relationships with young people to powerfully benefit youth learning and development. By sharing data from a survey of over 14,000 students, the Search Institute demonstrated the essential and positive role that developmental relationships (DR) play in youth development. They defined DR activities and DR approaches, differentiated between them, and emphasized the need to implement both to help all young people succeed. At the conclusion of the webinar, participants were asked to commit to the DR element they would be more intentional with for the final weeks of the school year. Staff who were unable to participate during the live webinar were provided with a link to the recording in order to ensure all staff have participated in this foundational training.

One of the greatest takeaways from this webinar was the disconnect between staff perceptions of developmental relationships and student perceptions of developmental relationships. This highlighted the importance of surveying our students and staff so that we may identify and analyze this discrepancy locally. Plans to survey in order to analyze and address any identified discrepancy are in progress.

Another key benefit of this webinar was the Search Institute Developmental Relationship Guidebook shared with all staff. The DR Guidebook provides staff with 40 activities and 50 approaches to support implementation efforts. The activities may be embedded into current curriculum while the approaches are broader in nature and can be adopted by all staff. Moving forward, sites were encouraged to use professional development time to engage teams in going deeper into this resource.

The Teaching and Learning Department is in the process of identifying supplemental professional learning opportunities to compliment the work with the Search Institute. These will occur during the August Teaching and Learning Academy and as a part of professional development offerings during the 2021-22 school year.

Participant Feedback on Developmental Relationships Webinar

April 26 Session

Evaluation Survey

Top 2 Box (Strongly Agree/Agree)

The importance of Intentional relationships is understood by all; 80%+ of participants intend to take action in the next 30 days.

Impact Measures

Insight: Understand the Importance of being both Intentional and Inclusive in relationships with youth



Actionability: Are likely to use what they learned in the next 30 days



Mindset: Can view their work through lens of the Developmental Relationships Framework



Prepared: Feel prepared to act on the Developmental Relationship element I want to be more intentional about



Qualitative Insights

Closing the Gap

Search research was eye-opening, in terms of showing the gap between student / teacher perceptions of the levels of Developmental Relationships experienced by students

Value of Self-Reflection

Many participants appreciated having the time to reflect on the areas where they are currently intentional, as well as areas they need to intentionally work on.

Alignment with Goals

Session offered participants the tools to incorporate Developmental Relationship into setting and tracking their personal goals.

Going Forward

Participants would like to see examples of Developmental Relationships put into practice with different age groups, a variety of staff roles (student-facing and non-student), using Minnetonka data, in after-school programs, supported by student testimonies.
Strong interest in applying DR to Inclusion and Equity.

Student Learning

Student learning related to Board Goal 2: Excellence and Belonging focused on the role of students in contributing to creating the conditions for each student to experience a sense of belonging within our school community. During the months of March and April, all Kindergarten through Grade 8 students were introduced to the District focus on belonging in order to develop a common understanding of what it means to belong and how to contribute to helping others feel that they belong. Principals led these initial lessons. Students in Grades 9 through 12 focused on inclusion.

During the months of April and May Kindergarten through Grade 8 students focused on empathy. Empathy is defined as the ability to understand and share the feelings of another.

The kindergarten through fifth grade lessons were completed the last two weeks of April and the first week of May. Principals identified support staff, such as administrative TOSAs, counselors, or social workers at their school to deliver the lessons to all students at their school.

Learning outcomes for K-5 students focused on:

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

The three middle school lessons for both MME and MMW were delivered during students' advisory time and were shared every other week, starting in April and continuing into May.

Learning outcomes for 6-8 students focused on:

- Develop an understanding of the meaning of empathy.
- Empathy is connecting with people, so we know that we're not alone when we are in struggle.
- Empathy is a way to connect to the emotion another person is experiencing; it doesn't require that we have experienced the same situation that they are going through.

Students in grades 9 through 12 focused on Inclusion in March and then shifted to highlighting and reinforcing Minnetonka High School Core Values with an emphasis on standing up for respect. High school learning also includes class meetings and grade level retreats.

Overview of Student Lessons for Board Goal 2: Excellence and Belonging

Overall outcome for student lessons: Create the conditions for each student to experience a sense of belonging within our school community. Defined by the school board as: a strong feeling of positive connection, acceptance and importance as a member of the Minnetonka Schools community.

Lesson 1: Introduction to Board Goal 2: Excellence and Belonging

Outcome:

- Understand the importance of Belonging.

1. Introduction: Belonging

- A Goal for our District and for our school is to make sure that everyone feels like they belong.
- Our District has defined belonging as....
 - Belonging means that you feel a strong feeling of positive connection, that you feel accepted, and that you feel like you are an important part of (each classroom and) our school community.
 - In our School, we want to create a school community where everyone feels like they belong and to ensure that each of you feels safe, welcome, supported, and accepted.

2. Lesson Activity

- K-2: Read Book - [How Full is Your Bucket](#)
 - Class discussion about what belonging looks like, feels like, and sounds like.
 - Draw a picture and/or write about one action you can take or something you can do to practice helping others to feel like they belong this week.
- 3-5: Read Book – [A Kids Book To Belonging](#)
 - Class discussion about what belonging looks like, feels like, and sounds like.
 - As a follow up to our lesson today, do a quick write about one commitment you can make (action) to allow you to contribute to our school community of belonging.
- 6-8: Video - [Embrace the Shake](#)
 - Reflection/Discussion
 - What does it mean to belong at MME/MMW? Identify a few words or phrases that describe this...

Lesson 2: Empathy

Outcome:

- Understand the definitions and attributes of empathy.

1. Introduction: Empathy

- You learned a few weeks ago that a goal for our District and for our schools is to make sure that everyone feels like they belong.
- One of the first ways we will learn more about what belonging means to each of us and our school community, is by taking time to understand a key component to belonging, which is empathy.
- Our District has defined empathy as.....
 - Empathy, the ability to understand and share the feelings of another.
 - Empathy is I feel with you. Empathy helps us feel connected.

2. Learning Outcomes

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

Lesson Outcomes:

- I can understand how someone else is feeling.
 - I can understand why someone is feeling a certain way.
 - I can relate to other people's situations.
 - *6-8 outcomes:* Empathy is I feel with you. Empathy helps us feel connected.
- #### Lesson Outcomes:
- Develop an understanding of the meaning of empathy.
 - Empathy is connecting with people, so we know that we're not alone when we are in struggle.
 - Empathy is a way to connect to the emotion another person is experiencing; it doesn't require that we have experienced the same situation that they are going through.

3. Lesson Activity

- K-2: Read Book - [Stand In My Shoes: Kids Learning About Empathy](#)
 - Class discussion about what empathy looks like, sounds like, and feels like.
 - Students create their own shoe poster and share with their classmates.
- 3-5: Watch Video – [American Doll with Prosthetic Leg](#)
 - Class lesson on the attributes of empathy.
 - Watch video and reflect on what attributes of empathy you see.
 - Define and give examples of how empathy can make an impact in each listed place (school, home, community).
- 6-8: Video – [Empathy](#)

- Watch video on the difference between sympathy and empathy.
- Students reflect on their own definitions and compare/contrast with peers.
- Lesson on the attributes of empathy.

- 6-8: Video – [The Lab: Decoy](#)
 - Review the attributes of empathy.
 - Watch video and reflect attributes of empathy.

- 6-8: Video - [American Doll with Prosthetic Leg](#)
 - Recap attributes of empathy.
 - Watch video and reflect on attributes of empathy.

Goal 2 – Curriculum Review/Policy #606 Update

Evaluate the curriculum review process/Policy #606 to ensure it embraces diversity, equity, inclusion and excellence. This will be completed by December 2020 and brought to the Board for approval. The revised process will be utilized in curriculum review work beginning in January 2021. Add materials as appropriate where there are gaps in the curriculum in the interim.

- The Teaching and Learning Advisory Committee was expanded for the 2020-21 school year to include additional student, parent, and teacher representation to ensure the committee reflects the community we serve. The committee provided feedback regarding the curriculum review process, including effective ways to garner stakeholder.
- The revised curriculum review process was completed and presented to the School Board on December 17, 2020.
- The revised curriculum review process was introduced to all department chairs on January 7, 2021.
- Policy #606 was reviewed with department chairs and principals, specifically highlighting the selection and implementation process, and will inform the selection of instructional materials for 2021-22.
- Assistant Superintendent Amy LaDue and Director of Curriculum Steve Urbanski met with the Teaching and Learning Advisory Committee and MHS Student and Parent Belonging Committees to continue to expand student and parent voice in the curriculum review process.
- District committees, such as the American Indian Education Parent Committee, continue to inform curricular and programmatic decisions to ensure diversity, equity, inclusion and excellence.
- The English Language Arts department will begin the curriculum review process, following the approval of new state standards, during the 2021-22 school year.

UPDATE

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

Study Session Agenda Item #3

Title: Goal Three Update

Date: May 20, 2021

EXECUTIVE SUMMARY:

There will be a more extensive review of the building construction part of Goal Three. It is intended that the Board determine which plan, if any, for the VANTAGE building and Clear Springs replacement for the temporary structure will be included in the Strategic Plan.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**




MINNETONKA
PUBLIC SCHOOLS

Goal 3 Facilities Component Update for Latest Information

Vantage/MOMENTUM Building

Clear Springs Temporary Classroom Replacement

May 20, 2021



Near-Term Facilities Needs – Vantage & MOMENTUM

■ Vantage

- Larger and improved space for Health Sciences strand – growing - up to 80 enrolled for FY2022
- Occupying about 1,500 square feet at Highway 7 Education Center (TSP)
- Permanent space to replace the 8,900 square feet of leased space at 4350 Baker Road, The Loft at MHS for MHS classes as well as free up science room capacity at MHS
 - Annual lease costs of approximately \$320,000
 - Funds could be put towards bond payments - \$320,000 would support payments on about \$4.3 million in construction bonds for a permanent 100-year facility
- Capacity for additional strands

■ MOMENTUM

- Capacity for additional strands beyond what fits in the MOMENTUM addition at the Pagel Center

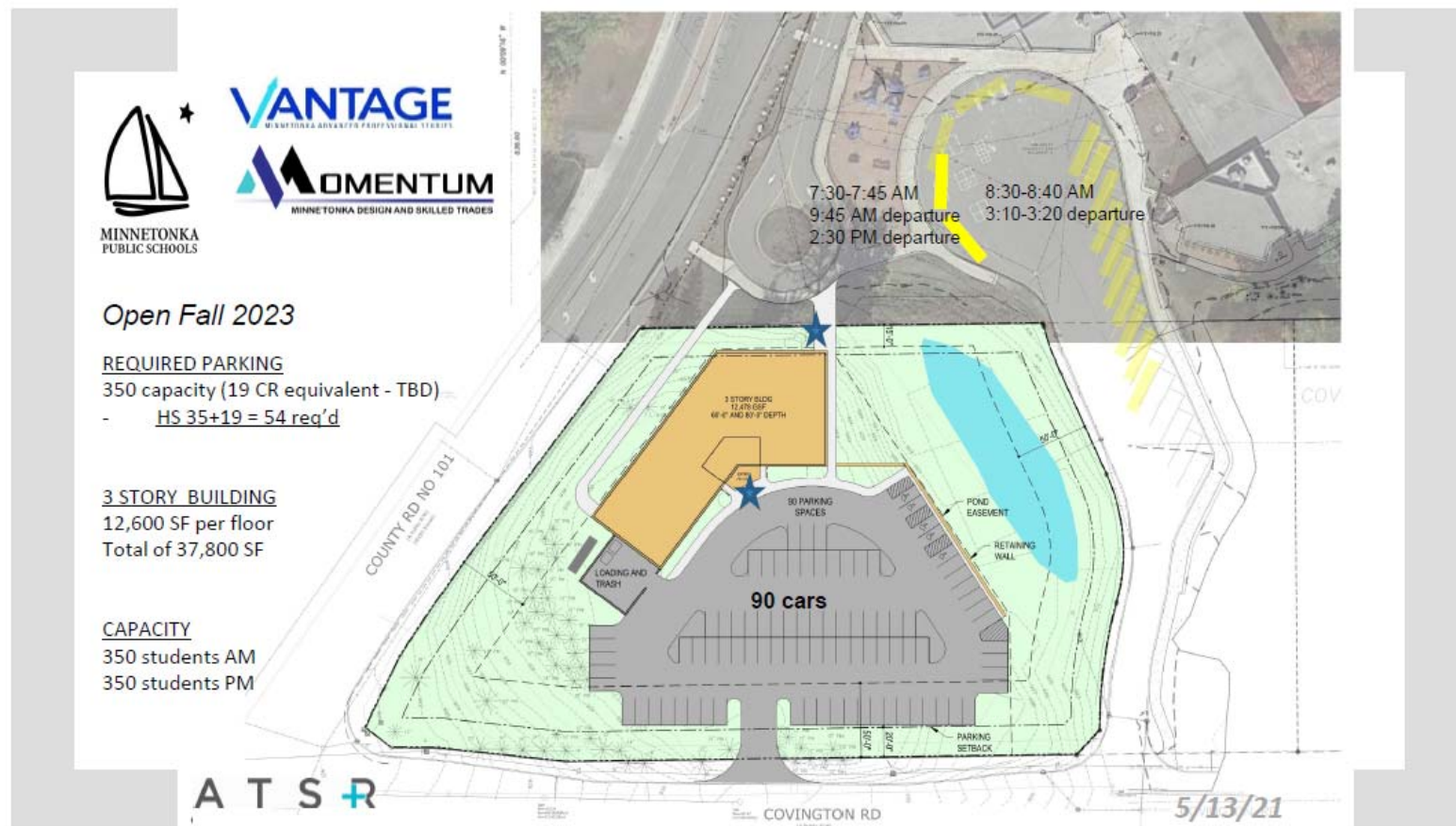


Funding Resources for Vantage/MOMENTUM Facility at 5735 County Road 101

- Multi-tiered funding strategy – must be funded from Operating Capital revenues
 - Lease Levy can only be used for additions of instructional space up to 20% of the existing building square footage – not for completely new buildings

\$14.0 Million Option

- 37,800 square feet on three stories
- \$9.0 million available bond proceeds plus \$5.0 million from other District sources





Funding Resources for Vantage/MOMENTUM Facility at 5735 County Road 101

- Multi-tiered funding strategy – funded from Operating Capital
- \$250,000 remaining from 2020D land purchase and building demolition bonds
- \$2,650,000 from new July 2021 or later bond issue to fund design and initial phases of construction with first payment in FY2022
 - Possible from refunding and restructuring 2016F and 2016G bonds with 2021K and 2021L bonds
- \$6.1 million from new May 2023 bond issue
 - Close in June 2023 with first payment in July 2024 in FY2025 after 4350 Baker Road Lease is ended – lease payments can shift to bond payments at that time
- Total \$9.0 million in bond proceeds from above sources

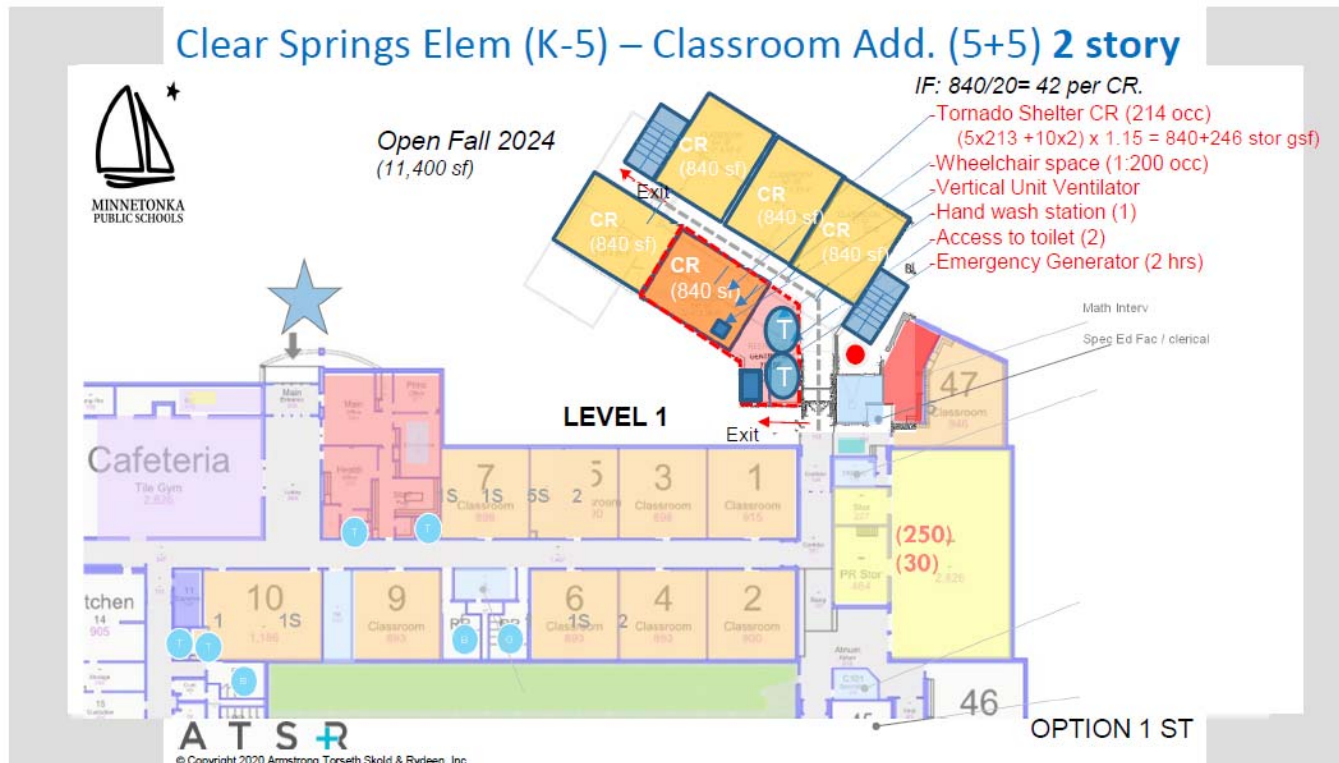


Potential Additional Opportunity

- Replace temporary classrooms at Clear Springs with a permanent structure
 - Constructed in 1995 of wood
- 4350 Baker Road lease ends in August 2024 at the end of FY24
- June 2023 – Vantage/MOMENTUM Building complete and ready for students
- June 2023-August 2024 – Clear Springs temporary rooms demolished and replaced with permanent structure
- September 2023-June 2024 - Vantage classes continue at 4350 Baker Road
- September 2023-June 2024 - Clear Springs classes occupy temporary classrooms in lower level of Vantage/MOMENTUM Building
- September 2024 – Clear Springs classes start in permanent classrooms
- September 2024 - 4350 Baker Road Vantage classes start in Vantage/MOMENTUM Building

\$7.1 Million Option

- Ten classrooms
- Two-story structure
- Complies with new Tornado Shelter building code requirements for all new buildings or additions housing 50 or more occupants at one time
- Fits right on top of current temporary-rooms footprint





Funding Resources for Clear Springs Temporary Classroom Replacement

- Lease Levy can only be used for additions of instructional space that is not larger than 20% of an existing building square footage
- Lease Levy annual capacity of approximately \$2,584,704 is almost fully committed with MOMENTUM addition at Pagel Center
- However, final-for-awhile \$3.5 million capacity is available in FY2023
 - Late winter 2022 or spring 2023 issue - approximately \$3.5 million in capacity will be available after bond refunding and restructuring of 2016H and 2016O bonds
 - First payment in FY2024
- These bond proceeds will fully cover the cost of one-story of the two story 10-classroom structure to replace the temporary classroom wing at Clear Springs
- Second story with five classrooms costs \$3.6 million
 - Same footprint plus elevator and stairwell
- Second story funded from other sources



Overall Timing Assumptions for Vantage/MOMENTUM Building and Clear Springs Replacement Addition

- Vantage/MOMENTUM structure is approved by School Board in late spring or summer 2021
- Design, bidding and permitting of Vantage/MOMENTUM structure takes place August 2021 through February 2022
- Vantage/MOMENTUM building is constructed from April 2022 through June 2023 – 15 months of construction
- Clear Springs replacement structure approved by the School Board by late spring or summer 2022
- Clear Springs permanent classrooms are designed and permitted from September 2022 through February 2023
- Clear Springs construction from June 2023 through July 2024 – 13 months of construction



Overall Project Funding Timing – Vantage/MOMENTUM Building at \$14 Million

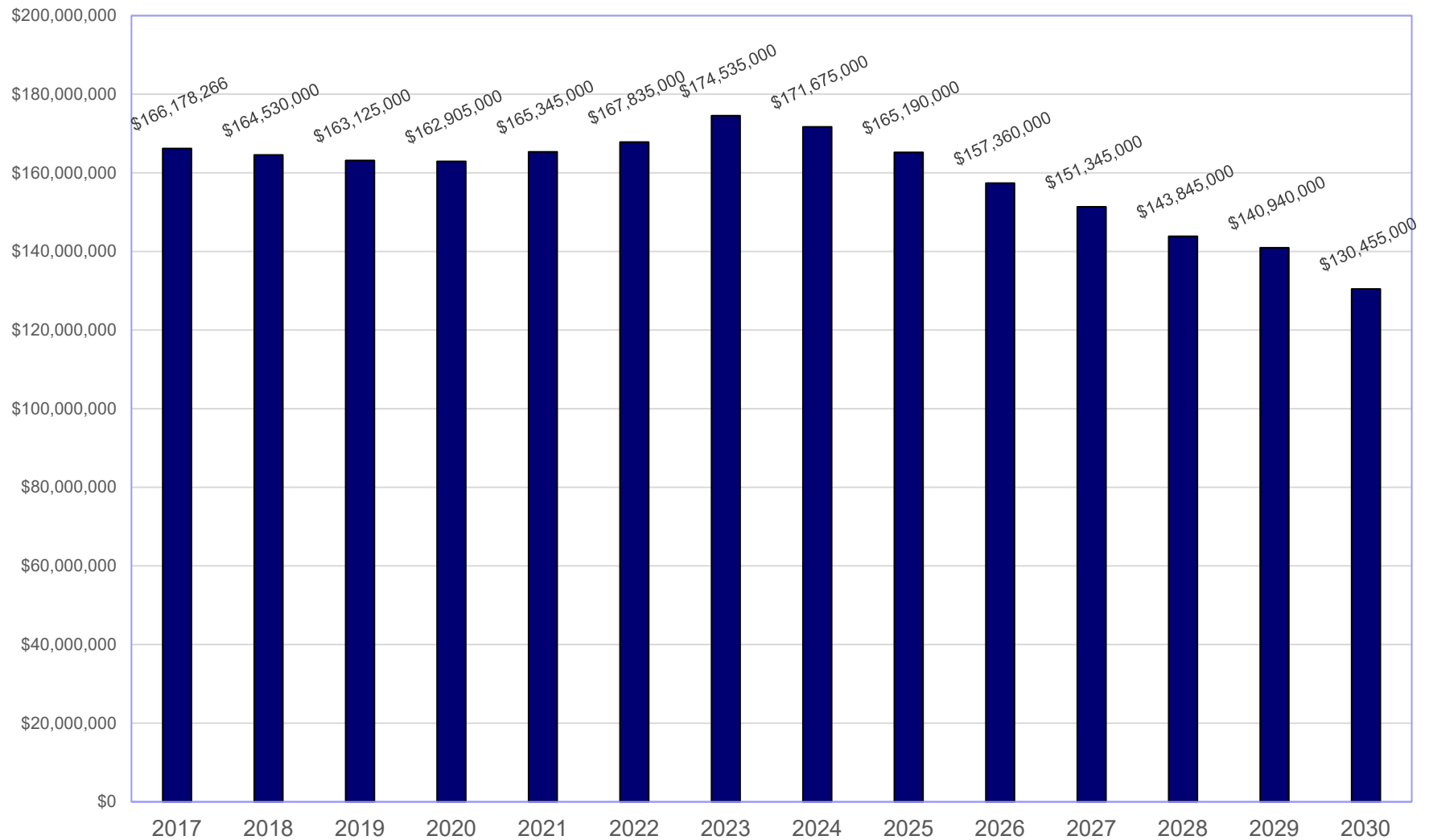
- Design and construction period July 2021 through July 2023
 - Construction April 2022
- July or August 2021 – \$2.5 million COP bond
 - \$2.65 million in proceeds
- Use \$250,000 remaining 2020D proceeds, \$2.5 million COP proceeds and \$5 million other sources from July 2021 through approximately August 2022 in FY2023
 - \$5.0 million other sources drawn in approximately April 2022
- June 2023 - \$6.0 million COP bond to pay for remaining construction costs incurred September 2023 through July 2023
 - \$6.1 million in proceeds



Overall Project Funding Timing – Clear Springs Classrooms at \$7.1 Million

- Design and construction period September 2022 through July 2024
 - Construction June 2023 through July 2024
- December 2022 – \$3.38 million COP bond
 - \$3.5 million in proceeds
- Bond proceeds utilized first, then other sources
 - \$3.6 million other sources drawn in approximately September 2023

Outstanding Debt Principal Projection At Fiscal Year End – 2017-2020 Actual Through 2030
After Vantage/MOMENTUM Bonds And Clear Springs Bonds



**Minnetonka Independent School District 276
Long-Term Facilities Maintenance Ten-Year Plan
FY2022 Through FY2031**

June 30, 2021

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

FY2022 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	\$ 150,000
	920	379	1958-60 classroom cabinet replacement - 11 rooms	\$ 255,000
Deephaven Elementary	900	379	Painting per plan	\$ 2,000
Excelsior Elementary	900	379	Painting per plan	\$ 2,000
	902	368	Tuckpointing	\$ 85,000
	905	380	Replace rooftop hvac mechanical units	\$ 382,000
Groveland Elementary	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 2,000
Minnewashta Elementary	900	379	Painting per plan	\$ 2,000
	901	384	Parking lot mill and overlay	\$ 170,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 2,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 2,000
	902	383	Roofing replacement per plan	\$ 255,000
	903	379	Carpet/VCT replacement	\$ 2,000
	905	380	Replace mechanical units boiler room rms 102-159	\$ 370,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 2,000
	902	383	Roofing replacement per plan	\$ 465,000
	903	379	Carpet/VCT replacement	\$ 2,000
	905	380	1964 mech room replace original air handling units	\$ 1,240,000
Minnetonka High School	900	379	Painting per plan	\$ 2,000
	901	384	Retaining wall replacement - stadium	\$ 450,000
	901	384	Retaining wall replacement - north side	\$ 310,000
	902	383	Roofing replacement per plan	\$ 327,000
	903	379	Carpet/VCT replacement	\$ 60,000
	905	380	Replace R-22 HVAC units artscenter office area	\$ 65,000
	905	380	Replace mechanical controls - auditorium 10-1100s	\$ 100,000
	945	381	Replace restroom plumbing west entry restrooms	\$ 220,000
Communtiy Education Center	900	379	Painting per plan	\$ 1,000
	901	384	Parking lot mill and overlay	\$ 32,000
Pagel Activity Center	900	379	Painting per plan	\$ 1,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	901	384	Paving	\$ 135,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 21-22				\$ 5,100,000

**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	\$ 7,000
	902	383	Roofing replacement per plan	\$ 507,000
	903	379	Carpet/VCT replacement	\$ 5,000
	920	379	1958-60 classroom cabinet replacement - 5 rooms	\$ 150,000
	920	368	1986 window replacement at media center	\$ 150,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement - 1956 wall finishes	\$ 300,000
	920	379	1956 classroom cabinet replacement - 21 rooms	\$ 640,000
	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
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Track mill and overlay	\$ 150,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace unit ventilators - 1966 section - 12 rooms	\$ 480,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace rooftop hvac mechanical units	\$ 170,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 5,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 5,000
	904	379	1968 science cabinet replacement	\$ 600,000
	930	368	Loading dock concrete replacement	\$ 50,000
	901	384	Tennis court resurfacing	\$ 250,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 180,000
	903	379	Carpet/VCT replacement	\$ 25,000
	904	379	1964 cabinet replacement	\$ 120,000
	930	368	Loading dock concrete replacement	\$ 50,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	901	384	Retaining wall replacement - front turning circle area	\$ 350,000
	902	383	Roofing replacement per plan	\$ 450,000
	903	379	Carpet/VCT replacement	\$ 30,000
	904	370	2003 lighting fixture replacement - Veterans Field	\$ 600,000
	905	380	Replace rooftop hvac mechanical units	\$ 400,000
Communtiy Education Center	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 20,000
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
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
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
	920	368	1996 window replacement at west side	\$ 400,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 50,000
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
	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
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
	931	379	Stucco replacement	\$ 100,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 10,000
	902	383	Roofing replacement per plan	\$ 645,000
	905	380	Replace rooftop hvac mechanical units	\$ 550,000
	958	384	Synthetic turf replacement-JV baseball infield	\$ 100,000
Communtiy 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
	902	383	Roofing replacement per plan	\$ 225,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 23-24				\$ 6,525,000

**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	\$ 320,000
	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	\$ 480,000
	920	368	1996 window replacement at east side	\$ 300,000
Excelsior Elementary	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 300,000
	920	379	1958-64 classroom cabinet replacement - 13 rooms	\$ 405,000
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
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	\$ 480,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 8,000
	902	383	Roofing replacement per plan	\$ 325,000
	903	379	Carpet/VCT replacement	\$ 30,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 8,000
	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	\$ 125,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 600,000
Communtiy Education Center	900	379	Painting per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 20,000
Pagel 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				\$ 6,375,000

**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	1996 replace gym area hvac rooftop units	\$ 300,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	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
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
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	\$ 350,000
	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	\$ 510,000
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	\$ 250,000
Minnetonka Middle School West	902	383	Roofing replacement per plan	\$ 291,000
	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	970	370	1964 replace original switch gear & transformer	\$ 250,000
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	\$ 895,000
	921	368	1952 South side section - window replacement	\$ 540,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	1952 replace boiler 3 exhaust system	\$ 300,000
Communtty 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				\$ 5,800,000

**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
	902	383	Roofing replacement per plan	\$ 130,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
	967	380	1993 hvac replacement	\$ 175,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 130,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 100,000
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	\$ 145,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 180,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	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	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 20 rooms	\$ 600,000
	967	380	1993 hvac replacement	\$ 180,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 125,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement	\$ 250,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement	\$ 250,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	902	383	Roofing replacement per plan	\$ 380,000
	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	\$ 410,000
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				\$ 5,400,000

**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
	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	\$ 325,000
	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	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 335,000
	903	379	Carpet/VCT replacement	\$ 15,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 400,000
	903	379	Carpet/VCT replacement	\$ 15,000
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	\$ 250,000
	915	380	Ice chiller R-22 replacement	\$ 1,275,000
	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
Warehouse	900	379	Painting per plan	\$ 1,000
Total 27-28				\$ 6,485,000

**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
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 28-29				\$ 5,500,000

**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
	902	383	Roofing replacement of dome	\$ 1,500,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
Communty 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

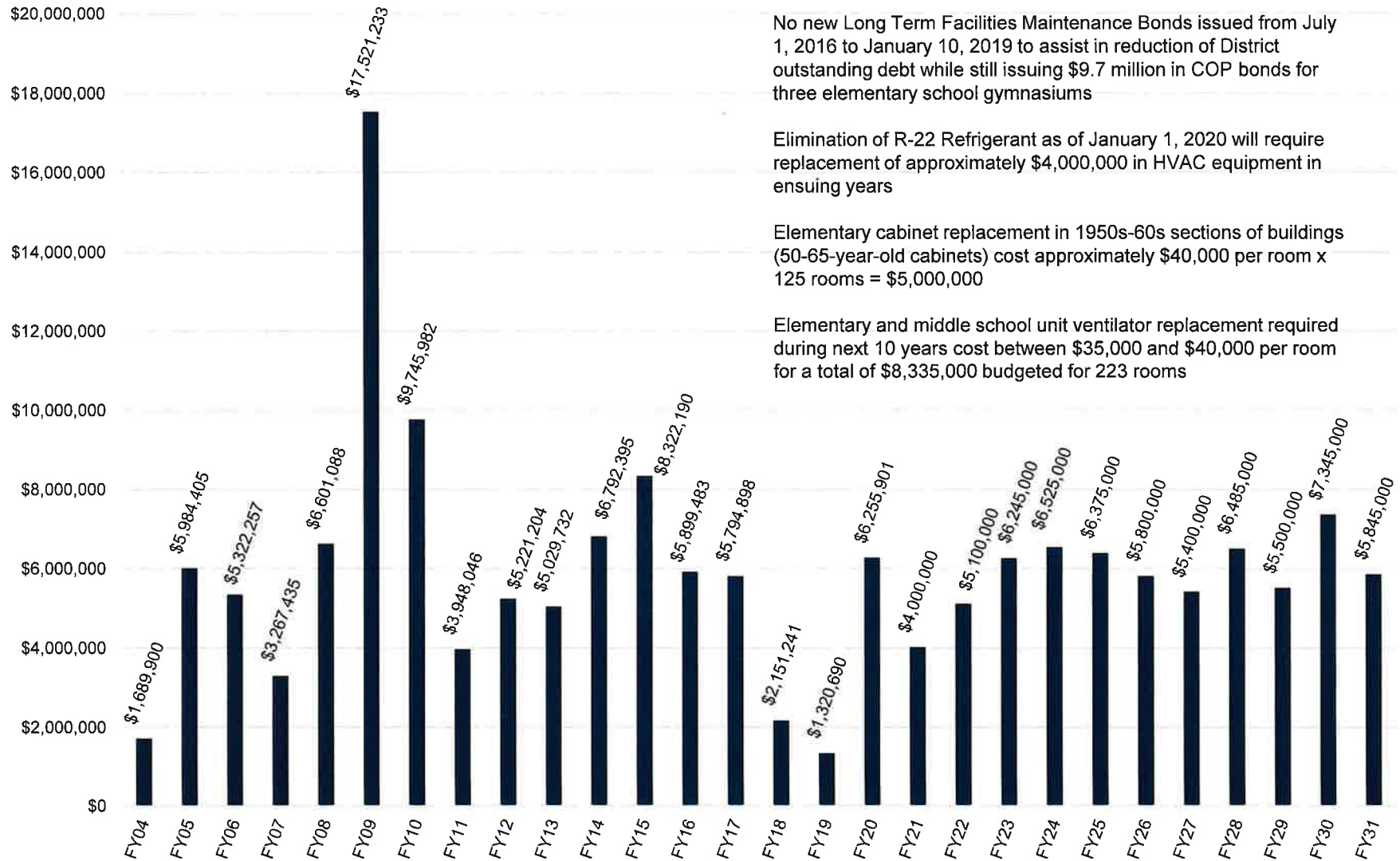
**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

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
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				\$ 5,845,000

Long Term Facilities Maintenance History And Projection

Eliminating Deferred Maintenance and Maintaining Buildings in a State of Good Repair for the Long Term



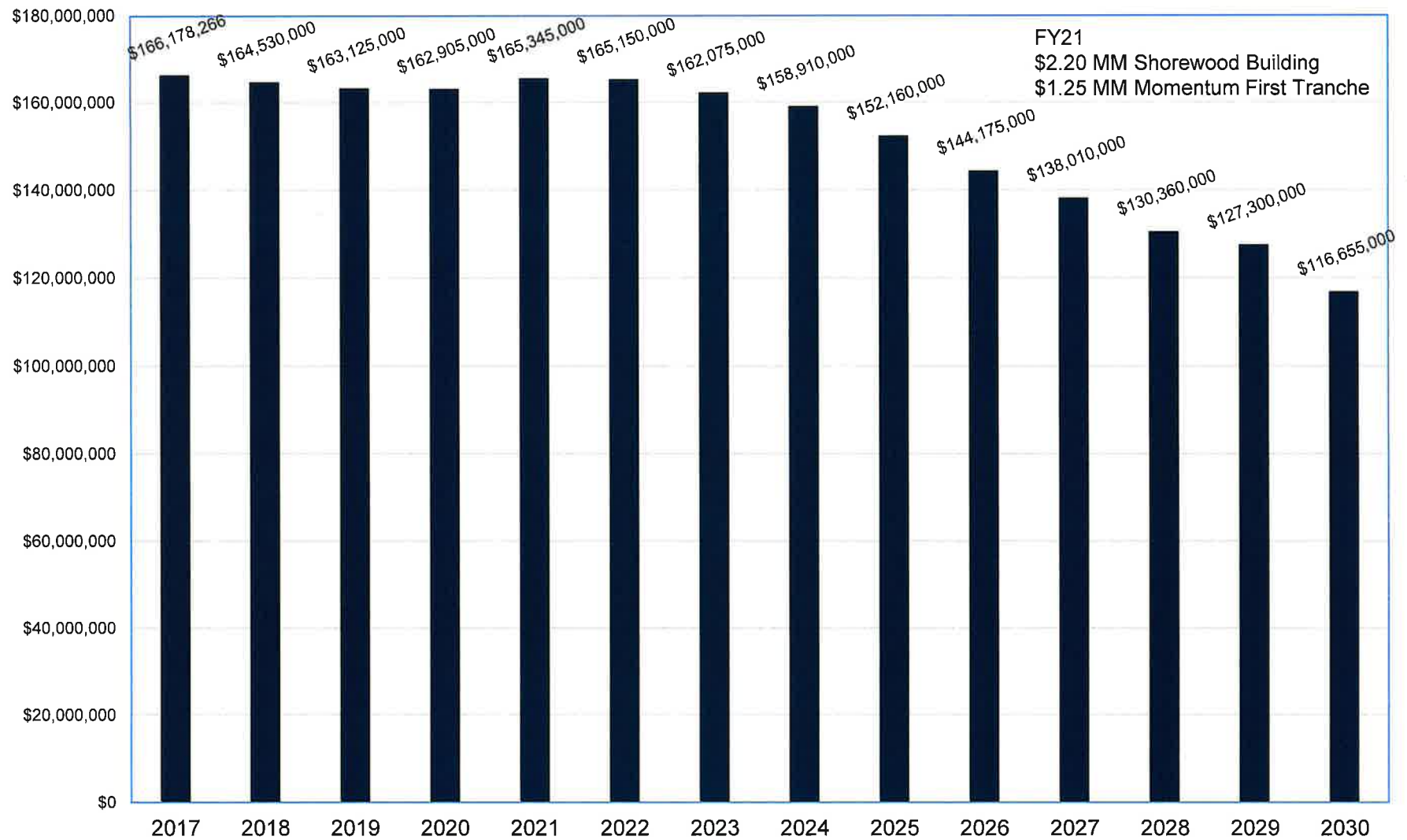
No new Long Term Facilities Maintenance Bonds issued from July 1, 2016 to January 10, 2019 to assist in reduction of District outstanding debt while still issuing \$9.7 million in COP bonds for three elementary school gymnasiums

Elimination of R-22 Refrigerant as of January 1, 2020 will require replacement of approximately \$4,000,000 in HVAC equipment in ensuing years

Elementary cabinet replacement in 1950s-60s sections of buildings (50-65-year-old cabinets) cost approximately \$40,000 per room x 125 rooms = \$5,000,000

Elementary and middle school unit ventilator replacement required during next 10 years cost between \$35,000 and \$40,000 per room for a total of \$8,335,000 budgeted for 223 rooms

Outstanding Debt Principal Projection At Fiscal Year End – 2017-2020 Actual Through 2030



Minnetonka Independent School Distirct 276
Long Range Operating Capital Plan
FY22 And Later AFTER Refunding 2016F and 2016G at Call Date

Chart 14
30 Yr VM 2 Tr

Any Color Means Principal For That Fiscal Year Is Callable - Same Color Means Same Call Date

*Refunding needed to increase payment capacity

**Payment on new COP bonds for new construction at Vantage Kolstad site

***\$320,000 annual lease paymets for Vantage Baker Road office suite end in FY24 and can be applied thereafter to Vantage/MOMENTUM bond payments

Fiscal Year	2016F* Call Date 02/01/23	2016G Call Date 02/01/23	2016L Call Date 03/01/25	2016N* Call Date 02/01/24	2017C Call Date 02/01/25	2018B Call Date 08/01/25	2018D Call Date 01/01/25	2020D No Call Date	2021B Call Date 03/01/28	2021C Call Date 07/01/28	2021K(2016F) Refunding Dec 2021	2021L?(2016G) Refunding Dec 2021	2021Z?*** Call Date 07/01/29	2023Z?*** Call Date 07/01/30	Fiscal Year Operating Cap Total	Fiscal Year*** Operating Cap Target Limit	Amount Under(Over) Target Limit
FY22	338,950.00	69,840.00	152,175.00	85,700.00	164,250.00	72,706.26	91,925.00	172,757.78	40,665.68	45,302.78			46,540.00		1,280,812.50	1,500,000.00	219,187.50
FY23			148,775.00	88,700.00	166,700.00	76,206.26	90,325.00	174,500.00	152,433.76	142,525.00	224,773.96	48,472.44	138,080.00		1,451,491.42	1,500,000.00	48,508.58
FY24			150,375.00	85,950.00	174,000.00	74,606.26	93,625.00	174,000.00	151,773.76	143,950.00	219,687.50	48,930.00	140,955.00		1,457,852.52	1,500,000.00	42,147.48
FY25			156,775.00	88,200.00	170,000.00	73,006.26	91,712.50	173,300.00	151,113.76	145,550.00	224,687.50	47,930.00	138,705.00	337,343.07	1,798,323.09	1,820,000.00	21,676.91
FY26			151,775.00	85,200.00	166,000.00	76,306.26	89,800.00	172,400.00	150,453.76	142,150.00	224,187.50	51,930.00	141,330.00	337,577.50	1,789,110.02	1,820,000.00	30,889.98
FY27			151,775.00	87,200.00	167,000.00	74,675.01	93,000.00	171,300.00	154,793.76	143,200.00	223,437.50	50,680.00	138,830.00	336,452.50	1,792,343.77	1,820,000.00	27,656.23
FY28			152,575.00	85,250.00	167,800.00	73,212.51	91,000.00	170,000.00	153,471.26	143,575.00	222,437.50	49,430.00	141,205.00	335,077.50	1,785,033.77	1,820,000.00	34,966.23
FY29			153,175.00	83,300.00	163,400.00	76,668.76	94,000.00	173,400.00	152,148.76	144,200.00	221,187.50	48,180.00	138,455.00	338,327.50	1,786,442.52	1,820,000.00	33,557.48
FY30			153,575.00	86,350.00	164,000.00	74,950.01	91,800.00		150,826.26	140,700.00	224,687.50	51,930.00	140,940.00	336,202.50	1,615,961.27	1,820,000.00	204,038.73
FY31			153,775.00	89,250.00	164,400.00	73,137.51	89,600.00		153,957.50	142,625.00	221,523.50	50,910.00	138,660.00	339,438.75	1,617,277.26	1,820,000.00	202,722.74
FY32			153,775.00	87,000.00	164,600.00	76,234.38	92,400.00		152,007.50	144,400.00	223,191.50	49,890.00	141,285.00	338,500.00	1,623,283.38	1,820,000.00	196,716.62
FY33			153,575.00	89,750.00	164,600.00	74,240.63	89,700.00		155,057.50	141,100.00	219,595.50	48,870.00	138,815.00	337,812.50	1,613,116.13	1,820,000.00	206,883.87
FY34			153,175.00	87,350.00	164,400.00	72,246.88	92,000.00		152,557.50	142,725.00	220,869.00	52,850.00	141,250.00	336,950.00	1,616,373.38	1,820,000.00	203,626.62
FY35			148,835.00	84,950.00	164,000.00	74,750.00	89,075.00		155,057.50	144,200.00	221,894.00	51,660.00	138,590.00	335,912.50	1,608,924.00	1,820,000.00	211,076.00
FY36			149,495.00	87,550.00	163,400.00	71,750.00	91,150.00		152,457.50	145,525.00	222,678.00	50,470.00	140,835.00	339,612.50	1,614,923.00	1,820,000.00	205,077.00
FY37					167,600.00	73,625.00	93,000.00		154,857.50	141,775.00	223,214.00	49,280.00	142,890.00	338,050.00	1,384,291.50	1,820,000.00	435,708.50
FY38					166,400.00	75,250.00	89,625.00		151,685.00	142,950.00	223,511.50	48,090.00	139,850.00	336,312.50	1,373,674.00	1,820,000.00	446,326.00
FY39						71,750.00	91,250.00		153,512.50	144,650.00	223,564.50	51,900.00	141,715.00	339,312.50	1,217,654.50	1,820,000.00	602,345.50
FY40							92,650.00		150,222.50	141,950.00	223,384.50	50,540.00	138,485.00	337,050.00	1,134,282.00	1,820,000.00	685,718.00
FY41							88,825.00		151,932.50	144,200.00	222,966.50	49,180.00	140,160.00	334,612.50	1,131,876.50	1,820,000.00	688,123.50
FY42									153,525.00	141,400.00	222,305.50	52,820.00	141,645.00	336,912.50	1,048,608.00	1,820,000.00	771,392.00
FY43											221,396.50	51,290.00	142,940.00	338,862.50	754,489.00	1,820,000.00	1,065,511.00
FY44											220,234.50	49,760.00	139,140.00	335,550.00	744,684.50	1,820,000.00	1,075,315.50
FY45											223,864.50	48,230.00	140,245.00	336,975.00	749,314.50	1,820,000.00	1,070,685.50
FY46											222,030.50	51,700.00	141,160.00	338,050.00	752,940.50	1,820,000.00	1,067,059.50
FY47													141,885.00	338,775.00	480,660.00	1,820,000.00	1,339,340.00
FY48													142,420.00	339,150.00	481,570.00	1,820,000.00	1,338,430.00
FY49													142,765.00	339,175.00	481,940.00	1,820,000.00	1,338,060.00
FY50													142,940.00	338,850.00	481,790.00	1,820,000.00	1,338,210.00
FY51													142,885.00	338,175.00	481,060.00	1,820,000.00	1,338,940.00
FY52													142,660.00	337,150.00	479,810.00	1,820,000.00	1,340,190.00
FY53														335,775.00	335,775.00	1,820,000.00	1,484,225.00

2016F	MHS Science Research-Refunded
2016G	MHS NE-NW Parking Lots-Refunded
2016L	Pagel Center
2016N	Groveland Parking Lots
2016O	TSP Building-Moved to Lease Levy Funding FY22
2017C	Secure Entries
2018B	Minnewashta Parking Lot
2018D	Clear Springs-Excelsior Parking Lots
2020D	Kolstad Property Acquisition
2021B	Excelsior Multipurpose Room Refunding 2013A
2021C	Shorewood Building Purchase and Conversion
2021K	MHS Science Research-Refunded 2016F
2021L?	MHS NE-NW Parking Lots-Refunded 2016G
2021Z?	Vantage/MOMENTUM New Construction - First Tranche - \$2.65 MM Net To Project
2023Z?	Vantage/MOMENTUM New Construction - Second Tranche - \$6.10 Net To Project

Minnetonka Independent School Distrc 276
Long Range Lease Levy Plan
Current Through 2020I Refunding Of 2014B

Chart 15
30 Year Mo

Any Color Means Principal For That Fiscal Year Is Callable - Same Color Means Same Call Date
Restructurings Prior to 2035 Will Keep Payments Within Available Lease Levy Revenue

*Refunding is needed to increase payment capacity for Momentum Skilled Trades Tranche 1 and Tranche 2 - \$4.0 million needed in Summer 2021 FY22
**Refunding needed to increase payment capacity for bonding needed for CSP 5-classroom replacement project that would start in summer 2023 in FY24
***2023?? is \$3.5 million in new COP sale proceeds for an unspecified project(s) in Calendar 2023 in FY24

Fiscal Year	2012A* Call Date 02/01/22	2013D* Call Date 03/01/22	2014C* Call Date 02/01/22	2016H** Call Date 02/01/23	2016O** Call Date 02/01/24	2017A Call Date 07/01/26	2019A Call Date 02/01/25	2019E Call Date 10/01/26	2020B Call Date 02/01/26	2020I Call Date 02/01/26	2021D Call Date 07/01/28	2021E Call Date 07/01/28	2021H(2012A) Call Date 02/01/29	2021I(2014C) Call Date 02/01/29	2021J(2013D) Call Date 03/01/28	2022?(2016H) Call Date 02/02/32	2023A(2016O) Call Date 02/01/30	2023?*** Call Date 02/01/32	Fiscal Year Lease Levy Total	Fiscal Year Lease Levy Limit 12,192.00	Amount Under(Over) Limit
FY22	235,837.50	81,072.50	335,600.00	188,650.00	115,750.00	208,812.50	561,862.50	292,125.00	374,023.00	120,462.22									2,514,195.22	2,584,704.00	70,508.78
FY23				190,500.00	112,950.00	211,337.50	562,862.50	292,400.00	381,517.00	87,050.00	63,109.14	141,581.96	135,365.70	203,418.28	87,635.13				2,469,727.21	2,584,704.00	114,976.79
FY24						208,787.50	563,462.50	291,700.00	378,667.00	84,550.00	62,804.50	137,670.00	133,607.00	202,905.00	85,388.00	180,202.13	86,890.43	181,221.17	2,597,855.23	2,584,704.00	(13,151.23)
FY25						210,712.50	563,662.50	290,000.00	380,742.00	82,050.00	66,429.50	139,795.00	135,107.00	205,655.00	87,755.50	184,238.50	83,990.00	184,511.00	2,614,648.50	2,584,704.00	(29,944.50)
FY26						212,012.50	563,462.50	293,000.00	377,642.00	79,550.00	64,929.50	136,795.00	136,357.00	202,155.00	84,920.50	183,898.50	82,240.00	181,011.00	2,597,973.50	2,584,704.00	(13,269.50)
FY27						208,212.50	562,862.50	290,700.00	374,340.50	72,550.00	63,429.50	138,670.00	137,357.00	201,405.00	87,085.50	183,336.00	85,490.00	182,511.00	2,587,949.50	2,584,704.00	(3,245.50)
FY28						209,312.50	531,862.50	293,100.00	380,837.50	75,750.00	61,929.50	140,295.00	133,107.00	200,405.00	89,048.00	182,551.00	83,490.00	183,761.00	2,565,449.00	2,584,704.00	19,255.00
FY29						210,212.50	564,750.00	290,200.00	376,877.50	73,750.00	65,304.50	136,795.00	133,857.00	204,155.00	85,808.00	181,543.50	81,490.00	184,761.00	2,589,504.00	2,584,704.00	(4,800.00)
FY30						210,912.50	564,750.00	292,000.00	377,835.00	76,750.00	63,554.50	138,170.00	136,157.00	201,050.00	84,400.00	180,313.50	94,490.00	185,511.00	2,605,893.50	2,584,704.00	(21,189.50)
FY31						211,412.50	564,000.00	293,400.00	378,585.00	74,550.00	66,691.50	139,495.00	133,307.00	202,945.00	87,992.00	182,326.50	82,240.00	186,011.00	2,602,955.50	2,584,704.00	(18,251.50)
FY32						211,712.50	562,500.00	289,500.00	378,685.00	72,900.00	65,321.50	136,931.00	135,457.00	199,725.00	86,496.00	184,056.50	85,530.00	183,066.00	2,591,880.50	2,584,704.00	(7,176.50)
FY33						211,812.50	565,250.00	291,475.00	378,645.00	76,250.00	64,537.50	140,312.75	137,457.00	201,505.00		180,522.50	83,630.00	185,121.00	2,516,518.25	2,584,704.00	68,185.75
FY34						211,062.50	562,000.00	294,275.00	378,465.00	74,450.00	63,717.50	138,570.25	134,611.50	202,633.50		181,864.50	81,730.00	182,021.00	2,505,400.75	2,584,704.00	79,303.25
FY35						209,437.50	563,000.00	290,600.00	563,145.00	72,650.00	62,863.50	136,755.50	136,766.00	203,628.50		182,944.50	84,830.00	183,921.00	2,690,541.50	2,584,704.00	(105,837.50)
FY36						207,562.50	563,000.00	290,400.00	747,505.00	71,450.00	61,975.50	139,812.00	133,785.00	204,490.00		183,753.50	82,740.00	185,666.00	2,872,139.50	2,584,704.00	(287,435.50)
FY37						210,312.50	562,000.00	291,150.00	769,680.00	75,250.00	65,999.25	137,746.50	135,804.00	200,218.00		179,316.50	80,650.00	182,256.00	2,890,382.75	2,584,704.00	(305,678.75)
FY38						212,562.50	565,000.00	292,900.00	775,615.00	73,650.00	64,937.25	140,862.75	137,687.50	200,754.00		179,777.50	83,560.00	183,846.00	2,911,152.50	2,584,704.00	(326,448.50)
FY39						209,231.25	566,750.00	294,350.00	820,775.00	72,650.00	63,848.25	138,263.75	134,291.50	201,150.50			81,280.00	185,281.00	2,767,871.25	2,584,704.00	(183,167.25)
FY40						210,306.25	562,250.00		1,203,920.00	71,187.50	62,732.25	135,907.75	135,895.50	201,407.50			84,000.00	181,561.00	2,849,167.75	2,584,704.00	(264,463.75)
FY41						210,856.25	561,750.00		743,400.00	74,725.00	66,527.50	138,435.50	137,358.00	201,525.00			81,530.00	182,841.00	2,398,948.25	2,584,704.00	185,755.75
FY42						210,881.25			1,176,480.00	73,150.00	65,235.00	140,785.25	133,679.00	201,359.00			84,060.00	183,966.00	2,269,595.50	2,584,704.00	315,108.50
FY43						210,381.25				71,575.00	63,917.50	138,018.50		201,049.50			81,400.00	184,936.00	951,277.75	2,584,704.00	1,633,426.25
FY44											62,575.00	140,131.50		200,596.50			83,740.00	185,751.00	672,794.00	2,584,704.00	1,911,910.00
FY45											66,138.50	137,123.00					80,890.00	181,411.00	465,562.50	2,584,704.00	2,119,141.50
FY46											64,606.75	138,989.25					83,040.00	182,015.00	468,651.00	2,584,704.00	2,116,053.00
FY47											63,047.50	135,729.00						182,404.00	381,180.50	2,584,704.00	2,203,523.50
FY48											66,388.00	137,338.50						182,574.00	386,300.50	2,584,704.00	2,198,403.50
FY49											64,633.00	138,755.00						182,521.00	385,909.00	2,584,704.00	2,198,795.00
FY50											62,857.00	139,980.50						182,257.00	385,094.50	2,584,704.00	2,199,609.50
FY51											65,981.50	136,080.50						181,779.00	383,841.00	2,584,704.00	2,200,863.00
FY52											137,058.75							186,084.00	323,142.75	2,584,704.00	2,261,561.25

- 2012A
- Middle Schools and Groveland Classrooms-Refunded
- 2013D
- Scenic Heights Music Room and Classrooms-Refunded
- 2014C
- All Day Kindergarten Classrooms-Refunded
- 2016H
- Minnewashta and Scenic Heights Classrooms - Refunded 2008C
- 2016O
- Highway Seven Education Center - Shifted From Operating Capital 20 Pay 21
- 2017A
- Groveland Gymnasium - Shifted From Operating Capital 20 Pay 21
- 2019A
- Elementary Classrooms and Clear Springs and Groveland Classrooms - Refunded 2009B, 2009E, 2011A
- 2019E
- MHS Student Union Classrooms - Refunded 2010B
- 2020B
- CSP-SCH Gymnasiums - Refunded 2018A, 2018C
- 2020I
- All Day Kindergarten Classrooms - Refunded 2014B
- 2021D
- Momentum Skilled Trades 1st Tranche
- 2021E
- Momentum Skilled Trades 2nd Tranche
- 2021H
- Middle Schools and Groveland Classrooms-Refunded 2012A
- 2021I
- All Day Kindergarten Classrooms - Refunded 2014C
- 2021J
- Scenic Heights Music Room and Classrooms - Refunded 2013D
- 2022?
- Minewashta and Scenic Heights Classrooms - Refunded 2016H
- 2023A
- Highway Seven Education Center - Refunded 2016O
- 2023?
- \$3.5 Million New Money COP proceeds for CSP 5 Replacement Classroom project starting summer 2023 in FY24

REPORT

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

Study Session Agenda Item #4

Title: Belonging Reports from Elementary Principals

Date: May 20, 2021

EXECUTIVE SUMMARY:

The principals of all schools in the District have Belonging Committees. The reports this month are from the six elementary principals. They will report on the work their respective committees have done this year.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

REVIEW

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

Study Session Agenda Item #5

Title: Review of Vision Document

Date: May 20, 2021

EXECUTIVE SUMMARY:

The Board is committed to updating its Vision statement as part of the work on Goal Two. They will work on the revised document at this meeting.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

A LETTER TO OUR COMMUNITY

It is a great honor to represent you in our service as members of the Minnetonka School Board. Since its inception in 1952, our school district has been preparing students—to be thoughtful, contributing members of society. During that time, our District has earned a reputation for excellent teaching, exceptional student achievement and outstanding fiscal management.

Ensuring that this legacy continues is the heart of our job as your elected representatives. Toward that end, it is our duty to define the direction in which we want to lead our district. The following is our vision for the Minnetonka School District, one that we believe enables us to be a world-class, child-centered public school system of which we can all be proud.

As we envision the District’s future, we want to acknowledge the significant contributions of students, teachers, administrators, support staff, past school board members, parents, and other community members who built Minnetonka’s history of success. We are grateful and proud to chart the coming years from such a solid position of inherited strength.

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Defining our Vision for a World-class School District

America's public education system is built on the belief that a nation dedicated to self-government and the preservation of liberty will not endure without the intelligence and vigilance of the governed. Unique in the history of the world, America's public schools make and deliver on the bold promise to freely educate all children regardless of wealth, religion, race, gender, ability, or citizenship. The Minnetonka School Board is committed to protecting and promoting this legacy.

We believe that a strong public education is the most direct means of creating an informed citizenry necessary to sustain democracy. Public education gives people the skills they need to live the life they imagine, to realize their dreams, and to fully develop as human beings. It is the cornerstone of healthy, engaged communities. It is essential to maintaining a thriving American economy capable of operating in a competitive global marketplace. It is the foundation upon which a free and open society rests. Strong public education gives wings to society's collective hopes for a promising future.

As members of the Minnetonka School Board, we believe in the power of a collective vision to mobilize people and effect positive change in their lives. We are committed to building upon the excellence of our past and creating a world-class school district. We will insist on aligning every element of our organization toward the goal of supporting all students' pursuits of their highest levels of academic and personal achievement.

We strongly believe in the connection between early childhood education and later school performance. Therefore, the Minnetonka School District champions an E-12 approach to educating children. We will connect with parents and their children as early as possible, creating a wide variety of opportunities for parents to cultivate the skills and knowledge needed to nurture their children's successful growth and development. When communities, families and schools are united in support of each and every child, all students will flourish.

We understand that being a world-class district takes effort, talent, money, and determination. The children and citizens of our community deserve no less than our best efforts. We must dedicate ourselves to redefining excellence in education in our own terms.

If our future is to be better than our past, we must have the courage to let go of what no longer serves us, embrace what is required for the future, and advocate for what is best for our children, our community, and our nation. Such a journey will require being comfortable with change, taking informed risks, and rigorously tracking progress against clearly articulated goals. It will require the conviction to set our own standards in the face of state and federal mandates and unstable financial resources. The result will be national recognition for academic excellence and student achievement. In all areas, it will demand putting children first.

As a world-class organization dedicated to child-centered excellence, the Minnetonka School District will:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement
- Practice prudent and innovative management of public resources
- Advocate for strong academic and strong co-curricular programs
- Attract, develop, and support the highest quality teachers and other educational professionals
- Demand the highest standards of professional excellence in every level of the organization
- Create, pursue, and champion outstanding early childhood education opportunities so that all children enter kindergarten ready to learn and succeed
- Tailor learning experiences to the needs of individual learners
- Create positive, enjoyable learning environments
- Foster the development of good character and social responsibility
- Inspire students to understand and serve the greater good
- Instill an abiding appreciation for the rights, privileges, and values of America's system of government
- Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning
- Earn and maintain broad-based community support
- Design student experiences for meaning, engagement, and deeper learning
- Commit to preparing and educating all students with programs, instruction and tools that meet the needs of the future

Mission

A statement of our highest aspirations

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

- value and nurture each person,
- inspire in everyone a passion to excel with confidence and hope, and
- instill expectations that stimulate extraordinary achievement in the classroom and in life.

Beliefs

A statement of our organization's fundamental convictions, its value, its character

We believe that:

- An educated populace is integral to a democratic society.
- Families have the primary responsibility to ensure the education of their children.
- All adults are responsible for the care and welfare of all children.
- All people deserve the opportunity to pursue their individual potential.
- A person's attitude is the most significant determinant of success.
- Personal fulfillment comes from pursuing one's passion.
- Each person has fundamental, intrinsic worth.
- The dignity of each person is sacred.
- All people need to love and be loved.
- All people have a right to live and work in a safe environment.
- The uniqueness of each individual enriches the community.
- All people have the right to express matters of conscience
- Effective communication is essential to building relationships and strengthening mutual commitment to purpose.
- Integrity is essential to a meaningful relationship.

Objectives

An expression of the desired measurable, observable, or demonstrable results for the organization. Our objectives focus on student success, performance, and/or achievement.

- All students will meet or exceed District academic standards.
- All students will thrive according to their individual potential.
- All students will achieve their stated aspirations.
- All students will possess an enlightened view of themselves, others, and the world.

Commitments

Strict parameters that establish the boundaries and limits within which the organization will accomplish its mission.

- We will not engage in any activity that detracts from our elementary and secondary instructional program.
- We will not compromise excellence.
- We will make all decisions based solely on the best interest of the student.
- We will expect the best of everyone.
- We will defend and preserve the principle of local autonomy.
- We will honor the dignity of each person.

Students

Serving students well and inspiring them to reach their highest levels of personal and academic achievement is the essence of our quest to be a world-class public school district. Toward that end, all learning experiences, curriculum offerings, supplemental programs, enrichment opportunities, staffing models, facility designs and usage, and co-curricular activities will support student success and life-long learning.

We must recognize that there are different levels of ability, need, desire, and interest among the students we serve. Our commitment is to effectively utilize the resources of the District and align them for the maximum benefit of each child. At all times, we will act to ensure that our students remain engaged in school and learning. Students will be encouraged and supported to explore a variety of opportunities and to access challenging coursework throughout their years in the District.

Minnetonka students will be encouraged and supported to progress beyond the confines of traditional grade levels and classroom work. Once students demonstrate mastery of a subject area, they will be able to explore accelerated learning experiences that require greater depth and skill. Differentiated instruction and personalized pathways towards their pursuit of knowledge and skills will be essential components of a Minnetonka education. We also will acknowledge that students' abilities may differ from subject to subject and will provide opportunities accordingly.

We will identify and respond to unique learning needs as early as possible. We will provide personalized curriculum and staff to help all students reach their life goals regardless of their need or ability. Our staff will constantly strive to find new ways to meet our students' needs that are respectful and cost-effective. We will also strive to help students avoid self-limiting labels and focus on their unique talents and gifts. Our staff will work with parents and students to develop reasonable, yet challenging, plans for academic and personal achievement which truly serve the individual.

Teachers

The interactions between teachers and their students are central to the educational experience. We must pursue excellence in teaching if we are to deliver a school district that is truly world-class. Therefore, all Minnetonka teachers will have a thorough and complete command of the subjects they teach. They will employ a wide range of educational and scientific research in developing effective ways of teaching their students. Minnetonka teachers will be recognized for their commitment, enthusiasm, student focus, effectiveness, and professionalism. They will maintain personal and professional integrity and advocate for the best interests of students. Every Minnetonka teacher will work to ensure that each student has mastered to his or her fullest potential the skills and knowledge taught. Our teachers' efforts will be supported by a well-planned and adequately funded professional development program.

In addition to mastery of subject area, Minnetonka teachers will know that simply covering curriculum does not equal excellence in teaching. Minnetonka teachers will recognize that they must address emotional and developmental issues during the learning experience in order for effective learning to take place. Because the learning environment is critical to student success, Minnetonka teachers will use their empathy, enthusiasm, patience, communication skills, and effective classroom management to create a positive, supportive, respectful, and disciplined atmosphere in which academic and personal achievement can flourish. Minnetonka teachers will present curriculum and facilitate learning in compelling and innovative ways that result in high levels of student engagement and academic achievement.

All Minnetonka teachers will exhibit a genuine love of children and a professional commitment to children's learning. They will recognize that they have enormous influence over the minds and character of the children in their charge and act accordingly. Minnetonka teachers will connect with kids and their families and know how to pull the best out of each student. They will engender respect from their students because they are respectful of their students. Minnetonka students will give their best because their teachers inspire and believe in them.

Curriculum and Instruction

The Minnetonka School District will insist on a curriculum designed to stretch students' minds and prepare them to thrive in both our American society and the world at large. Our curriculum will reflect critical dimensions of student success: academics, character development, physical and mental health, leadership, and service. It will not be limited by government prescribed standards for competency. Learning will be connected from grade level to grade level and from subject to subject and aligned with measures of progress. Curricular programs will be open and available to all who are interested and prepared for the work.

Instruction is a critical element in our success because it is the process that transforms curriculum into learning. All Minnetonka teachers will be provided with clear guidance for delivering instruction and assessing learning. Minnetonka's Instructional Framework will provide the necessary guidance for designing the student experience, emphasizing dimensions of 21st century learning that are vital to success in a rapidly changing world. The consistent application of the Instructional Framework and the commitment to common assessments and engaging units of study will ensure a high level of quality and opportunity for all learners, as well as evaluate the effectiveness of our curriculum and instruction in delivering results for our students. The instruction process will transcend skill development or mere knowledge transfer. Classroom instruction will emphasize excellence, love of learning, critical thinking, creativity, innovation, collaboration, cooperation, exploration, and respect for others. Teachers must understand how attitudes, prior knowledge, habits of mind, and relevance all impact the learning process. We will insist on methods of instruction grounded in research, and we will support meaningful professional development focused on improving instructional methods so that all students become active, life-long learners.

From the earliest years, the Minnetonka School District will emphasize reading and writing as the foundation of all future learning. Curriculum and instruction will be aimed at developing in each student:

- a profound command of the English language
- a mastery of mathematics
- a mastery of scientific principles
- a thorough understanding of American history, our system of government, and the importance of participating in the democratic process
- global awareness through the study of world language, culture, history, geography, and current events
- appreciation of music, literature, visual and performing arts
- participation in robust physical activity and health education
- technological proficiency
- life skills

Co-curriculars

Since its inception, the Minnetonka School District has been proud to provide a truly comprehensive education. Recognizing academic instruction and achievement as the heart of our mission, the Minnetonka School District also insists on and supports those activities that reinforce the academic pursuits of the students we serve. Co-curricular activities are essential for delivering a world-class education. Opportunities not found in the traditional classroom enhance the students' experience today, as well as prepare them for life's challenges ahead. A variety of co-curricular activities, both competitive and non-competitive, play an important role in the academic, social, physical, and emotional development of students by nurturing:

- perseverance
- self discipline
- ethical behavior
- ability to work with others
- resilience
- an understanding of the importance of physical health and fitness
- goal-setting and follow-through skills
- positive self-image
- competitive experiences
- good sportsmanship
- leadership qualities

These attitudes, skills, and experiences enhance, rather than compete with, the academic mission of our schools. They are necessary for life-long success and will be supported and celebrated.

Vibrant co-curricular participation also sustains two essential cultural elements of child-centered excellence: increased community support and a feeling of belonging for each student. Wide-spread participation and outstanding performance in a variety of co-curricular activities brings the community closer to the schools and students, thereby increasing awareness of and support for our students. Offering a wide variety of co-curricular options that are open to a broad number of students and are responsive to student interests helps to create smaller communities within the high school community. These smaller communities help to create a feeling of belonging and relevance, both of which are essential for student performance and well-being.

SUPPORTING OUR VISION

Parents

The Minnetonka School District recognizes and values the important role of parents in the educational success of their children. Research shows that there are many things caring adults can do to enhance children's learning. Clearly stating and setting realistic expectations, providing structure and support, talking about schoolwork, asking questions, being involved in their school, and modeling life-long learning skills have all been proven to enhance student success. Accordingly, the Minnetonka School District will encourage all parents to be directly involved in their children's education from birth through graduation. In order to support parents' abilities and interest in influencing and encouraging student success, appropriate parent education opportunities will be offered in a spirit of community collaboration.

Our obligation to parents will be to regularly communicate with them and seek their input regarding their children's education. We will provide timely and meaningful parent-teacher conferences, frequent reports to parents on their children's progress, and reasonable access to all staff. Parents will be welcomed in our buildings, encouraged to volunteer and be active participants in their children's schools. We will provide communication, tools and support to form the cornerstone for a solid relationship between home, school and community. Through the support of the greater community and the active involvement of parents, the Minnetonka School District will be a successful partner in providing the best possible educational opportunities for all students in our community.

District Leadership

The Minnetonka School District has set a course to transcend traditional definitions of excellence and envisions a school system in which all elements are united to help students reach their highest levels of personal and academic achievement. Strong district-wide leadership and innovative and systemic thinking will be essential to realizing our mission and vision.

The School Board is the first level of district-wide leadership. The seven members of this elected body will dedicate themselves to ethical decision-making and service-oriented behavior. They will be tireless advocates for the District's students and champion the success of the Minnetonka School District. They will bring a crucial blend of pragmatism, idealism, and lay wisdom to the profession of education and will remember that their role is to govern, rather than manage. In their governance capacity, the School Board will develop the District's mission and vision, write policy, approve budgets, adopt curriculum, authorize plans and projects, and direct the Administration to create and achieve goals aimed exclusively at furthering the District's mission and vision. Using a lean expenditure budget, the Board focuses resources on students.

To achieve these ambitious goals, the School Board must have a strong and collaborative leadership relationship with the Superintendent of Schools. The Superintendent will ensure that all the diverse functions and talents of the organization are aligned into a productive, highly functioning whole and will rely on, inspire, and direct a team of talented and motivated leaders to assess conditions, understand interrelationships, find solutions, and implement changes with the appropriate urgency necessary to serve our students well.

This collaborative leadership model, open and responsive to the public, will pave the way for partnerships with individuals and organizations that are essential to realizing our vision for the future. The Superintendent, and other senior district-wide administrators, will be available to all stakeholder groups to explain and build support for the District's mission and vision. The information and support gained through this collaborative leadership will allow the School Board and Superintendent to allocate and leverage resources more effectively. Likewise, the synergy created by aligning all elements of the organization toward the same goal of student achievement will fuel greater student success and community support.

Strong leadership by all Minnetonka principals will be a critical link in actualizing District initiatives. These educational leaders are the key to implementing curriculum offerings, evaluating teachers and support staff, providing consistent student discipline, and building strong connections between their schools and the community. Minnetonka principals will have the responsibility and authority necessary for bringing the District's mission and vision to life. These talented leaders will set expectations for the conduct of all employees and volunteers in their buildings. Most importantly, Minnetonka principals will be the champions for aligning all resources and talents towards the attainment of outstanding personal and academic achievement for each and every Minnetonka student.

Support Staff

Creating a culture of child-centered excellence will depend on the efforts of all adults in the organization. While excellence in education is often focused exclusively on the interaction between teachers and students, a truly world-class school district will pursue excellence in all work areas.

In order for all students to reach their highest levels of academic and personal achievement, support staff members will recognize and appreciate that they are partners in the educational success of each student and are an integral part of our District. These highly qualified employees will be positive role models who are committed to creating a supportive learning environment for all students, as well as providing essential support for teachers. Their optimistic attitudes, encouraging words, and consistent and caring discipline will form an essential part of Minnetonka's focus on child-centered excellence.

Likewise, everyone who works for the District will be a positive ambassador for our schools. Support staff members provide unique contributions to our organization and are key communicators in our community. Their helpful attitudes and responsive behavior will convey what is best about who we are and what we do. Such excellence across all support areas will enable everyone to do their best work, thereby allowing us to fulfill our mission and vision.

Learning Environment of Our Schools

A positive and stimulating learning environment is critical to student success. The culture of the Minnetonka School District will demonstrate support and caring for all members of our community. All stakeholders will be personally responsible for creating and maintaining an atmosphere of learning in which students feel respected, cared for, and encouraged to explore. In this environment, learning is a joy and the world is full of possibility. Students will be active learners in the classroom, not just passive observers. The learning environment of our schools will aim to develop in each student such desirable qualities as self-discipline, motivation, curiosity, confidence, cooperation, and respectful behavior.

Minnetonka schools will welcome the whole community and will be known for outstanding customer service. Minnetonka schools will serve as cornerstones of neighborhood life and an important part of family life. Our schools will be the center point of our District's ten communities' commitment to public education.

Unprecedented volunteerism will be a hallmark of the learning environment of the Minnetonka School District. Our students will experience school as a place where many people—not just their teachers and parents—are involved in and interested in their success. Dedicated, knowledgeable, and skilled volunteers will enable us to leverage our resources more efficiently by furthering the efforts of teachers and staff. In turn, this extensive involvement in our schools by volunteers will bring the community closer to our students, thereby supporting student success. Growing up in an atmosphere where volunteerism is welcomed and celebrated will help to develop generations of graduates who will seek their own volunteer opportunities, strengthening and serving society in the years to come.

Buildings and Grounds

The success of a school is not just predicated on having a great program and outstanding staff, but it is essential to have an inviting and supportive atmosphere in each school in order to have others perceive the excellence that lies within. Excellence in buildings and grounds is essential to delivering the quality of education we seek. While what happens in the classroom and at co-curricular venues is appropriately considered to be the heart of the educational mission, we recognize that the condition of the classroom, auditorium, or playing field is crucial to student development. The condition of our buildings and grounds signals to all who enter them that the Minnetonka School District is a place where important learning and community activities occur.

Outstanding maintenance and energy efficiency demonstrate that the District is committed to environmental stewardship and indicate to the community that its investment is being maximized for both present and future generations. The resources of the District will be used so that all buildings and grounds are safe, clean, healthy, and attractive places that stimulate learning, encourage physical activity, and provide essential gathering places for our citizens.

High quality facilities positively impact the learning environment and the level of achievement of students. Beyond maintenance, the District will support and develop learning and work environments that balance functionality with aesthetics. We will focus on providing surroundings that are attractive, inspiring places that stimulate learning and productivity. School buildings will be flexible enough to accommodate fluctuations in enrollment and innovations in program delivery. Buildings and grounds must also support and respond to the best uses of technology and innovative products.

The condition and use of the buildings and grounds of the Minnetonka School District will be the outward manifestation of our commitment to excellence. Our buildings, fields, and facilities will be welcoming and inspiring gathering places for the whole community.

Communication

Effective communication will be essential for the continued success of the Minnetonka School District. Those efforts will be effective if everyone in the organization accepts responsibility for communicating accurate information and building positive relationships with students, parents and the citizens we serve. We recognize that every decision and every action in our organization has the potential to impact the trusting relationship we have with our stakeholders, thereby improving or damaging our ability to fulfill our mission to our students. An essential component of our continued success depends on everyone in the organization recognizing that they are “ambassadors of the District” as they meet and greet people in the course of their day.

Schools are a cornerstone of our community and serve four or five generations of stakeholders, each defined in part by their communication technology preferences. We will use multiple communication methods to go beyond fulfilling our basic responsibility for public information and use integrated marketing communications to effectively engage with individuals, families and communities.

Communication in the District will be two-way in nature. We will insist that communication be a planned and systemic operational function, grounded in ethical practices. Timely dissemination and collection of factual information will help improve the programs, services, and reputation of the District. Communication efforts will engage our community regarding important changes, challenges, events and accomplishments. In addition, communication efforts will interpret public opinions and beliefs so that the School Board and Administration can shape programs, policies, and procedures that will gain widespread support and deliver value.

Technology

Technology is essential in a world-class education because it brings immediacy to knowledge acquisition and allows students to move quickly from information gathering to developing solutions. It fosters creativity, refines critical thinking skills, allows for personalized learning and interactivity, and provides learning beyond the confines of the traditional classroom. Technological fluency is critical to the success of every student, teacher, and staff member in the Minnetonka School District. The District will ensure that all students have access to technology.

We insist that our students are prepared to be responsible citizens in their use of technology. Utilizing technology will enhance student achievement and prepare students to compete and thrive in a diverse and changing world. Toward this end, the District will use technology to:

- Enhance student instruction
- Improve communication and collaboration among students, teachers, staff, and parents
- Support timely and informed decision-making
- Accelerate learning
- Facilitate parent engagement

The Minnetonka School District will constantly seek cost effective and innovative ways to use existing and emerging technologies. We will provide staff with adequate resources and training. We acknowledge that technology does not replace the need for personal interaction as we prepare students for life-long learning in the 21st century.

REALIZING OUR VISION

Meaning of a Minnetonka Diploma

Earning a Minnetonka diploma will mean more than completing a required course of study or fulfilling a certain number of hours and course credits. Our graduates will be the beneficiaries of years of excellence in teaching, experiential learning, abundant opportunities to excel in a variety of co-curricular activities, thousands of dollars of community investment, and high levels of community pride and support.

Because of our vision and commitment to transcending traditional definitions of excellence, a Minnetonka diploma will be a symbol of academic excellence and personal achievement of the highest order. It will convey a graduate's readiness to compete in the world, to be a life-long learner, and to become a contributing, responsible member of society. Those who earn a Minnetonka diploma will be distinguished by their positive attitudes, superior skills, and extensive knowledge. They will be confident, inspired leaders of tomorrow who possess a clear sense of purpose in their future educational, personal, and vocational pursuits. A diploma from the Minnetonka School District will be highly valued by our students and their families because it will open doors and expand opportunities for graduates as they pursue their dreams.

Minnetonka Alumni

Minnetonka alumni are a visible measure of our success, and are critical to a world-class school district. Alumni represent measurable examples of what can be learned and accomplished with superior preparation in public education. Their success and accomplishments, coupled with their good character and sense of civic responsibility, are all crucial, visible measures of the impact of our vision and the return on our shared investment in America's future.

We will build and maintain connections with our alumni so that we can use their feedback to improve the services and programs of the Minnetonka School District. We will use those connections between the District and our alumni to encourage their continued contribution and involvement in the lives of our students, staff, and community. We will also recognize the significant contributions of retired employees in our alumni efforts and work to include these valuable people. We are proud of our alumni, both students and employees, and want to be able to celebrate their successes in life, as well as share with them the successes of their alma mater. Together, the stories of our alumni create our common history and increase the sense of community, feelings of pride, and shared ownership of the Minnetonka School District.

Greater Community

Together, the Minnetonka School District and the communities we serve have been preparing our students to be thoughtful, contributing members of society for more than half a century. We are proud of this legacy and grateful for the significant contributions of students, teachers, administrators, support staff, community members, parents, past School Board members, and other citizens who have built such a solid foundation. From this position of inherited strength, we recognize that the most crucial resources we steward are the ongoing financial, emotional, and human support that the greater community gives to the District's efforts to inspire all students to their highest levels of personal and academic achievement. Our interdependence and shared responsibility for sending well-educated, caring, and healthy students into the world is critical to the future success of our society.

We are committed to continuing this strong tradition of mutual support among our schools and our communities. We will seek community input, and we will communicate both the successes and challenges the District faces as we work to provide the best for all students. We will challenge the community to commit to all of our children as we educate them to be contributing, self-reliant members of society. Together, as citizens, we must move beyond the temptation to place the duty for supporting public education primarily on those who use it. Public education is a fundamental component of our way of life and can only be as strong as the support it is given by the people who own it. The success of Minnetonka students and their future contributions to our communities, state, nation, and world will be a point of pride for every taxpayer in the Minnetonka School District. We will commit to being an integral part of the community and our success and prudent management of resources will reflect a shared sense of values, pride, and ownership with those we serve.

Creating a Culture of Child-Centered Excellence

As an institution which serves the educational and developmental needs of children, the Minnetonka School District believes that serving all children well is the highest measure of our success. Everyone involved in the organization must be united in helping students reach their highest levels of personal and academic achievement. We have but one chance to do the right thing as each individual child moves through our schools. We must work with the appropriate sense of urgency to ensure that all children are able to pursue their brightest dreams for their future.

Therefore, we will support risk-taking, respectful discourse, and challenges to the status quo as we provide world-class, child-centered excellence. We will support and expect everyone to advocate for what is best for our children, our schools, and our communities. We will support and create a culture that is positive, open, and supportive on all levels. We will foster genuine, caring relationships among Administration, staff, students and their families. We will insist upon integrity in all of our relationships and communications. Exceptional character, integrity, competence, and the resulting trust those traits secure will be the hallmarks of the Minnetonka School District.

With time, enthusiasm, commitment, and discipline, the Minnetonka School District will leverage its Formula for Success to provide world-class, child-centered excellence as evidenced by:

- The performance of our students, across multiple areas, ranking among the highest performing schools in the world.
- The District doing measurably more with available resources than other districts of comparable size and quality.
- Significantly more parents choosing to send their children to our schools over other private or public schools in the metro region.
- High-performing teachers and staff throughout the country indicating the Minnetonka School District as their first choice as a place to work.
- The District excelling in customer service and community responsiveness, with all points of interaction being positive.
- The District being recognized as a leader of excellence in American public education by becoming the recipient of a wide variety of awards and recognitions.
- Our alumni reporting a high degree of satisfaction with the preparation for life that they received through their years in the Minnetonka School District.
- The District receiving unprecedented support from the communities we serve.

Our culture of child-centered excellence will be sustained by setting high expectations for students, teachers, and staff. Collaborative leadership and alignment of all elements in the organization will enable us to effect meaningful, sustainable change in the lives of our students. A systemic approach to management requires meaningful assessment tools and accountability systems in order to gauge student achievement and engagement, identify areas of opportunity or improvement, and make sound decisions. The School Board must be able to demonstrate that we are delivering on our promise of a world-class education. Students deserve this disciplined approach to assessment. The community demands it. The future success of our District relies upon it.

REPORT

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

Study Session Agenda Item #6

Title: STAMP 4Se 2020-21 Spring Update

Date: May 20, 2021

OVERVIEW

During March 2021, Third and Fifth Grade Chinese and Spanish Immersion students participated in the STAMP 4Se Test created by Avant Assessment. This is the first year Minnetonka has used the STAMP 4Se due to a need to shift from the AAPPL that had been administered since the Spring of 2014. Students were scheduled to take the STAMP 4Se in March 2020, however all standardized testing was cancelled due to pandemic circumstances.

Avant STAMP (STAndards-based Measurement of Proficiency) 4Se determines language proficiency in 4 domains (Reading, Writing, Listening and Speaking) for grades 2-6. This assessment is administered to Minnetonka Chinese and Spanish Immersion students in Grades 3 and 5, and students take the Reading, Listening, and Speaking tests only. Avant STAMP 4Se is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The questions engage learners, and because STAMP 4Se is adaptive, students can demonstrate their own actual proficiency level without any pre-set upper limits.

The STAMP 4Se is a proficiency test that provides students with a combination of unfamiliar passages and familiar passages based on what they learn in school. The STAMP 4Se measures students' ability to show what they know in a language that is closer to that of a person visiting a foreign country. The AAPPL Test will typically yield higher test results because it is a performance test, assessing students on mainly familiar topics practiced in school. The unfamiliarity of the STAMP 4Se and STAMP 4S Tests help ensure that students' proficiency is being measured, and the results show what the students know at any given time. Although it is likely that a proficiency test will yield lower test scores, the results can help students, teachers, and family members understand the true level of proficiency students have reached at the time of the assessment.

Over the past 13 years, the Minnetonka Language Immersion program has experienced solid growth. During this time, the program has adapted in the areas of curriculum, instruction, and assessment. When making programming decisions, it is important to have reliable assessment data, and in the last two years students were assessed, the Immersion program has received unreliable data from the AAPPL Test for Chinese and

Spanish Immersion students in Grades 3 and 5. Three years ago, the AAPPL was unable to be administered effectively, despite the claims by Language Testing International (LTI) that the test was compatible with Chromebooks. During the Spring of 2019, the AAPPL version 2.0 was released. As a result, Minnetonka Reading and Listening student scores, which are automatically scored by the test software, dropped significantly, and only the Speaking Test results were able to be reported. The Speaking Test was the only test that needed to be scored by human raters. After the administration of the AAPPL Test, LTI, reported there was not a significant difference between the original AAPPL and the AAPPL 2.0. Despite this claim, the technical support staff sent adjusted scores for several students, indicating that the automatic scoring feature on the Reading and Listening Tests may have been inaccurately scoring the students' answers.

RATIONALE

Due to sub-standard student testing experiences the past two test administrations with the AAPPL Test, there is a need to migrate to a comparable assessment that measures students' Reading, Listening, and Speaking proficiency levels using the ACTFL Proficiency Scale. The STAMP 4SE aligns to the ACTFL Proficiency Scale and has been proven nationally to be an effective means for assessing language learners. There are several reasons that making a change is imperative currently:

1. Minnetonka relies on data to make instructional decisions for students and academic programming. It is important to have reliable language performance data for current and future years.
2. The STAMP 4SE has a proven history for running successfully on Chromebooks and iPads.
3. The STAMP 4SE will provide assessment alignment from elementary through high school for students and staff.
4. The STAMP Test is recognized nationally as a valid and reliable assessment to be used for Bilingual Seal attainment.

As the Minnetonka Language Immersion program grows, there is a need to measure all Immersion students with a common benchmark. The scale Minnetonka uses is based on the ACTFL Proficiency Guidelines. Minnetonka's Immersion teachers have used common vocabulary internally and will continue to use the ACTFL Proficiency Guidelines as they discuss student growth in target language proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines and find it easier to track student progress under this system.

Proficiency levels are grouped by major levels (Novice, Intermediate, and Advanced). The STAMP 4Se Scoring Scale is derived from ACTFL's Proficiency Guidelines. A description of the scoring ranges is listed in the following section.

Novice Range: Within the Novice level, the scores are 1, 2, and 3. A score of 1 reflects the abilities described as Novice Low in the ACTFL Proficiency Guidelines. A score of 2 reflects Novice-Mid abilities, with 3 being Novice-High. This means that a learner who receives the score of 3, in addition to performing all Novice level functions fully, also shows some successful performance at the Intermediate level, but does not do so consistently.

Intermediate Range: Within the Intermediate level, the scores are 4, 5, and 6. A score of 4 reflects the abilities described as Intermediate Low in the ACTFL Proficiency Guidelines. A score of 5 reflects Intermediate-Mid abilities, and a score of 6 is the equivalent of Intermediate-High. A learner who receives the score of 6, in addition to performing all Intermediate level functions fully, also shows some successful performance at Advanced-Low. Learners are presented with Advanced-Low tasks, so they are given the opportunity to provide evidence of performance at that range.

Advanced Range: The Advanced-High proficiency range represents the ceiling of this assessment. A score of 7 reflects successful performance at the Advanced Low proficiency range with a score of 8 and 9 representing Advanced-Mid and High, respectively.

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 will be able to track student progress within the sub-levels. At the elementary level, it is likely that students will spend much of their elementary career within the Intermediate range. In addition, ACTFL research indicates that students will show little growth within the proficiency levels during the same school year. Avant recommends assessing students with the STAMP 4Se a maximum of one time each year. It is important to note that the results of the STAMP 4Se should be considered as a baseline and not to be directly compared to the AAPPL results. The AAPPL Test uses an AAPPL rating and the STAMP 4Se uses a numbered scoring scale. The two scoring scales and tests, although similar, should not be directly compared. AAPPL results are displayed throughout this report for historical context.

STAMP 4Se Scoring Scale

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
1- Nov Low	4- Int Low	7- Adv Low	1- Nov Low	4- Int Low	7- Adv Low
2- Nov Mid	5- Int Mid	8- Adv Mid	2- Nov Mid	5- Int Mid	8-Adv Low/Hi
3- Nov Hi	6- Int Hi	9- Adv Hi	3- Nov Hi	6- Int Hi	NR- Not Ratable

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP 4Se is a snapshot in time to help gauge students' proficiency through their performance. With the implementation of the ACTFL Proficiency Guidelines

into every-day instruction, teachers are more aware of the levels in which their students are achieving.

The purpose of this report is to provide the school board with an update of student performance on the STAMP 4SE Test during March of 2021.

There are strengths and areas for growth and those results are highlighted in the next section and throughout the report.

HIGHLIGHTS

- Chinese Immersion students saw **84.3 percent** reach the Intermediate-Mid and high levels on the Listening Test, well surpassing national targets by two sub-levels.
- Spanish Immersion students saw **83.4 percent** reach the Intermediate-Mid and high levels, surpassing national targets by two sub-levels
- On the Listening Test, Third Graders at Excelsior and Scenic Heights both reached the Intermediate-Mid range, surpassing the national target of Intermediate-Low for students at the end of Fifth Grade.
- On the Listening Test, Minnetonka Spanish Immersion students well out-paced the national targets by two sub-levels now reaching the Intermediate-High range by the end of Fifth Grade and the Intermediate-Mid range by the end of Third Grade.

This is the ninth year the guidelines have been used as a measure, however, with the new STAMP 4Se assessment this Spring, it will be important to view the data with caution when compared to previous year's AAPPL results. The previous year's AAPPL results should only be used as a point of reference for this year.

The Proficiency Guidelines are expected to be utilized in a manner to evaluate what students "Can Do" on a consistent basis. Students may perform at higher levels or lower levels at times, and the guidelines will help teachers gauge their students' performance on an on-going basis. As teachers continue to implement the guidelines, they are encouraged and expected to use the model as a lens for planning. Being more intentional in the four areas of Reading, Listening, and Speaking as they plan, teachers can provide a well-rounded instructional experience for students on a consistent basis.

Nationally, according to the latest ACTFL research, students in full Chinese Immersion programs should be expected to reach the Intermediate-Low range in Speaking and Listening and the Novice-High range for Reading by the end of Fifth Grade. Spanish Immersion students should be expected to reach the Intermediate-Low range in all three modes of communication assessed (See table below). The table below lists the national targets based on ACTFL's proficiency scale and Immersion program research.

National K-12 Language Immersion Proficiency Targets

Grade Level	Spanish			Chinese		
	Speaking	Listening	Reading	Speaking	Listening	Reading
3	Novice High	Novice High	Novice High	Novice High	Novice High	Novice Mid
5	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High

Students who are performing at the Advanced-Low level prior taking the AP Spanish and Chinese language exams can expect to earn a score of 4 or 5, with 3 being a passing score on a five-point scale.

Data Summary: Spring 2017-2019 & 2021 Grades 3 and 5 AAPPL Rating, STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

STAMP 4Se Reading Test results indicate that Spanish Immersion students received scores ranging **4.7 points to 5.7 points** for Grades 3 and 5, placing Third Graders within the Intermediate-Mid range and Fifth Graders within the Intermediate-High range. Chinese Immersion students received scores between **2.9 points and 3.6 points** for the two grade levels resulting in proficiency levels within the Novice-High to Intermediate-Low ranges for Grades 3-5. It is common for Chinese Immersion students to reach a lower proficiency level compared to Spanish Immersion students on the Interpretive Reading Test, due to the logographic nature of the Chinese language. Logographic, or character based, languages such as Chinese, are more difficult languages to grasp for language learners. The lower targets are reflected in the *National K-12 Language Immersion Proficiency Targets* table above. Spanish Immersion Third and Fifth Graders scored two sub-levels beyond the national targets, and Chinese Immersion students performed one sub-level beyond the national targets on average.

ACTFL research asserts that students can grow one sub-level per year consistently until they reach the Intermediate-Mid levels. Once students reach the Intermediate-Mid levels, the data show that students may stay within this range longer before progressing to the Intermediate-High and Advanced levels. Typically, reading comprehension is a skill in which second language learners gain proficiency later in their development. According to staff, if students are exposed to translated text alone, it might be more difficult for them to understand when exposed to the syntax and rich vocabulary that is found in authentic texts. For this reason, the selection of both authentic and translated texts has expanded over the past several years.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is not uncommon for students to perform lower in this skill area compared to the other three areas. For Chinese Immersion students, reading is an area that needs to be targeted based on the predicted proficiency levels listed above. Elementary Chinese and Spanish Immersion teachers recently worked to create new essential learnings and end of year targets to help set clear benchmarks for all immersion students.

At the Novice-High range, Chinese Immersion Third Grade students can understand familiar words, phrases and sentences with short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read. At the next proficiency level of Intermediate-Low, students can more consistently understand main ideas as well as the supporting details of a passage. In Third grade, Chinese Immersion students are learning language in three different ways. Students learn about Chinese characters, Pinyin, and this is the first year they receive English language instruction. Staff maintain that there is a lot of new information taught specific to Third Grade, and the results in the Interpretive Reading and Listening tests compared to Spanish can be explained by these factors. Students are learning about the characters and the meanings of each of those characters. In addition, they are also learning about the pronunciation of those characters through Pinyin instruction. Because of this, it may be typical for Third Graders to score lower on the comprehension tests but show improvement as they move through the levels and become more accustomed to this type of instruction. Logographic, or character based, languages such as Chinese, are more difficult languages to grasp for language learners. All language learners can learn the language, however, the time it takes to learn and show growth with a logographic language is lengthier than other types of languages such as Spanish. Chinese Immersion Third Graders are reaching proficiency levels like 2019, and Fifth Graders performed one sub-level beyond Fifth Graders in 2019 on the AAPPL Test.

There is a subtle yet important difference in Reading understanding for students at the Intermediate-Low level, compared to students at the Novice-High level. Students performing at the Intermediate-Low level can understand main ideas as well as the supporting details of a passage.

Spanish Immersion students performed at higher proficiency levels compared to Third and Fifth Graders in 2019 on the AAPPL Test, where they were reaching the Intermediate-Low range at both grade levels. Both Spanish and Chinese Immersion students were successful in their first year of the STAMP 4Se Test, especially during a time when multiple learning models could have negatively impacted student performances.

The goal is for Immersion students to reach at least the Intermediate-Mid levels of proficiency on the Interpretive Reading mode prior to taking the AP Language Exam as Ninth Graders. The measurement tool will change as students move to middle school, and students will be assessed on the STAMP 4S Test. As stated previously, the STAMP 4Se measures students' ability to show what they know in a language that is closer to that of a person visiting a foreign country. In previous years, the AAPPL yielded high test

results, because it is a performance test, assessing students on mainly familiar topics practiced in school. The unfamiliarity of the STAMP 4Se and STAMP 4S Tests help ensure that students' proficiency is being measured, and the results show what the students know at any given time. Although it is likely that a proficiency test will yield lower test scores, the results can help students, teachers, and family members understand the true level of proficiency students have reached at the time of the assessment.

Recommendations: Spring 2017-2019 & 2021 Grades 3 and 5 AAPPL Rating, STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Chinese Immersion students who performed at the Intermediate-Low range would benefit by using what the passage says about the topic to understand the main idea and look for some supporting facts. They will need to try to use different approaches to understanding such as looking and listening for clues such as pictures, titles, words, or parts of words that they recognize, such as words that are like words in their own language. Students should use what they already know about a topic for additional clues about the topic. They should be encouraged to go back and reread or re-listen and see what more they can understand. Teachers will need to help students understand what the passages are saying about a topic to help them understand the main idea and supporting facts. Teachers will need to try different approaches to understanding with students. For example, they can help students look and listen for picture clues such as pictures, titles, words, or parts of words that the students recognize. Activating background knowledge is essential. Once background knowledge is addressed, then the teacher will need to scaffold instruction to help lead the students logically through the new information. The teacher can help the students make connections to words that are in English as well. Teachers agree that students will need more opportunities to learn through both authentic texts and audio. The STAMP 4Se uses all authentic texts, and a lot of the Spanish and Chinese classroom texts in recent years are translated. The only non-translated texts in Spanish are from Mexico, which are provided by the District, in addition to books that are acquired by teachers while abroad. According to Spanish teachers, there are also authentic texts available in the United States.

Chinese and Spanish Immersion teachers can also help students who are performing at the Intermediate-Low and Mid- levels by helping students to practice reading and listening to longer passages and simple stories. Students can begin to compare what they listen to or read to what they already know. According to a Spanish Immersion teacher, these types of strategies should be taught before students begin using the actual texts.

As a result of the last language arts review, there is a commitment to continue updating and expanding school book rooms. In addition to adding authentic texts and varieties of texts, District staff are also exploring digital texts. This will be an on-going process on the path to creating a long term solution to impact reading skills.

Teachers will need to continue to revise end of grade level expectations for both Chinese and Spanish immersion programs. This process should be on-going through Grade Five and Six teacher collaboration.

Spring 2021 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Chinese Immersion				Spanish Immersion			
2021				2021			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	97	2.9	Nov High	3	297	4.7	Int Mid
5	107	3.6	Int Low	5	286	5.7	Int High

Spring 2017-2019 Grades 3 and 5 AAPPL Rating and Proficiency Levels for Chinese and Spanish Interpretive Reading

		Chinese Immersion					
		2017		2018		2019	
Grade	N	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level
3	119	N4	Int. Low	I1	Int. Low	N4	Nov High
4		I1	Int. Low	I1	Int. Low		
5	81	I2	Int. Mid	I2	Int. Mid	N4	Nov High
		Spanish Immersion					
		2017		2018		2019	
Grade	N	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level
3	300	I1	Int. Low	I1	Int. Low	I1	Int Low
4		I2	Int. Mid	I2	Int. Mid		
5	242	I3	Int. Mid	I3	Int. Mid	I1	Int Low

Data Summary: Spring 2017-2019 & 2021 Grades 3 and 5 AAPPL Rating, STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Chinese and Spanish Immersion results for the Interpersonal Speaking and Listening Test are solid with Chinese Immersion Third and Fifth Graders maintaining proficiency levels within the Intermediate-Low range. Spanish Immersion Fifth Graders reached the Intermediate-Mid level, which is the same level Fifth Grade Spanish Immersion students reached the past three testing instances dating back to 2017. Spanish Immersion Third Graders had also reached the Intermediate-Mid level from 2017 to 2019 on the AAPPL

Test, however, this year Grade 3 students performed at the Intermediate-Low level. Although it is difficult to compare the AAPPL and STAMP 4Se Test results, it appears that Chinese and Spanish Immersion students performed similarly to past years, with only the Grade 3 Spanish Immersion students dropping one sub-level compared to their same grade counterparts. This will be an area for Third Grade teachers to explore. Overall, Third and Fifth Grade students maintained solid performances for Interpersonal Listening and Speaking and much can be learned from this year's test results in conjunction with classroom assessments.

Students who score at the Intermediate-Mid level have shown that they can truly maintain a conversation about themselves and their lives. Rather than speaking in phrases or short sentences within the Novice-High and Intermediate-Low level, students performing at this level have demonstrated that they can use more than one sentence at a time. They can both ask and answer questions and can do this in a way that a native speaker can understand them. At the higher levels, students can be expected to demonstrate that they can produce original thoughts with the language and would be able to confidently interact with those from native speaking countries.

The current results should be considered positive, as speaking is a relative strength among both programs. Typically, in an immersion classroom, it would be expected that the listening and speaking test would be the area that yields the strongest performances. As students and teachers become more familiar with the STAMP 4Se, typical trends in these performances should be expected.

Recommendations: Spring 2017-2019 & 2021 Grades 3 and 5 AAPPL Rating, STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Teachers can plan activities that allow students to interview each other and require them to listen and ask each other follow up questions. Students should be encouraged to “jump into” as many conversations as they can especially outside of class. Once they have answered a question, they can try to add something more; another fact, thought, or even another question. Students could also be placed in artificial situations that are unfamiliar to them and try to use their language to get what they need.

Students who reached the Intermediate-Mid range would benefit from the teacher giving them tasks that require them to use connecting words such as “but” and “because.” In addition, they need to be exposed to using a variety of question types to get information in different ways. If students at this level can make it a habit of always adding a new fact or detail, for example, their language will be more complete and clearer.

As Grade 3-5 teachers continue to work with the Integrated Performance Assessment (IPA) model, exposing students to these types of activities and opportunities will become second nature. This will allow students the opportunity to grow in a truly differentiated environment.

As teachers begin to create essential learnings and end of year targets for all grade levels, research recommends beginning with the Interpersonal Speaking and Listening mode to set targets, followed by the Interpretive Reading mode. Experts agree that the focus for setting language targets is to begin with oral proficiency.

Spring 2021 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Chinese Immersion				Spanish Immersion			
2021				2021			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	97	3.6	Int Low	3	297	3.6	Int Low
5	107	3.8	Int Low	5	286	4.5	Int Mid

Spring 2017-2019 Grades 3 and 5 AAPPL Rating and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

		Chinese Immersion					
		2017		2018		2019	
Grade	N	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level
3	119	I1	Int. Low	I1	Int. Low	I1	Int. Low
4		I2	Int. Mid	I2	Int. Mid		
5	81	I2	Int. Mid	I2	Int. Mid	I1	Int. Low
		Spanish Immersion					
		2017		2018		2019	
Grade	N	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level
3	300	I2	Int. Mid	I2	Int. Mid	I2	Int Mid
4		I2	Int. Mid	I3	Int. Mid		
5	242	I3	Int. Mid	I3	Int. Mid	I3	Int Mid

Data Summary: Spring 2017-2019 & 2021 Grades 3 and 5 AAPPL Rating, STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

According to the Interpretive Listening results, students well-surpassed the national targets at their respective grade levels. Third Graders are expected to perform within the Novice-High range, while Fifth Graders are expected to reach the Intermediate-Low range on average. Minnetonka Chinese Immersion Third and Fifth Graders performed at the Intermediate-Mid level, while Spanish Immersion Third Graders reached the

Intermediate-Mid level with Grade 5 students performing at the Intermediate-High level, reaching well beyond the national expected targets.

Students performing at the Intermediate-Mid and High levels can consistently listen to passages and understand the main idea. For example, on the STAMP 4Se, students may have listened to a radio announcement or a television advertisement. The students were able to demonstrate that they not only understood the main idea, but they were also able to show that they knew supporting details. Students who reached the Intermediate-High proficiency level demonstrated on a more consistent basis that they knew the main idea and details of the items they heard. Mostly, students answered the questions while making very few errors.

An important note to make is that Chinese and Spanish Immersion students in 2021 significantly out-performed their counterparts in 2019, which shifted the results back to similar levels seen in 2017 and 2018. Chinese Immersion students had a strong performance on the Listening Test. This is exciting news and is evidence of the increased focus on alignment of curriculum, instruction, and assessment over the past few years.

Again, as students reach the Intermediate-Mid ranges, it is not customary to see students continue to grow at the same pace by moving one sub-level per year, yet according to national research, it is expected that most immersion students will be reaching Intermediate-Mid to Intermediate-High levels by the time they complete Eighth Grade.

Recommendations: Spring 2017-2019 & 2021 Grades 3 and 5 AAPPL Rating, STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

To take students to the next level from the Intermediate-Mid to High ranges, Spanish and Chinese Immersion teachers should have students frequently listen to longer passages or simple stories. Students can begin to learn about how the passages are organized and make connections to what they already know. Although the recommendation is similar for each of these levels, the teacher can differentiate for students by adjusting the level of difficulty of the material. Teachers can encourage students to share new insight on the learning they are doing and pause frequently to check for understanding. In addition, students reaching the Intermediate-Mid level can also be exposed to activities that are more authentic to the target language's culture. At this level, students would benefit from text that could be read by native speakers from the native country.

Spanish and Chinese teachers have shared that they have been incorporating authentic texts on a regular basis, and the results have shown that this has been occurring. Teachers have implemented performance assessments, and much of the discussions among the grade levels has been about best practices occurring in each of their classrooms. The sharing of ideas around the topic of authentic learning experiences among both Spanish and Chinese Immersion teachers has enabled all k-5 teachers to grow, and all grades have benefited through the sharing of ideas in Schoology and during immersion committee meetings. Best practices need to continue to be shared across

both grade levels and programs to help ensure alignment between both the taught and written curriculum.

Spring 2021 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

Chinese Immersion				Spanish Immersion			
2021				2021			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	97	5.0	Int Mid	3	297	5.0	Int Mid
5	107	5.4	Int Mid	5	286	5.7	Int High

Spring 2017-2019 Grades 3 and 5 AAPPL Rating and Proficiency Levels for Chinese and Spanish Interpretive Listening

		Chinese Immersion					
		2017		2018		2019	
Grade	N	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level
3	119	I1	Int. Low	I2	Int. Mid	N4	Nov High
4		I2	Int. Mid	I3	Int. Mid		
5	81	I2	Int. Mid	I3	Int. Mid	I1	Int Low
		Spanish Immersion					
		2017		2018		2019	
Grade	N	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level	AAPPL Mean Rating	Prof. Level
3	300	I2	Int. Mid	I2	Int. Mid	N4	Nov High
4		I2	Int. Mid	I3	Int. Mid		
5	242	I3	Int. Mid	I3	Int. Mid	I1	Int Low

AAPPL AND STAMP 4Se PERFORMANCE LEVEL RESULTS FOR CHINESE AND SPANISH IMMERSION

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Interpretive Reading Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)

When analyzing the data by proficiency level, it is clear as to where the increases and decreases occurred among both Chinese and Spanish Immersion students. A characteristic of exemplar language acquisition is to increase by at least one sub-level

each year up to the Intermediate-Mid level. At this level, it is likely that students will remain for more than one year. Although there is a difference in performance between the two programs, it is typical for Chinese Immersion students to perform at their current levels in the Interpretive Reading mode. Reading comprehension development in this character-based language is something that is slower to develop compared to Listening and Speaking. Students are truly at the beginning stages of learning a new challenging language and comprehending the language at the current levels is developmentally appropriate. It is encouraging to see Chinese Immersion students significantly increase the number of students reaching the Intermediate-Mid and High levels and Spanish Immersion students making significant gains at the Intermediate-High range on what is the most challenging test within the STAMP 4Se Test. For Chinese Immersion Third Graders, the national target for Interpretive Reading is Novice-Mid, and for Spanish Immersion students, the target is Novice-High. Among Fifth Graders, the national target for Chinese Immersion students is Novice-High, and for Spanish Immersion, the target for Fifth Grade students is Intermediate-Low. Most of the students are reaching well beyond the national targets. One area of note for Chinese Immersion teachers to analyze is the number and percentage of student increase within the Novice-Low range. There was a **10.3 percent** increase within this proficiency level compared to 2019, even though there were solid increases and a shift for many students toward the Intermediate-Mid and High ranges. Among Spanish Immersion students, there were no students performing within the Intermediate-High range in 2019 and as high as **28.7 percent** reaching this level in 2017 on the AAPPL Test. However, this year **55.1 percent** of Fifth Grade Spanish Immersion students performed at the Intermediate-High level. This is two sub-levels beyond the national targets and very positive news for Spanish Immersion students as they transition to the middle school program.

Spanish Immersion teachers have been able to move to the next level of comprehension with their students. The incorporation of authentic texts into the curriculum along with students having a firmer understanding of comprehension strategies, such as main idea and details, inferences, and drawing conclusions, has allowed students to significantly improve their performance, resulting in significant movement toward the Intermediate-High range. Comprehension at the Intermediate-Mid to High levels is exhibited by students who can identify the main idea of a passage and have the consistent ability to identify supporting details. Most Chinese Immersion students are performing at these levels, and with an increased variety in texts through the language arts review, a positive impact on reading comprehension should result.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Interpretive Reading Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)

To move to the next level, students should be encouraged to frequently read longer passages or simple stories. To deepen their understanding, students should start to look at how the passage is organized and compare what they read to what they already know and to what they expected to find out.

In addition, students would benefit from more opportunities to learn about Chinese or Spanish culture in a more authentic manner. 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. According to Immersion staff, it would be beneficial to continue to revise materials to make updates or changes to the translated texts. Also, students will be successful if they can engage in book discussions with partners or in small groups. It will be beneficial to implement more electronic authentic texts over the current translated textbooks. Any opportunities where students 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.

**Spring 2021 STAMP 4Se Interpretive Reading Performance
Chinese and Spanish Number of Students
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2021	
	N	Percent
Nov Low	24	11.8
Nov Mid	55	27.0
Nov High	20	9.8
Int Low	61	29.9
Int Mid	34	16.7
Int High	10	4.9
ACTFL Proficiency Level	Spanish Immersion	
	2021	
	N	Percent
Nov Low	4	0.7
Nov Mid	11	1.9
Nov High	33	5.7
Int Low	101	17.3
Int Mid	112	19.2
Int High	321	55.1

**Spring 2017-2019 AAPPL Interpretive Reading Performance
Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion					
	2017		2018		2019	
	N	Percent	N	Percent	N	Percent
Nov Low	3	1.1	7	2.5	3	1.5
Nov Mid	4	1.4	22	7.9	66	33.7
Nov High	60	21.4	103	36.8	61	31.1
Int Low	97	34.8	97	34.6	54	27.6
Int Mid	85	30.2	46	16.4	12	6.1
Int High	31	11.1	5	1.8	0	0.0
ACTFL Proficiency Level	Spanish Immersion					
	2017		2018		2019	
	N	Percent	N	Percent	N	Percent
Nov Low	2	0.3	1	0.1	1	0.2
Nov Mid	4	0.5	1	0.1	99	18.0
Nov High	49	6.4	99	12.7	130	23.7
Int Low	114	15.0	411	52.8	172	31.3
Int Mid	374	49.1	232	29.8	147	26.8
Int High	218	28.7	34	4.4	0	0.0

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Interpersonal Listening and Speaking Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)

With most Chinese and Spanish Immersion students performing at the Intermediate-Low range and beyond, Immersion students are mainly meeting or surpassing national targets. Among Chinese Immersion Third and Fifth Grade students, **95.1 percent** are meeting or surpassing the target range of Novice-High for Third Grade and Intermediate-Low for Fifth Grade. Among Spanish Immersion students, **90.9 percent** of Third and Fifth Graders are meeting or surpassing these targets. Intermediate-Low to Mid speakers tend to function reactively, for example, by responding to direct questions or requests or information. However, they can ask a variety of questions, when necessary, to obtain simple information to satisfy basic needs, such as directions, prices, and services. The data indicate that students excel at responding to questions directed toward them and can give accurate responses. A more student-centered approach will help improve students' interpersonal skills.

The results among both the Chinese and Spanish Immersion programs indicate a continued trend of solid performance as seen in 2017 and 2018 on the AAPPL Test. The 2019 school year yielded inconsistent results on the AAPPL Test, making a comparison difficult. However, based on trend performances, Chinese Immersion students have mainly seen results reach the Intermediate-Low range, and Spanish Immersion students have scored mainly at the Intermediate-High range, marking a solid and consistent trend of successful performances over time. This is a result of Minnetonka Immersion students having a great deal of experience working on their presentational skills. The students at

the upper Intermediate levels can be called upon to perform at the Advanced-level, and they will be able to provide some information. However, they will have difficulty linking ideas and speaking in the correct tense. These students can consistently obtain simple information to help them satisfy basic needs. Intermediate speaking level students can be true conversation partners and have a discussion using simple/original questions and not rely on memorized language. Students performing at this level can truly create with the language to express their own thoughts by stringing together multiple sentences using appropriate sentence connectors as they transition from one thought to the next. Students can also move from remaining in the present tense and begin discussion past and future. This is a key indicator for teachers measuring student performance as students begin to move through the Intermediate levels on their way to being Advanced level speakers.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Interpersonal Listening and Speaking Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)

To move toward the next levels of proficiency, students will need to be exposed to more authentic speaking experiences. Students can present in front of their peers or engage in group conversations. Group discussions in the target language will enable teachers to not only assess students in an authentic manner but also assess them more efficiently. With this approach to authentic assessments, students will be more engaged, and teachers will gain valuable knowledge about their students' oral proficiency levels.

To improve upon their skills, students will need to be given opportunities to not only work on their speaking skills 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.

Also, students can be given the opportunity to take part in conversations about themselves on a variety of topics, such as personal interests and daily routines. Students can be encouraged to have these conversations both during and outside of class. Students can continually challenge themselves to apply their listening skills by continually adding follow-up questions or connect what they are hearing to their lives. To improve speaking performance, students can continue to share more details about themselves and go beyond their initial responses. Adding more details will demonstrate a stronger command of the language, ultimately showing more consistency and allowing the student to move toward the next proficiency level.

**Spring 2021 STAMP 4Se Interpersonal Listening and Speaking
Performance Chinese and Spanish Number of Students
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2021	
	N	Percent
Nov Low	2	1.0
Nov Mid	8	3.9
Nov High	54	26.5
Int Low	117	57.4
Int Mid	16	7.8
Int High	2	1.0
ACTFL Proficiency Level	Spanish Immersion	
	2021	
	N	Percent
Nov Low	15	2.6
Nov Mid	38	6.5
Nov High	108	18.5
Int Low	204	35.0
Int Mid	158	27.1
Int High	39	6.7

**Spring 2017-2019 AAPPL Interpersonal Listening and Speaking Performance
Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion					
	2017		2018		2019	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	2	1.0
Nov Mid	0	0.0	1	0.4	38	19.2
Nov High	8	2.9	10	3.6	52	26.3
Int Low	159	56.7	173	61.8	69	34.8
Int Mid	73	26.2	80	28.6	37	18.7
Int High	40	14.2	16	5.7	0	0.0
ACTFL Proficiency Level	Spanish Immersion					
	2017		2018		2019	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	2	0.3	8	1.5
Nov Mid	0	0.0	4	0.5	14	2.6
Nov High	13	1.7	13	1.7	55	10.0
Int Low	300	39.4	252	32.4	127	23.2
Int Mid	233	30.6	251	32.3	344	62.8
Int High	215	28.2	254	32.6	0	0.0

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Interpretive Listening Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)

Both Chinese and Spanish Immersion students saw a positive shift in student results compared to 2019, which are more in line with the strong trend in student performance on the Interpretive Listening Test from 2017 and 2018. National targets indicate that Third and Fifth Graders should be expected to reach the Novice-High and Intermediate-Low ranges on average. However, both Chinese and Spanish Immersion students mainly reached the Intermediate-Mid and High levels. Chinese Immersion students saw **84.3 percent** reach these levels, while Spanish Immersion students had **83.4 percent** reach these proficiency levels. This is remarkable and additional evidence that during the Pandemic and resulting learning models, Minnetonka Immersion students at both the elementary and middle school levels experienced extraordinary performances on the Listening portion of the STAMP 4S and 4Se Tests, respectively.

Overall, the results also show that most students can understand main ideas and supporting details from both familiar and unfamiliar topics. Comprehension can be understood at a level of some Advanced-level listeners. Research indicates that students could benefit from a variety of ways to listen to the language, such as engaging in conversations with their peers. This shift indicates that most students fully understand main ideas and supporting facts when listening to short passages, simple narratives, and descriptive passages on familiar topics.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Interpretive Listening Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)

Students can understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned. According to the data, students may need to hear complex passages more than once. They may also need help with context clues or prior knowledge may help them understand what they hear. To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts and audio 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 continues to enhance the translation process. Listening opportunities need to come from a variety of sources that supplement the teacher's instruction.

All Immersion 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.

**Spring 2021 STAMP 4Se Interpretive Listening Performance
Chinese and Spanish Number of Students
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2021	
	N	Percent
Nov Low	0	0.0
Nov Mid	1	0.5
Nov High	6	2.9
Int Low	24	11.8
Int Mid	83	40.7
Int High	89	43.6
ACTFL Proficiency Level	Spanish Immersion	
	2021	
	N	Percent
Nov Low	0	0.0
Nov Mid	2	0.3
Nov High	16	2.7
Int Low	79	13.6
Int Mid	152	26.1
Int High	334	57.3

**Spring 2017-2019 AAPPL Interpretive Listening Performance Chinese and
Spanish Number of Students and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion					
	2017		2018		2019	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	53	26.5
Nov High	3	1.0	7	2.5	63	31.5
Int Low	38	13.5	34	12.1	63	31.5
Int Mid	143	51.1	89	31.8	21	10.5
Int High	96	34.4	150	53.6	0	0.0
ACTFL Proficiency Level	Spanish Immersion					
	2017		2018		2019	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	6	0.8	0	0.0
Nov Mid	0	0.0	0	0.0	107	19.5
Nov High	10	1.3	30	3.9	141	25.6
Int Low	70	9.2	243	31.2	195	35.5
Int Mid	470	61.7	333	42.8	107	19.5
Int High	212	27.8	166	21.3	0	0.0

Data Summary: Spring 2017-2019 & 2021 ALL AAPPL and STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

Data indicate that Females out-performed Males in all six areas measured. There were two areas in which a significant difference is noted. One area occurred among Grade 3 Chinese Immersion students within the Interpretive Reading Test. The other area was among Spanish Immersion students on the Interpersonal Listening and Speaking Test. In both instances, Female students out-paced Male students by **0.5 points**. Male Third Grade Chinese Immersion students fell off the pace from previous years by reaching the Novice-Mid level on the Interpretive Reading Test, and Spanish Immersion Males fell slightly below the trended historical performance by reaching the Intermediate-Low level on the Interpersonal Listening and Speaking Test. Chinese Immersion Males improved significantly in Listening and Spanish Immersion Females improved significantly in Interpretive Listening as well, both groups contributing to the higher overall performance of the grade level within these areas. It is important to note that 2019 was the last time the students took the previous AAPPL Test, and that was an atypical year, due to the technical issues that occurred. Between the technical issues and the different test, 2017 and 2018 results appear to be better gauges for measuring a trend among the two Immersion languages. Data indicate that students are performing typically compared to those years, showing that students continue to reach high proficiency levels regardless the Pandemic. Teachers and students should be commended for their efforts.

Recommendations: Spring 2017-2019 & 2021 ALL AAPPL and STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

To continue to grow, both Spanish and Chinese Immersion students would benefit from activities that promote Interpretive Listening and Reading development. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience. Both Spanish and Chinese Immersion students will benefit from teachers utilizing an integrated performance assessment model. At this time, Kindergarten through Eighth Grade teachers have implemented 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*. K-8 immersion teachers have continually worked to revise their IPAs to align more closely with assessments. Additional revisions may be warranted as elementary Immersion teachers become more familiar with the STAMP 4Se Test. This allows the IPA to provide teachers the formative information throughout the school year to make informed decisions and provide balanced instruction.

In addition to balanced instruction, students would benefit from participating in small group dialogue to improve their interpersonal speaking and listening skills, and with more exposure to more challenging read aloud and silent reading opportunities, students will

be able to strengthen their comprehension skills for both Interpretive Reading and Interpretive Listening.

Spring 2021 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=89) (43.6%)		Females (N=115) (56.4%)		Males (N=281) (48.2%)		Females (N=302) (51.8%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.0	Nov High	3.5	Int Low	5.1	Int Mid	5.4	Int Mid
Interpersonal Listening/Speaking	3.6	Int Low	3.8	Int Low	3.8	Int Low	4.3	Int Low
Interpretive Listening	5.2	Int Mid	5.3	Int Mid	5.3	Int Mid	5.5	Int High

Spring 2019 ALL AAPPL Sub-Tests Chinese and Spanish Immersion Gender Comparison by AAPPL Rating and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=94) (47%)		Females (N=106) (53%)		Males (N=271) (49%)		Females (N=279) (51%)	
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Interpretive Reading	N4	Nov. High	N4	Nov. High	I1	Int. Low	I1	Int. Low
Interpersonal Listening/Speaking	N4	Nov. High	I1	Int. Low	I2	Int. Mid	I3	Int. Mid
Interpretive Listening	N4	Nov. High	I1	Int. Low	I1	Int. Low	I1	Int. Low

Spring 2018 ALL AAPPL Sub-Tests Chinese and Spanish Immersion Gender Comparison by AAPPL Rating and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=126) (45%)		Females (N=154) (55%)		Males (N=383) (49%)		Females (N=395) (51%)	
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Interpretive Reading	N4	Int. Low	N4	Int. Low	I1	Int. Low	I1	Int. Low
Interpersonal Listening/Speaking	I1	Int. Low	I1	Int. Low	I2	Int. Mid	I3	Int. Mid
Interpretive Listening	I3	Int. Mid	I3	Int. Mid	I2	Int. Mid	I2	Int. Mid

Spring 2017 ALL AAPPL Sub-Tests Chinese and Spanish Immersion Gender Comparison by AAPPL Rating and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=130) (46%)		Females (N=150) (54%)		Males (N=375) (49%)		Females (N=386) (51%)	
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Interpretive Reading	I1	Int. Low	I1	Int. Low	I2	Int. Mid	I3	Int. Mid
Interpersonal Listening/Speaking	I1	Int. Low	I2	Int. Mid	I2	Int. Mid	I3	Int. Mid
Interpretive Listening	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid	I3	Int. Mid

Data Summary: Spring 2017-2019 & 2021 ALL AAPPL and STAMP 4Se Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

Data indicate that there is virtually no difference in performance between Open-Enrolled and Resident students on the STAMP 4Se. In fact, there has not been a significant difference in student performances for the past several years. Neither of the two student groups contributed significantly more or less to the overall average performances of their respective grade levels or language program.

Recommendations: Spring 2017-2019 & 2021 ALL AAPPL and STAMP 4Se Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

To move students to the next levels of proficiency, Chinese and Spanish Immersion students will need to be exposed to a wider variety of texts to help increase their vocabulary. Chinese Immersion students need to focus on Interpersonal Speaking through presentations and group activities that involve conversations among peers in the target language. These expectations can be set for informal settings by encouraging students to speak in the target language at times outside of the class period where it is formally required.

For Interpretive Reading improvement, students will need more time to read silently at their independent level and listen to the teacher read passages at their instructional level. This will help build fluency and vocabulary, which are pre-requisites to increasing comprehension. Ultimately, improvement across all levels will take a more balanced approach to instruction and formative assessment to ensure that all students are participating in experiences that address Reading, Listening, and Speaking skills.

Spring 2021 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Open-Enrolled (N=105) (51.5%)		Resident (N=99) (48.5%)		Open-Enrolled (N=191) (32.8%)		Resident (N=392) (67.2%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.2	Nov High	3.4	Nov Mid	5.2	Int Mid	5.2	Int Mid
Interpersonal Listening/Speaking	3.8	Int Low	3.7	Int Low	4.0	Int Low	4.0	Int Low
Interpretive Listening	5.2	Int Mid	5.3	Int Mid	5.4	Int Mid	5.4	Int Mid

Spring 2019 ALL AAPPL Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by AAPPL Rating and Proficiency Levels (Grades 3 and 5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Open-Enrolled (N=94) (47%)		Resident (N=106) (53%)		Open-Enrolled (N=182) (33%)		Resident (N=368) (67%)	
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Interpretive Reading	N4	Nov. High	N4	Nov. High	I1	Int. Low	I1	Int. Low
Interpersonal Listening/Speaking	I1	Int. Low	I1	Int. Low	I2	Int. Mid	I2	Int. Mid
Interpretive Listening	N4	Nov. High	N4	Nov. High	I1	Int. Low	I1	Int. Low

Spring 2018 ALL AAPPL Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by AAPPL Rating and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Open-Enrolled (N=128) (46%)		Resident (N=152) (54%)		Open-Enrolled (N=259) (33%)		Resident (N=519) (67%)	
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Interpretive Reading	N4	Int. Low	N4	Int. Low	I1	Int. Low	I1	Int. Low
Interpersonal Listening/Speaking	I1	Int. Low	I1	Int. Low	I2	Int. Mid	I2	Int. Mid
Interpretive Listening	I3	Int. Mid	I3	Int. Mid	I2	Int. Mid	I2	Int. Mid

Spring 2017 ALL AAPPL Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by AAPPL Rating and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Open-Enrolled (N=131) (47%)		Resident (N=149) (53%)		Open-Enrolled (N=242) (32%)		Resident (N=519) (68%)	
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Interpretive Reading	I1	Int. Low	I3	Int. Mid	I2	Int. Mid	I2	Int. Mid
Interpersonal Listening/Speaking	I2	Int. Mid	I2	Int. Mid	I2	Int. Mid	I3	Int. Mid
Interpretive Listening	I3	Int. Mid	I3	Int. Mid	I3	Int. Mid	I3	Int. Mid

AAPPL BUILDING LEVEL RESULTS FOR CHINESE AND SPANISH IMMERSION

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Chinese Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

Data show that Scenic Heights Third and Fifth Grade Chinese Immersion students outperformed their counterparts at Excelsior by **0.4-0.5 points**. In addition, it is important to note that Fifth Graders from Scenic Heights performed at the Novice-High two years ago as Third Graders in 2019. As Fifth Graders, this cohort reached the Intermediate-Low level of proficiency. The Third to Fifth Grade cohort from Excelsior maintained the Novice-High level from Third Grade in 2019 to Fifth Grade in 2021. It is difficult to compare results from one year to the next during this Pandemic, and it is also difficult to compare results from two different tests, as stated previously. It is encouraging to see that on average, both sites saw similar results to 2019 when students were tested under more predictable conditions. The Interpretive Reading mode is typically the most challenging of the three assessed areas and will be a recommended area of focus.

According to ACTFL research, the greatest factor in distinguishing between Novice-High performance and Intermediate-Low performance is consistency. In addition, results of this assessment are a snapshot of student performance at the time of testing. Staffing and collaboration among staff plays a key role in the continued improvement of the Chinese Immersion program, and it will be important for staff to collaborate closely on instruction and assessment strategies.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Chinese Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

For students to improve upon their consistency in performance within the Interpretive Reading mode, students will need more activities focused on requiring them to identify

supporting details. This can be done in their reading and writing. A balanced literacy approach to Language Arts instruction will help the students make connections between what they read and what they write. Students can also be given opportunities to re-read text that is familiar to them, but during the second or third time of reading the text, they can be given a different purpose for reading. Students can identify picture cues in the story or focus on identifying details that support the main idea. The use of graphic organizers can also help to develop this skill, this helping them to strengthen their level of performance.

Nationally, according to the latest research, students in Immersion programs should be expected to reach the Novice-High range for Interpretive Reading by the end of Fifth Grade, and students at both Chinese Immersion sites have performed well within this range.

Spring 2021 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=42)	<i>SH</i> (N=55)	<i>EX</i> (N=50)	<i>SH</i> (N=57)
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=92)	2.7	Nov High	3.3	Nov High
Scenic Heights (N=112)	3.1	Nov High	3.8	Int Low

Spring 2019 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Reading

	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=53)	<i>SH</i> (N=66)	<i>EX</i> (N=38)	<i>SH</i> (N=43)
School	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=91)	N4	Nov. High	N4	Nov. High
Scenic Heights (N=109)	N4	Nov. High	I1	Int. Low

**Spring 2018 AAPPL Chinese Immersion Building Comparison by
AAPPL Rating and Proficiency Levels for Interpretive Reading**

	Chinese Interpretive Reading					
	Grade 3		Grade 4		Grade 5	
School	<i>EX (N=45)</i>	<i>SH (N=50)</i>	<i>EX (N=39)</i>	<i>SH (N=47)</i>	<i>EX (N=41)</i>	<i>SH (N=58)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=125)	N3	Nov. High	N4	Nov. High	N4	Nov. High
Scenic Heights (N=155)	N4	Int. Low	I1	Int. Low	I1	Int. Low

**Spring 2017 AAPPL Chinese Immersion Building Comparison by
AAPPL Rating and Proficiency Levels for Interpretive Reading**

	Chinese Interpretive Reading					
	Grade 3		Grade 4		Grade 5	
School	<i>EX (N=38)</i>	<i>SH (N=50)</i>	<i>EX (N=45)</i>	<i>SH (N=59)</i>	<i>EX (N=40)</i>	<i>SH (N=47)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=123)	I1	Int. Low	I2	Int. Mid	I2	Int. Mid
Scenic Heights (N=156)	I1	Int. Low	I2	Int. Mid	I2	Int. Mid

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Chinese Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

Both Excelsior and Scenic Heights students experienced strong performances on the Interpersonal Listening and Speaking Test. It is difficult to understand how the different learning models impacted their performances, however students have kept up with national targets despite the different learning environments and new test. In fact, Third Graders, on average surpassed national targets by one sub-level by reaching the Intermediate-Low range. Nationally, it should be expected that by the time students reach the end of Fifth Grade, they should reach the Intermediate-Low level. Excelsior Fifth Graders improved from Novice-High as Third Graders in 2019 to Intermediate-Low as Fifth Graders, while Scenic Heights maintained the same level of proficiency at Intermediate-Low. Historically, Scenic Heights Fifth Graders reached the Intermediate-

Mid levels, so it will be important for teachers to examine the results to gain additional perspective. Again, students reaching the Intermediate-Low range indicates a strong performance compared to national targets, which is exceptional in a school year that is atypical compared to previous years.

Students performing at the Intermediate level can handle basic uncomplicated language needed to take care of daily situations. They do better with people who are accustomed to non-native speakers of the language. Typically, Intermediate speakers speak mainly in the present tense, and they can add some language using the past and future tenses. Although their grammar may be flawed, there is sufficient accuracy when communicating at the sentence level.

With the STAMP 4Se Test, Interpersonal Listening and Speaking is expected to be an area of strength for students in immersion programs, because they spend most of their day using the target language. The STAMP 4Se is administered to students from many different types of language programs, and results for students in those programs may not yield the same level of performance due to the limited exposure those students have using oral language throughout the day.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Chinese Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

For students to reach the upper Intermediate ranges, students will need to be able to add more detail to the thoughts they share about themselves. In addition, when they ask questions, they need to be able to ask follow-up questions depending on what the speaker shares. Carrying on a conversation at the Intermediate-High and Advanced-Low levels will require students to carry on a true two-way conversation with an equal amount of give and take during the conversations. Students can practice this by adding thoughtful comments and showing an interest in what a speaker is sharing with them. Many of these conversations can occur during informal times throughout the school day. Encouragement by teachers for students to carry on conversations in the target language during informal times throughout the school day such as lunch and recess is one step toward making the Immersion experience more real for students. Experts share that some teachers provide incentives for students who use the target language outside of the classroom. Like other behaviors, students can be encouraged and positively reinforced for actions that teachers would like to see them exhibit to aid them in their growth in a particular area. In addition, teachers can manufacture scenarios in class for students to have book discussions or reflection opportunities with each other tied to what they are learning across all subject areas. This will take an effort from teachers to continue in the development of a student centered classroom. According to the research, providing opportunities for students to practice speaking the language will foster their metalinguistic growth. As metalinguistic awareness grows, children begin to recognize that statements may have a literal meaning and an implied meaning. They begin to make more frequent and sophisticated use of metaphors. According to research from San Diego State University, between the ages of six and eight in their native language, most children begin

to expand upon their metalinguistic awareness and start to recognize literary elements such as irony and sarcasm.

**Spring 2021 STAMP 4Se Chinese Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpersonal Listening and Speaking**

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	<i>EX</i> (N=42)	<i>SH</i> (N=55)	<i>EX</i> (N=50)	<i>SH</i> (N=57)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=92)	3.5	Int Low	3.7	Int Low
Scenic Heights (N=112)	3.6	Int Low	4.0	Int Low

**Spring 2019 AAPPL Chinese Immersion Building Comparison by
AAPPL Rating and Proficiency Levels for Interpersonal Listening and Speaking**

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	<i>EX</i> (N=53)	<i>SH</i> (N=66)	<i>EX</i> (N=38)	<i>SH</i> (N=43)
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=91)	N4	Nov. High	I1	Int. Low
Scenic Heights (N=109)	I1	Int. Low	I2	Int. Mid

**Spring 2018 AAPPL Chinese Immersion Building Comparison by
AAPPL Rating and Proficiency Levels for Interpersonal Listening and Speaking**

School	Chinese Interpersonal Listening and Speaking					
	Grade 3		Grade 4		Grade 5	
	<i>EX</i> (N=45)	<i>SH</i> (N=50)	<i>EX</i> (N=39)	<i>SH</i> (N=47)	<i>EX</i> (N=41)	<i>SH</i> (N=58)
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=125)	N4	Int. Low	I1	Int. Low	I1	Int. Low
Scenic Heights (N=155)	I1	Int. Low	I2	Int. Mid	I2	Int. Mid

Spring 2017 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpersonal Listening and Speaking

	Chinese Interpersonal Listening and Speaking					
	Grade 3		Grade 4		Grade 5	
School	<i>EX (N=38)</i>	<i>SH (N=50)</i>	<i>EX (N=45)</i>	<i>SH (N=59)</i>	<i>EX (N=40)</i>	<i>SH (N=47)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=123)	I1	Int. Low	I2	Int. Mid	I2	Int. Mid
Scenic Heights (N=156)	I1	Int. Low	I2	Int. Mid	I3	Int. Mid

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Chinese Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

According to national targets, students in Chinese Immersion programs should be expected to reach the Novice-High range by the end of Third Grade and the Intermediate-Low range for Interpretive Listening by the end of Fifth Grade. Third Graders at Excelsior and Scenic Heights both reached the Intermediate-Mid range, surpassing national targets for end of Fifth Grade. Fifth Graders at Excelsior performed at the Intermediate-Mid level as well, with Grade 5 students at Scenic Heights reaching the Intermediate-High level. As stated previously, it is common for students to score within the Intermediate-Mid range for multiple years. The Scenic Heights cohort, moving from Third Grade in 2019 to Fifth Grade in 2021, improved from Novice-High to Intermediate-High, and their counterparts at Excelsior improved from Novice-High to Intermediate-Mid. Both groups of students performed remarkably well, and like middle school student performance on the STAMP 4S Test, performed strongly on the Interpretive Listening Test.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Chinese Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

A key factor in strengthening Interpretive Listening skills comes from the teacher. It is more likely that a teacher-centered classroom will yield positive results for students in Interpretive-Listening. Other ways to strengthen this skill can come from outside sources. Teachers could bring guest speakers into their classroom, have students listen to audio of advertisements, speeches, or books on tape. Teachers have access to many different types of technology to help enhance Interpretive Listening skills. Teachers can utilize online resources to provide authentic Interpretive Listening opportunities for students. Using online resources as well as print resources, students can strengthen their skills in

this area by being provided activities that require them to listen and interpret meaning from a certain topic of study. By using the read aloud approach, students can participate in thoughtful note-taking exercises to show that they can interpret meaning from the topic. For example, students can identify main characters in a story, or they can identify the setting. They can describe how the author uses transition words or explain the author's voice or purpose. What teachers use to help students strengthen their Interpretive Reading skills can also be modified to improve Interpretive Listening skills.

Spring 2021 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX</i> (N=42)	<i>SH</i> (N=55)	<i>EX</i> (N=50)	<i>SH</i> (N=57)
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=92)	4.9	Int Mid	5.3	Int Mid
Scenic Heights (N=112)	5.1	Int Mid	5.6	Int High

Spring 2019 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Listening

	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX</i> (N=53)	<i>SH</i> (N=66)	<i>EX</i> (N=38)	<i>SH</i> (N=43)
School	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=91)	N4	Nov. High	N4	Nov. High
Scenic Heights (N=109)	N4	Nov. High	I1	Int. Low

Spring 2018 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Listening

	Chinese Interpretive Listening					
	Grade 3		Grade 4		Grade 5	
School	<i>EX</i> (N=45)	<i>SH</i> (N=50)	<i>EX</i> (N=39)	<i>SH</i> (N=47)	<i>EX</i> (N=41)	<i>SH</i> (N=58)
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=125)	I3	Int. Mid	I3	Int. Mid	I3	Int. Mid
Scenic Heights (N=155)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid

Spring 2017 AAPPL Chinese Immersion Building Comparison by AAPPL Rating and Proficiency Levels for Interpretive Listening

	Chinese Interpretive Listening					
	Grade 3		Grade 4		Grade 5	
School	<i>EX</i> (N=38)	<i>SH</i> (N=50)	<i>EX</i> (N=45)	<i>SH</i> (N=59)	<i>EX</i> (N=40)	<i>SH</i> (N=47)
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Excelsior (N=123)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid
Scenic Heights (N=156)	I3	Int. Mid	I3	Int. Mid	I3	Int. Mid

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Spanish Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

Nationally, students in Immersion programs should be expected to reach the Intermediate-Low range for Interpretive Listening, Interpretive Reading, and for Interpersonal Speaking and Listening by the end of Fifth Grade. Students in the Spanish Immersion program are performing beyond these expectations by the end of Fifth Grade according to STAMP 4Se results.

Interpretive Reading results show that Spanish Immersion students at all four sites outperformed their same grade counterparts from two years ago when students took the AAPPL Test. In fact, Deephaven and Groveland Fifth Graders surpassed Fifth Graders from 2019 by two sub-levels reaching the Intermediate-High proficiency level. Minnewashta Fifth Graders also performed at the Intermediate-High level, out-pacing

Fifth Graders from 2019 by one sub-level, and Clear Springs Fifth Graders reached the Intermediate-Mid level, out-performing Grade 5 students in 2019 by one sub-level, respectively.

In addition, the Third to Fifth Grade cohorts saw tremendous growth with Clear Springs, Deephaven, and Minnewashta all improving by two sub-levels since Third Grade, and Groveland students increased their average proficiency level by three sub-levels, improving from Novice-High on the AAPPL Test to Intermediate-High on the STAMP 4Se Test. Again, although one should not directly compare the two assessments, it is encouraging to see strong performances that well out-pace the national target of Intermediate-Low for Fifth Graders.

All Third Graders out-paced Third Graders from 2019 by one sub-level at three of the four sites, and Clear Springs' Third Graders surpassed the Third Grade average proficiency level in 2019 by two sub-levels, improving to Intermediate-Mid compared to Novice-High.

At Grades 3-5, students receive rich language experiences provided by an experienced staff. Staff try to incorporate as many authentic texts as possible, however, they plan to use more as additional materials become available.

In addition, Spanish teachers have worked hard to ensure that students are inferring and interpreting meaning from the text just as best practices in reading instruction would suggest. Because of this, students are performing at high levels with their reading comprehension.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Spanish Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

For students to reach the upper levels of the Intermediate range with consistency on the STAMP 4Se, students will need to earn a score of 6. Students at this level fully understand main ideas and supporting facts in short passages, simple narratives, and descriptive passages on familiar topics. STAMP 4Se assesses students on both familiar and unfamiliar topics that they may be exposed to at school or outside of school. Students will need to read more complex passages and frequently read longer passages, stories, and news reports in the target language to increase their level of consistency for comprehension. Teachers can check for higher level thinking and challenge students to add new insights to what they are reading.

As students move to Sixth Grade, they will need to take the STAMP 4S practice test to familiarize themselves with the different assessment. The STAMP 4S is adaptive, proficiency test in that students will be assessed mainly unfamiliar topics resulting in a *Proficiency* rating that is also aligned to the ratings of the STAMP 4Se.

Teachers need more opportunities to use authentic texts and will be given more access to materials as needed.

**Spring 2021 STAMP 4Se Spanish Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading**

	Spanish Interpretive Reading			
	Grade 3		Grade 5	
School	<i>CS (N=80)</i>	<i>DH (N=64)</i>	<i>CS (N=70)</i>	<i>DH (N=58)</i>
	<i>GR (N=66)</i>	<i>MW (N=75)</i>	<i>GR (N=74)</i>	<i>MW (N=80)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=150)	4.8	Int Mid	5.4	Int Mid
Deephaven (N=122)	4.5	Int Mid	5.7	Int High
Groveland (N=140)	4.4	Int Low	5.7	Int High
Minnewashta (N=155)	4.9	Int Mid	5.9	Int High

**Spring 2019 AAPPL Spanish Immersion Building Comparison by AAPPL Rating
and Proficiency Levels for Interpretive Reading**

	Spanish Interpretive Reading			
	Grade 3		Grade 5	
School	<i>CS (N=72)</i>	<i>DH (N=65)</i>	<i>CS (N=47)</i>	<i>DH (N=60)</i>
	<i>GR (N=77)</i>	<i>MW (N=86)</i>	<i>GR (N=62)</i>	<i>MW (N=73)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Clear Springs (N=119)	N4	Nov. High	I1	Int. Low
Deephaven (N=125)	I1	Int. Low	I1	Int. Low
Groveland (N=139)	N4	Nov. High	I1	Int. Low
Minnewashta (N=159)	I1	Int. Low	I2	Int. Mid

**Spring 2018 AAPPL Spanish Immersion Building Comparison by AAPPL Rating
and Proficiency Levels for Interpretive Reading**

	Spanish Interpretive Reading					
	Grade 3		Grade 4		Grade 5	
School	<i>CS (N=74)</i>	<i>DH (N=49)</i>	<i>CS (N=49)</i>	<i>DH (N=59)</i>	<i>CS (N=63)</i>	<i>DH (N=59)</i>
	<i>GR (N=64)</i>	<i>MW (N=77)</i>	<i>GR (N=62)</i>	<i>MW (N=72)</i>	<i>GR (N=65)</i>	<i>MW (N=63)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Clear Springs (N=186)	I1	Int. Low	I1	Int. Low	I1	Int. Low
Deephaven (N=167)	N4	Int. Low	I1	Int. Low	I1	Int. Low
Groveland (N=191)	I1	Int. Low	I1	Int. Low	I2	Int. Mid
Minnewashta (N=212)	I1	Int. Low	I2	Int. Mid	I2	Int. Mid

**Spring 2017 AAPPL Spanish Immersion Building Comparison by AAPPL Rating
and Proficiency Levels for Interpretive Reading**

	Spanish Interpretive Reading					
	Grade 3		Grade 4		Grade 5	
School	<i>CS (N=50)</i>	<i>DH (N=62)</i>	<i>CS (N=65)</i>	<i>DH (N=59)</i>	<i>CS (N=50)</i>	<i>DH (N=57)</i>
	<i>GR (N=63)</i>	<i>MW (N=74)</i>	<i>GR (N=66)</i>	<i>MW (N=67)</i>	<i>GR (N=56)</i>	<i>MW (N=65)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Clear Springs (N=165)	I1	Int. Low	I2	Int. Mid	I3	Int. Mid
Deephaven (N=178)	I1	Int. Low	I2	Int. Mid	I3	Int. Mid
Groveland (N=185)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid
Minnewashta (N=206)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Spanish Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

Typically, students earn higher scores on the Interpersonal Listening and Speaking Test, and the results may have been impacted by the Pandemic, in that students' speaking experiences were limited based on COVID-19 protocols. Minnetonka Third and Fifth Graders met the national targets at their respective grade levels, yet scores dipped compared to previous years. Third Graders scored one sub-level below Third Graders from 2019 at three of the four sites, and Deephaven Third Graders saw a drop of two sub-levels. Fifth Grade students experienced a drop of one sub-level compared to Fifth Graders in 2019, with the exception at Groveland, where Fifth Graders kept pace with their same grade counterparts by performing at the Intermediate-Mid level.

Cohort data show the same results, in that students dropped by one sub-level moving from Third Grade in 2019 to Fifth Grade in 2021, with the exception at Groveland, where student proficiency levels remained the same. Despite the drop-off in scores for this mode of communication, student results remain strong by meeting or surpassing the national targets.

Staff work diligently to provide experiences for students to negotiate the meaning of what they are trying to communicate. Teachers encourage students to use the language as much as possible to gather the information they need. Teachers work hard to help students not have fossilization errors, in that they reinforce good language habits among students, rather than allowing the same errors to occur over time, which reinforces common misuse of the language.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Spanish Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

To move students from the lower Intermediate ranges to the upper ranges, teachers need to have students take advantage of every chance to participate in conversations on a variety of topics about themselves, their conversation partner, and anything related to their daily routine or interests. If students can do this both in class and outside of class, they will maximize their experience in the target language. To stretch students further, teachers can expect students to add transition words such as "because", "but", and "when" since this will give students the opportunity to elaborate more on certain topics. In addition, students can practice adding words to be more specific in describing things such as using quality, quantity, and size or to accomplish what they need using when or in what order. Students should be encouraged to think about how events unfold in a story and try to tell it. They should use words like "then," "so," "afterwards," and "finally" and ask more specific questions to get more detailed information.

This is a simple and effective way to increase the rigor toward reaching the upper levels of oral proficiency for students.

**Spring 2021 STAMP 4Se Spanish Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpersonal Listening and Speaking**

	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
School	<i>CS (N=80)</i>	<i>DH (N=64)</i>	<i>CS (N=70)</i>	<i>DH (N=58)</i>
	<i>GR (N=66)</i>	<i>MW (N=75)</i>	<i>GR (N=74)</i>	<i>MW (N=80)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=150)	3.8	Int Low	4.2	Int Low
Deephaven (N=122)	3.2	Nov High	4.3	Int Low
Groveland (N=140)	3.5	Int Low	4.8	Int Mid
Minnewashta (N=155)	3.8	Int Low	4.4	Int Low

**Spring 2019 AAPPL Spanish Immersion Building Comparison by AAPPL Rating
and Proficiency Levels for Interpersonal Listening and Speaking**

	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
School	<i>CS (N=72)</i>	<i>DH (N=65)</i>	<i>CS (N=47)</i>	<i>DH (N=60)</i>
	<i>GR (N=77)</i>	<i>MW (N=86)</i>	<i>GR (N=62)</i>	<i>MW (N=73)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Clear Springs (N=119)	I3	Int. Mid	I3	Int. Mid
Deephaven (N=125)	I2	Int. Mid	I2	Int. Mid
Groveland (N=139)	I2	Int. Mid	I3	Int. Mid
Minnewashta (N=159)	I2	Int. Mid	I3	Int. Mid

**Spring 2018 AAPPL Spanish Immersion Building Comparison by AAPPL Rating
and Proficiency Levels for Interpersonal Listening and Speaking**

	Spanish Interpersonal Listening and Speaking					
	Grade 3		Grade 4		Grade 5	
School	<i>CS (N=74)</i>	<i>DH (N=49)</i>	<i>CS (N=49)</i>	<i>DH (N=59)</i>	<i>CS (N=63)</i>	<i>DH (N=59)</i>
	<i>GR (N=64)</i>	<i>MW (N=77)</i>	<i>GR (N=62)</i>	<i>MW (N=72)</i>	<i>GR (N=65)</i>	<i>MW (N=63)</i>
	Mean AAPPL Rating	Prof. Level	Mean AAPPL Rating	Prof. Level	Mean AAPPL Rating	Prof. Level
Clear Springs (N=186)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid
Deephaven (N=167)	I2	Int. Mid	I2	Int. Mid	I3	Int. Mid
Groveland (N=191)	I2	Int. Mid	I2	Int. Mid	I2	Int. Mid
Minnewashta (N=212)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid

**Spring 2017 AAPPL Spanish Immersion Building Comparison by AAPPL Rating
and Proficiency Levels for Interpersonal Listening and Speaking**

	Spanish Interpersonal Listening and Speaking					
	Grade 3		Grade 4		Grade 5	
School	<i>CS (N=50)</i>	<i>DH (N=62)</i>	<i>CS (N=65)</i>	<i>DH (N=59)</i>	<i>CS (N=50)</i>	<i>DH (N=57)</i>
	<i>GR (N=63)</i>	<i>MW (N=74)</i>	<i>GR (N=66)</i>	<i>MW (N=67)</i>	<i>GR (N=56)</i>	<i>MW (N=65)</i>
	Mean AAPPL Rating	Prof. Level	Mean AAPPL Rating	Prof. Level	Mean AAPPL Rating	Prof. Level
Clear Springs (N=164)	I2	Int. Mid	I3	Int. Mid	I2	Int. Mid
Deephaven (N=151)	I1	Int. Low	I3	Int. Mid	I2	Int. Mid
Groveland (N=147)	I1	Int. Low	I2	Int. Mid	I3	Int. Mid
Minnewashta (N=197)	I2	Int. Mid	I2	Int. Mid	I3	Int. Mid

Data Summary: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Spanish Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

Minnetonka Spanish Immersion students well out-paced the national targets by two sub-levels now reaching the Intermediate-High range by the end of Fifth Grade and the Intermediate-Mid range by the end of Third Grade. Third Graders out-paced Third Graders from 2019 by two sub-levels at three of the four sites. Minnewashta surpassed their same grade counterparts by one sub-level, with all four sites' Third Graders reaching the Intermediate-Mid level. At three of four sites, Fifth Graders out-paced their same grade level counterparts from 2019 by two sub-levels. According to Third to Fifth Grade cohort data measuring 2019 Third Grade performance and Fifth Grade scores from 2021, students grew by three sub-levels at three of four sites, with all four sites reaching the Intermediate-High range. The only exception was among Minnewashta Fifth Graders who grew by two sub-levels, however this cohort started at Intermediate-Low versus Novice-High like the other three elementary sites.

At the Intermediate-Mid range, students are ready to move toward more complex passages and shift toward the upper Intermediate proficiency levels. With more complex passages, students may need to draw on prior knowledge or use context clues to understand the full meaning of the text. To move beyond the Intermediate-High range, students need to maintain consistency with the skills demonstrated at the Intermediate-High range. Minnetonka Spanish Immersion students are performing well beyond the national targets, surpassing them by two sub-levels. This is consistent with the results seen on the STAMP 4S, in that students excelled on the Listening Test during the Pandemic. The consistency in performance among students at all four sites is encouraging and a sign that the immersion program is strong districtwide. Although the overall ratings show consistency, there is a lot that school staff can learn from the individual data of students. When analyzing individual student results, staff will be able to make decisions about instruction and provide either small group or individual instruction targeting students' needs.

Recommendations: Spring 2017-2019 & 2021 AAPPL and STAMP 4Se Spanish Immersion Building Comparison by AAPPL Rating/STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

For students to reach the upper levels of the Intermediate range and beyond, teachers can provide read aloud experiences that contain longer passages and stories. The complexity of the text is important, because the more complex the text is, then the teacher and students will be able to ask more complex questions and give more complex answers. Students will need to frequently listen to longer passages, stories, and even news reports. This is an opportunity for teachers to weave in more authentic text to the lesson, either from print or online resources. Students should be given time to compare what they learn from their listening experience to their current lives and be able to respond in a way that is detailed either through their speech or in their writing. Adding the writing component

to what students hear, will help take them to the next proficiency level and prepare them for the next grade level's expectations.

**Spring 2021 STAMP 4Se Spanish Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

	Spanish Interpretive Listening			
	Grade 3		Grade 5	
School	<i>CS (N=80)</i>	<i>DH (N=64)</i>	<i>CS (N=70)</i>	<i>DH (N=58)</i>
	<i>GR (N=66)</i>	<i>MW (N=75)</i>	<i>GR (N=74)</i>	<i>MW (N=80)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=150)	5.1	Int Mid	5.6	Int High
Deephaven (N=122)	4.9	Int Mid	5.8	Int High
Groveland (N=140)	4.9	Int Mid	5.8	Int High
Minnewashta (N=155)	5.1	Int Mid	5.8	Int High

**Spring 2019 AAPPL Spanish Immersion Building Comparison by
AAPPL Rating and Proficiency Levels for Interpretive Listening**

	Spanish Interpretive Listening			
	Grade 3		Grade 5	
School	<i>CS (N=72)</i>	<i>DH (N=65)</i>	<i>CS (N=47)</i>	<i>DH (N=60)</i>
	<i>GR (N=77)</i>	<i>MW (N=86)</i>	<i>GR (N=62)</i>	<i>MW (N=73)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Clear Springs (N=119)	N4	Nov. High	I1	Int. Low
Deephaven (N=125)	N4	Nov. High	I1	Int. Low
Groveland (N=139)	N4	Nov. High	I1	Int. Low
Minnewashta (N=159)	I1	Int. Low	I1	Int. Low

**Spring 2018 AAPPL Spanish Immersion Building Comparison by
AAPPL Rating and Proficiency Levels for Interpretive Listening**

	Spanish Interpretive Listening					
	Grade 3		Grade 4		Grade 5	
School	<i>CS (N=74)</i>	<i>DH (N=49)</i>	<i>CS (N=49)</i>	<i>DH (N=59)</i>	<i>CS (N=63)</i>	<i>DH (N=59)</i>
	<i>GR (N=64)</i>	<i>MW (N=77)</i>	<i>GR (N=62)</i>	<i>MW (N=72)</i>	<i>GR (N=65)</i>	<i>MW (N=63)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Clear Springs (N=186)	I1	Int. Low	I2	Int. Mid	I2	Int. Mid
Deephaven (N=167)	I1	Int. Low	I2	Int. Mid	I2	Int. Mid
Groveland (N=191)	I3	Int. Mid	I2	Int. Mid	I3	Int. Mid
Minnewashta (N=212)	I2	Int. Mid	I2	Int. Mid	I3	Int. Mid

**Spring 2017 AAPPL Spanish Immersion Building Comparison by
AAPPL Rating and Proficiency Levels for Interpretive Listening**

	Spanish Interpretive Listening					
	Grade 3		Grade 4		Grade 5	
School	<i>CS (N=50)</i>	<i>DH (N=62)</i>	<i>CS (N=65)</i>	<i>DH (N=59)</i>	<i>CS (N=50)</i>	<i>DH (N=57)</i>
	<i>GR (N=63)</i>	<i>MW (N=74)</i>	<i>GR (N=66)</i>	<i>MW (N=67)</i>	<i>GR (N=56)</i>	<i>MW (N=65)</i>
	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level	AAPPL Rating	Prof. Level
Clear Springs (N=164)	I3	Int. Mid	I3	Int. Mid	I3	Int. Mid
Deephaven (N=151)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid
Groveland (N=147)	I3	Int. Mid	I3	Int. Mid	I3	Int. Mid
Minnewashta (N=197)	I2	Int. Mid	I3	Int. Mid	I3	Int. Mid

CONCLUSIONS

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP 4Se is a snapshot in time to help gauge student proficiency. With the implementation of the ACTFL Proficiency Guidelines into everyday instruction, teachers are more aware of the levels in which their students are achieving.

The Proficiency Guidelines are expected to be utilized in a manner to evaluate what students “Can Do” on a consistent basis. Students may perform at higher levels or lower levels at times, and the guidelines will help teachers gauge their students’ performance on an on-going basis. Teachers are encouraged and expected to use the model as a lense for planning. Being more intentional in the three areas of Reading, Listening, and Speaking as they plan, teachers can provide a well-rounded instructional experience for students on a consistent basis.

Results indicate that Spanish students mainly performed within the Intermediate-Low to Mid ranges for the three skill areas, while reaching the High range on the Listening Test among Fifth Graders across all sites. Chinese Immersion students also performed within the Intermediate-Low to Mid-ranges, and they made significant improvements on all the modes assessed compared to previous years in most cases. Overall, both programs have students meeting or exceeding language immersion national proficiency expectations in all three modes of communication on the STAMP 4Se Test by the end of Fifth Grade.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is not uncommon for students to perform lower in this skill area compared to the other three areas. For Chinese Immersion students, Interpersonal Listening and Speaking more than the other areas, while both Chinese and Spanish Immersion students would benefit from more authentic Interpretive Reading experiences.

Overall, students appear to be approaching the initial end of year Fifth Grade target for each of the three modes of Interpretive Reading, Interpersonal Listening and Speaking and Interpretive Listening. Focusing on a balanced approach to instruction in these areas will be an effective means for ensuring growth.

RECOMMENDATIONS

Chinese Immersion Recommendations for Reading

For students to improve upon their consistency in performance within the Interpretive Reading mode, students will need more activities focused on requiring them to identify supporting details. This can be done in their reading and writing. A balanced literacy approach to Language Arts instruction will help the students make connections between what they read and what they write. Students can also be given opportunities to re-read text that is familiar to them, but during the second or third time of reading the text, they can be given a different purpose for reading. Students can identify picture cues in the story or focus on identifying details that support the main idea. The use of graphic organizers can also help to develop this skill, thus helping them to strengthen their level of performance.

Chinese Immersion Recommendations for Listening

A key factor in strengthening Interpretive Listening skills comes from the teacher. It is more likely that a teacher-centered classroom will yield positive results for students

around Interpretive Listening. Other ways to strengthen this skill can come from outside sources. Teachers could bring guest speakers into their classroom, have students listen to audio of advertisements, speeches, or books on tape. Teachers have access to many different types of technology to help enhance Interpretive Listening skills. Teachers can utilize online resources to provide authentic Interpretive Listening opportunities for students. With online resources as well as print resources, students can strengthen their skills in this area by being provided activities that require them to listen and interpret meaning from a certain topic of study. By using the read aloud approach, students can participate in thoughtful note-taking exercises to show that they can interpret meaning from the topic. For example, students can identify main characters in a story, or they can identify the setting. They can describe how the author uses transition words or explain the author's voice or purpose. What teachers use to help students strengthen their Interpretive Reading skills can also be modified to improve Interpretive Listening skills.

Chinese Immersion Recommendations for Speaking

For students to reach the upper Intermediate ranges, students will need to be able to add more detail to the thoughts they share about themselves. In addition, when they ask questions, they need to be able to ask follow-up questions depending on what the speaker shares. Carrying on a conversation at the Intermediate-High and Advanced-Low levels will require students to carry on a true two-way conversation with an equal amount of give and take during the conversations. Students can practice this by adding thoughtful comments and showing an interest in what a speaker is sharing with them. Many of these conversations can occur during informal times throughout the school day. Encouragement by teachers for students to carry on conversations in the target language during informal times throughout the school day such as lunch and recess is one step toward making the Immersion experience more real for students. Experts share that some teachers provide incentives for students who use the target language outside of the classroom. Like other behaviors, students can be encouraged and positively reinforced for actions that teachers would like to see them exhibit to aid them in their growth in a particular area. In addition, teachers can manufacture scenarios in class for students to have book discussions or reflection opportunities with each other tied to what they are learning across all subject areas. This will take an effort from teachers to continue in the development of a student centered classroom. According to the research, providing opportunities for students to practice speaking the language will foster their metalinguistic growth. As metalinguistic awareness grows, children begin to recognize that statements may have a literal meaning and an implied meaning. They begin to make more frequent and sophisticated use of metaphors. According to research from San Diego State University, between the ages of six and eight in their native language, most children begin to expand upon their metalinguistic awareness and start to recognize literary elements such as irony and sarcasm.

Spanish Immersion Recommendations for Reading

For students to reach the Intermediate-High range on the STAMP 4Se, students will need to earn a score of 6. Students at this level fully understand main ideas and supporting

facts in short passages, simple narratives, and descriptive passages on familiar topics. Students will need to read more complex passages and frequently read longer passages, stories, and news reports in the target language to increase their level of consistency for comprehension. Teachers can check for higher level thinking and challenge students to add new insights to what they are reading.

Teachers need more opportunities to use authentic texts and will be given more access to materials as needed.

Spanish Immersion Recommendations for Listening

For students to reach the upper levels of the Intermediate range and beyond, teachers can provide read aloud experiences that contain longer passages and stories. The complexity of the text is important, because the more complex the text is, then the teacher and students will be able to ask more complex questions and give more complex answers. Students will need to frequently listen to longer passages, stories, and even news reports. This is an opportunity for teachers to weave in more authentic text to the lesson, either from print or online resources. Students should be given time to compare what they learn from their listening experience to their current lives and be able to respond in a way that is detailed either through their speech or in their writing. Adding the writing component to what students hear, will help take them to the next proficiency level and prepare them for the next grade level's expectations.

Spanish Immersion Recommendations for Speaking

For students to move from the lower Intermediate ranges to the upper ranges, teachers need to have students take advantage of every chance to participate in conversations on a variety of topics about themselves, their conversation partner, and anything related to their daily routine or interests. If students can do this both in class and outside of class, they will maximize their experience in the target language. To stretch students further, teachers can expect students to add transition words such as "because", "but", and "when" since this will give students the opportunity to elaborate more on certain topics. In addition, students can practice adding words to be more specific in describing things such as using quality, quantity, and size or to accomplish what they need using when or in what order. Students should be encouraged to think about how events unfold in a story and try to tell it. They should use words like "then," "so," "afterwards," and "finally" and ask more specific questions to get more detailed information.

Spanish and Chinese Immersion Students Overall

Both Spanish and Chinese Immersion students will benefit from teachers continuing to utilize an integrated performance assessment 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 and provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

Chinese and Spanish Immersion students would benefit from continued exposure to more authentic texts to improve Interpretive Reading and Listening performance. The STAMP 4Se provides questions that are both familiar and unfamiliar to students, so the expectation is that students will have had similar learning experiences in school 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 and Chinese students would benefit from activities that promote Interpretive Reading development. Students could read plays, advertisements, and more complex fictional stories. Teachers could assess students' knowledge of what they read or interpreted from the reading experience.

With teachers having several years of experience delivering the IPAs, it is recommended that the assessments are revised to ensure that the experience is truly integrated into what students are learning in the classroom. Originally, the IPA was created by a committee of teachers to be administered using consistent content and assessment, however, with the knowledge and experience teachers have accrued over the past several years, a more differentiated approach to this assessment is recommended. It is recommended that teachers develop IPAs that meet the specific needs of their students' pace of learning. This could be accomplished through independent or collaborate work among teachers. The purpose of the IPA is to be a formative tool to measure language acquisition by giving students the opportunity for substantial practice with learning checkpoints throughout. There will be additional discussion and planning as this model evolves in the coming years.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2021 administration of the STAMP 4Se 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 #7

Title: Review of Proposed Fiscal Year 2022 Budget

Date: May 20, 2021

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 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 2022 Budget. Attached for School Board review are the summary pages for Fiscal Year 2022 budgets for the various funds of the District.

The General Fund Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$1,733,469 of ongoing revenues to ongoing expenses.

An increase in the Basic Revenue Formula of \$131 per Adjusted Pupil Unit from the State of Minnesota is the major component of increased revenue per pupil projected for FY2022. 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 46 students, from 11,054 in October 2020 to 11,100 students in October 2021. 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 FY2022 is projected to be \$21,868,624 which is 15.7% of projected FY2022 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.

Summary pages of each fund of the District are attached, along with the major assumptions for revenues and expenses used to formulate the General Fund Budget.

ATTACHMENTS:

FY2022 General Fund Budget and FY23-FY27 Updated Projection
Projected FY22-FY27 General Fund Budget Assumptions
Summary of Budgets – All Governmental Fund Types

RECOMMENDATION/FUTURE DIRECTION:

The FY2022 Draft Adopted Budget is being presented for the School Board's review.

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

Concurrence: 
Dennis Peterson, Superintendent

MINNETONKA INDEPENDENT SCHOOL DISTRICT 276
FY2022 ADOPTED GENERAL FUND BUDGET AND PROJECTION FOR FY2023 THROUGH FY2027

General (01), Transportation (03), & Extra Curricular (11) Funds		+18.19 Tchr FTE	+26.19 Tchr FTE	-3.06 Tchr FTE	+36.75 Tchr FTE	-36.75 Tchr FTE +4.91 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE
K-12 Student Growth Oct Target Numbers (Actuals FY18-FY21)		139	165	43	7	46	0	0	0	0	0
October 1 K-12 Enrollment Target (Actuals FY18-FY20)		10,882	11,047	11,100	11,054	11,100	11,100	11,100	11,100	11,100	11,100
Definitions		Actual 2018-2019	Actual 2019-2020	Adopted 2020-2021	Amended 2020-2021	Adopted 2021-2022	Projected 2022-2023	Projected 2023-2024	Projected 2024-2025	Projected 2025-2026	Projected 2026-2027
SOURCES OF REVENUE:	Gen Ed Rev - Resident	\$50,376,471	\$51,590,101	\$52,484,515	\$52,319,814	\$53,555,270	\$54,540,869	\$55,756,056	\$56,868,118	\$58,004,206	\$59,164,294
	Gen Ed Rev - Open Enroll	\$24,810,343	\$26,491,644	\$27,287,367	\$26,873,489	\$27,844,066	\$28,356,491	\$28,988,283	\$29,566,457	\$30,157,124	\$30,760,269
	Categorical	20,565,655	20,917,804	21,272,773	21,228,291	22,582,995	23,286,890	23,780,511	24,273,120	24,780,358	25,302,660
	Miscellaneous	3,530,713	3,430,970	2,843,610	2,207,310	3,102,558	3,082,558	3,082,558	3,082,558	3,082,558	3,082,558
	Federal	2,011,478	2,197,098	2,273,077	6,179,785	2,857,215	2,885,787	2,914,645	2,943,791	2,973,229	3,002,962
	Revenue Before Ref.	101,294,661	104,627,616	106,161,343	108,808,689	109,942,104	112,152,595	114,522,053	116,734,045	118,997,475	121,312,742
	Total Voter Approved Referendum Rev	19,941,821	24,688,506	22,359,238	22,188,050	22,410,647	22,726,870	23,271,575	23,804,323	24,408,072	25,075,257
	Local Option Revenue Tier 1	5,055,348	5,143,658	5,297,528	5,256,739	5,292,763	5,158,893	5,172,546	5,172,546	5,172,546	5,172,546
	Local Option Revenue Tier 2			3,406,837	3,377,977	3,489,811	3,494,010	3,571,682	3,646,830	3,731,982	3,731,982
	Total Revenue	\$126,291,830	\$134,459,781	\$137,224,945	\$139,631,456	\$141,135,325	\$143,532,368	\$146,537,856	\$149,357,744	\$152,310,074	\$155,292,527
USES OF REVENUE:	Salaries & Wages	\$83,313,321	\$88,163,875	\$91,554,590	\$97,087,903	\$93,984,172	\$97,367,862	\$100,871,176	\$104,498,246	\$108,253,348	\$112,140,895
	Benefits	25,515,306	27,249,643	29,099,726	30,536,947	29,883,835	31,111,468	32,281,949	33,328,932	34,386,818	35,491,272
	Purchased Serv.	6,059,609	5,144,867	6,091,756	6,930,486	6,078,241	5,841,981	5,921,282	6,001,537	6,082,767	6,164,992
	Supplies	4,283,184	4,302,381	4,651,532	6,066,108	3,989,729	4,447,862	4,363,543	4,404,734	4,445,901	4,477,047
	Transportation	4,993,906	5,382,420	5,566,756	5,583,489	5,672,096	5,826,277	5,997,353	6,173,513	6,354,909	6,541,695
	Transfers	501,931	510,256	542,099	577,723	552,211	568,777	585,841	603,416	621,518	640,164
	Transfer from OPEB Trust	(707,637)	(794,338)	(797,423)	(797,423)	(758,428)	(822,972)	(813,412)	(789,582)	(738,870)	(678,217)
	Total Expenses	\$123,959,620	\$129,959,104	\$136,709,036	\$145,985,233	\$139,401,856	\$144,341,255	\$149,207,732	\$154,220,796	\$159,406,390	\$164,777,849
	Ongoing Revenue Over (Under) Expenditures	\$2,332,210	\$4,500,677	\$515,910	(\$6,353,777)	\$1,733,469	(\$808,887)	(\$2,669,876)	(\$4,863,052)	(\$7,096,316)	(\$9,485,322)
BOTTOM LINE:											
FUND BALANCE:	Beginning	\$21,363,897	\$23,117,738	\$25,922,513	\$27,398,932	\$21,045,155	\$22,778,624	\$21,969,737	\$19,299,861	\$14,436,809	\$7,340,493
	Ongoing Revenue Over (Under) Expenditures	\$2,332,210	\$4,500,677	\$515,910	(\$6,353,777)	\$1,733,469	(\$808,887)	(\$2,669,876)	(\$4,863,052)	(\$7,096,316)	(\$9,485,322)
	One-Time Transfer from Operating Capital	\$9,735	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	One-Time Transfer to Operating Capital	(\$588,104)	(\$219,483)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Ending	23,117,738	27,398,932	26,438,423	21,045,155	22,778,624	21,969,737	19,299,861	14,436,809	7,340,493	(2,144,829)
RECON. OF ENDING FUND BALANCE:											
Assigned Fund Balance	Op Cap Deferred Use	\$219,483	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assigned Fund Balance	Q-Comp	\$666,458	\$263,376	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Restricted Fund Balance	3rd Party Billing	\$56,484	\$100,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Non Spendable Fd Bal	Prepays & Inventories	\$1,037,971	\$535,203	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
Total Assigned, Non Spendable or Restricted Fd Bal		\$1,980,396	\$898,579	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000
Total Unassigned Fund Balance		\$21,137,342	\$26,500,354	\$25,528,423	\$20,135,155	\$21,868,624	\$21,059,737	\$18,389,861	\$13,526,809	\$6,430,493	-\$3,054,829
Total Fund Balance as % of Expenditures		18.6%	21.1%	19.3%	14.4%	16.3%	15.2%	12.9%	9.4%	4.6%	-1.3%
Unassigned as a % of Expenditures		17.1%	20.4%	18.7%	13.8%	15.7%	14.6%	12.3%	8.8%	4.0%	-1.9%

Draft Adopted Budget Six-Year Projection Assumptions
FY22-FY27
May 20, 2021

Projected FY22-FY27 Major Budget Assumptions
Under Current Statutes through FY21 Legislature

The following major assumptions and factors are included in the Interim Adopted Budget Projected FY22 through FY27 Budget Projections:

- Enrollment
 - FY22 through FY27 K-12 students set at 11,100 K-12 cap based on November 15, 2019 Actual, Projected and Target Enrollments for 2019-2024 with FY25-F26 rolled forward
- Total Revenues for FY22 of \$141,135,235 which is a \$1,503,869 increase over FY21 Amended Budget Revenues of \$139,631,456
- General Education Formula Per Pupil FY22 – assumes 2.0% increase of \$131 to \$6,698 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY23 – assumes 2.0% increase of \$134 to \$6,832 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY24 – assumes 2.0% increase of \$137 to \$6,969 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY25 – assumes 2.0% increase of \$139 to \$7,108 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY26 – assumes 2.0% increase of \$142 to \$7,250 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY27 – assumes 2.0% increase of \$145 to \$7,395 based on conservative estimate from historical averages
- Local Option Revenue Tier 1 for FY22 and later remains at \$424 per Adjusted Pupil Unit which generates \$5,292,763 in FY22 – this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy
- Local Option Revenue Tier 2 for FY22 at \$300 and adjusted for inflation through FY27 at Operating Referendum Inflation Rate – generates \$3,489,811 in FY22
- Categorical Programs revenue (Q-Comp, Equity, etc.) FY22– remain at current funding levels per pupil
- FY22 Federal Revenue (as well as offsetting expenditures) set at estimated grant levels per grant letters including estimated carryover revenue from FY21
 - Does not carry forward any Federal COVID-19 relief funds as all were utilized in FY21 to offset COVID-19 expenditures
- Operating Referendum Revenue – \$1,827.54 per Adjusted Pupil Unit levied for FY22
 - Reduced \$300 in FY20 by Legislative action

- Subsequent years increased by inflation factors per July 23, 2020 calculation from MDE
 - \$1,827.54 per Adjusted Pupil Unit in FY22
 - \$1,867.88 per Adjusted Pupil Unit in FY23
 - \$1,907.60 per Adjusted Pupil Unit in FY24
 - \$1,951.27 per Adjusted Pupil Unit in FY25
 - \$2,000.76 per Adjusted Pupil Unit in FY26
 - \$2,055.45 per Adjusted Pupil Unit in FY27
 - District is at the Operating Referendum Cap starting in FY20 and future years – only annual increase is for inflation
- Miscellaneous Revenue - Includes \$287,500 in Tonka On Line gross revenue and interest earnings of approximately \$720,000 based on expected rising interest rates and investment earnings on annual OPEB Receivable of \$120,000
- Total Expenditures for FY22 of \$139,401,856, which is a \$6,583,377 decrease over FY21 Amended Budget Expenditures of \$145,985,233
 - FY21 Expenditures were elevated above normal levels to provide instruction during the COVID-19 pandemic
- Salaries – Salaries are 67.4% of the General Fund Budget – together with Benefits at 20.9%, they make up 88.3% of the General Fund Budget
 - Teachers (Fund 01)
 - FY22 Adopted Budget K-12 teaching staff at 799.90 FTE through 04/15/21 staffing document from Human Resources. From the FY21 Amended Budget, 36.75 FTE which were added for additional support due to COVID-19, have now been removed. Compared to the FY21 Adopted Budget, 4.91 FTE have been added to the FY22 Adopted budget.
 - FY23-FY27 assumes no teacher growth over FY22
 - Assumes a Total Compensation Package increase of 3.0% Salary and benefit package increases for FY22 and a 3.0% salary and benefit package increase assumed each year FY23-FY27 for Minnetonka Teachers Association
 - Other Staff
 - FY22 Actual Contract amounts for FY22 for all other bargaining unit contracts and other contracts
 - 2.7903 non-instructional staff FTE decrease for FY22
 - Assumes 3.0% future salary increases for FY23-FY27
- Benefits – Benefits inclusive of the OPEB Retirement Benefits transfer reduction are 20.9% of the General Fund Budget – together with Salaries they make up 88.3% of the General Fund Budget

- Actual fringe benefit contribution increases for FY22 are included for MTA within the 3.0% benefit package increase estimated for FY22 and FY23 through FY27
 - Teachers Retirement Association pension contributions at 8.13% in FY21, 8.34% in FY22, 8.55% in FY23 and 8.75% in FY24 and thereafter
 - 2018 Pension Bill increased the TRA contribution rate in future years but revenue will be provided to offset the increase
 - Public Employees Retirement Association pension contributions at 7.50% in FY22 through FY27
 - OPEB Trust transfer of \$758,428 is calculated by CBIZ actuaries and reduces benefit expenditures
- Total Salaries and Benefits of \$123,109,581 are 88.3% of Total General Fund Expenditures of \$19,401,856
- Purchased Services
 - Line items held flat for all budgets unless an increase was approved by the Superintendent for FY22, then increased by 1% inflation for FY23-FY27 for all cost centers
- Purchased Services are 4.4% of General Fund Budget
 - Includes line items such as utility costs (electricity, etc.), snow removal, repair and preventive maintenance costs of building systems, property insurance, legal counsel, Special Education tuition at various care facilities, and professional consultants
- Supplies
 - Line items held flat for all budgets unless an increase was approved by the Superintendent for FY22, then increased by 1% inflation for FY23-FY27 for all cost centers
- Supplies are 2.9% of General Fund Budget
 - Includes line items such as instructional, restroom and cleaning supplies, maintenance repair supplies such as HVAC system filters, and grounds supplies such as fuel for the maintenance vehicles and replacement parts for the lawnmowers
- Transportation
 - Increase of 3.00% for FY22, which is the third year of a four-year contract
 - Increase 2.75% for FY23, then assumes a new contract scheduled for FY24-FY25 and later projected at 3.0%
 - Bus routes in FY22 are at the same number as in FY21
- Transportation is 4.1% of the General Fund Budget
- Transfers – This is the transfer to the Arts Center operations budget to fund the operating expenditures of the Arts Center that are not paid for out of play ticket receipts and facility rental revenue – estimated at \$552,211 and 0.3% of the General Budget for FY22 Adopted Budget then increasing by 3% annually FY23 through FY27

MINNETONKA SCHOOL DISTRICT

Capital Expenditures Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Category

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 3,807,651	\$ 3,730,337	\$ 3,509,851	\$ 3,769,682	\$ 4,052,427
Other Local and County Revenues	181,749	204,318	398,141	72,976	73,365
Interest on Investments	-	9,881	3,356	-	-
State of Minnesota	1,640,720	1,821,327	1,809,399	1,757,527	1,772,250
Federal Government	-	-	-	-	-
Transfer from Operating Capital to H&S	-	124,450	373,663	-	-
Total Revenues and Other Sources	<u>5,630,119</u>	<u>5,890,313</u>	<u>6,094,411</u>	<u>5,600,185</u>	<u>5,898,042</u>
Expenditures and Other Uses:					
Equipment	987,053	523,321	655,961	678,000	610,000
Facilities	2,223,913	2,766,701	3,504,488	5,042,479	2,443,289
Health and Safety	455,177	488,892	501,835	579,442	631,552
Instructional Lease Levy	2,368,871	2,471,479	1,963,587	2,106,207	2,514,195
Total Expenditures and Other Uses	<u>6,035,015</u>	<u>6,250,393</u>	<u>6,625,870</u>	<u>8,406,128</u>	<u>6,199,036</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(404,896)	(360,080)	(531,460)	(2,805,943)	(300,994)
Other Changes in Reserved and Designated					
Fund Balances	258,252	578,369	219,483	-	-
One-Time Transfer from Comm Ed - MCEC Addition		3,300,000	-		
Fund Balance at the Beginning of Year	<u>521,869</u>	<u>375,225</u>	<u>3,893,514</u>	<u>3,581,537</u>	<u>775,594</u>
Fund Balance at End of Year	<u>\$ 375,225</u>	<u>\$ 3,893,514</u>	<u>\$ 3,581,537</u>	<u>\$ 775,594</u>	<u>\$ 474,601</u>

Allocation of Fund Balance:

	2017-18	2018-19	2019-20	2020-21	2021-22
Reserved Fund Balance					
Operating Capital	319,161	3,829,839	3,102,872	200,245	70,342
Cell Tower Revenue Reserve	46,328	58,590	55,138	48,114	41,480
Lease Levy	-	5,085	423,527	527,234	527,234
Health & Safety	9,736	-	-	-	(164,455)
Total Reserved Fund Balance	<u>\$ 375,225</u>	<u>\$ 3,893,514</u>	<u>\$ 3,581,537</u>	<u>\$ 775,593</u>	<u>\$ 474,601</u>

MINNETONKA SCHOOL DISTRICT

Athletic Equipment Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Site

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	230,392	229,606	163,492	330,785	210,000
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>230,392</u>	<u>229,606</u>	<u>163,492</u>	<u>330,785</u>	<u>210,000</u>
Expenditures and Other Uses:					
Minnetonka Middle School East	9,313	8,783	1,640	98,515	52,500
Minnetonka Middle School West	7,453	(633)	22,466	41,201	52,500
Minnetonka High School	208,507	173,611	197,057	191,069	105,000
Total Expenditures and Other Uses	<u>225,274</u>	<u>181,760</u>	<u>221,163</u>	<u>330,785</u>	<u>210,000</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	5,118	47,846	(57,672)	-	-
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>335,487</u>	<u>340,604</u>	<u>388,449</u>	<u>330,777</u>	<u>330,777</u>
Fund Balance at End of Year	<u>\$ 340,604</u>	<u>\$ 388,449</u>	<u>\$ 330,777</u>	<u>\$ 330,777</u>	<u>\$ 330,777</u>

MINNETONKA SCHOOL DISTRICT

Arts Center on 7 Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	432,204	409,509	331,271	377,600	377,600
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Transfer from General Fund	476,758	501,931	510,256	542,099	552,211
Total Revenues and Other Sources	908,962	911,441	841,527	919,699	929,811
Expenditures and Other Uses:					
Salaries	400,023	410,306	410,745	385,161	395,652
Employee Benefits	121,717	135,797	138,866	139,639	141,694
Purchased Services	269,416	306,828	213,878	367,250	367,250
Supplies and Materials	(5,648)	17,578	7,152	6,299	3,865
Equipment	20,140	13,170	18,040	21,000	21,000
Miscellaneous	103,314	27,761	52,846	350	350
Total Expenditures and Other Uses	908,962	911,441	841,527	919,699	929,811
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	-	-	-	-	-
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	-	-	-	-	-
Fund Balance at End of Year	\$ -	\$ -	\$ -	\$ -	\$ -

Note: Net Profit/Loss in Plays Will Be Transferred to Trust Account

<u>Art Center Trust Account</u>					
Beginning Balance	41,831	65,379	158,333	184,557	184,557
Plays Profit (Loss)	23,548	92,954	26,224		-
Ending Balance	\$ 65,379	\$ 158,333	\$ 184,557	\$ 184,557	\$ 184,557

MINNETONKA SCHOOL DISTRICT

Dome Operations Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Rental Revenue	\$ 308,178	\$ 324,042	\$ 300,774	\$ 246,357	\$ 325,813
Annual Pledges	-	-	-	-	-
Interest on Investments	-	-	-	-	-
Transfer (to)/from Trust	\$ 36,599	\$ (10,729)	\$ 127,805	\$ 36,696	\$ (68)
Transfer from General Fund	\$ -	\$ -	\$ -	\$ 35,624	\$ -
Total Revenues and Other Sources	<u>344,777</u>	<u>313,312</u>	<u>428,579</u>	<u>318,677</u>	<u>325,745</u>
Expenditures and Other Uses:					
Salaries/Benefits	60,191	64,425	65,913	65,759	67,343
Management Services	-	-	-	-	-
Postage	-	-	-	-	-
Advertising	-	-	-	300	300
Repairs & Maintenance	-	-	-	700	700
Utilities	133,816	99,694	95,693	98,548	101,505
Custodial Supplies	-	-	-	1,000	1,000
Equipment Purchased	-	-	103,000	-	-
Miscellaneous	129	-	11,440	2,000	2,000
Total Expenditures and Other Uses	<u>194,136</u>	<u>164,119</u>	<u>276,046</u>	<u>168,307</u>	<u>172,848</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	150,641	149,194	152,533	150,370	152,897
Annual Debt Payment	(160,366)	(149,194)	(152,533)	(150,370)	(152,897)
Fund Balance at the Beginning of Year	-	-	(0)	(0)	(0)
Fund Balance at End of Year	<u>\$ -</u>	<u>\$ (0)</u>	<u>\$ (0)</u>	<u>\$ (0)</u>	<u>\$ (0)</u>

Turf and Dome Trust Account	2017-18	2018-19	2019-20	2020-21	2021-22
Beginning Balance	190,372	153,773	164,502	36,696	(0)
Pledges and Donations	-	-	-	-	-
Transfer (from)/to Operating Budget	(36,599)	10,729	(127,805)	(36,696)	68
Ending Balance	<u>\$ 153,773</u>	<u>\$ 164,502</u>	<u>\$ 36,697</u>	<u>\$ (0)</u>	<u>\$ 68</u>

Debt Outstanding Balance 2016K	2017-18	2018-19	2019-20	2020-21	2021-22
Beginning Debt Outstanding Balance	1,620,000	1,500,000	1,390,000	1,280,000	1,165,000
Less Principal Payment	(120,000)	(110,000)	(110,000)	(115,000)	(115,000)
Ending Debt Outstanding Balance	<u>\$ 1,500,000</u>	<u>\$ 1,390,000</u>	<u>\$ 1,280,000</u>	<u>\$ 1,165,000</u>	<u>\$ 1,050,000</u>

MINNETONKA SCHOOL DISTRICT

Page1 Center Operations Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 395,937	\$ 568,445	\$ 433,806	\$ 522,249	\$ 484,878
Rental Revenue	100,000	100,000	100,000	100,000	100,000
Miscellaneous Revenue	-	-	-	-	-
Total Revenues and Other Sources	<u>495,937</u>	<u>668,445</u>	<u>533,806</u>	<u>622,249</u>	<u>584,878</u>
Expenditures and Other Uses:					
Salaries	119,148	132,483	167,823	198,599	202,444
Employee Benefits	39,657	44,404	53,534	66,138	69,049
Purchased Services	331,321	421,618	339,067	250,331	313,227
Supplies and Materials	45,615	28,078	24,454	56,915	52,537
Equipment	2,842	-	-	4,000	4,000
Miscellaneous	-	-	-	-	-
Total Expenditures and Other Uses	<u>538,582</u>	<u>626,582</u>	<u>584,878</u>	<u>575,983</u>	<u>641,257</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(42,646)	41,863	(51,073)	46,266	(56,379)
Fund Balance at the Beginning of Year	<u>(965,785)</u>	<u>(1,008,431)</u>	<u>(966,568)</u>	<u>(1,017,640)</u>	<u>(971,374)</u>
Fund Balance at End of Year	<u>\$ (1,008,431)</u>	<u>\$ (966,568)</u>	<u>\$ (1,017,640)</u>	<u>\$ (971,374)</u>	<u>\$ (1,027,753)</u>

Debt Outstanding Balance 2016L	2017-18	2018-19	2019-20	2020-21	2021-22
Beginning Debt Outstanding Balance	2,040,000	1,965,000	1,885,000	1,805,000	1,725,000
Less Principal Payment	(75,000)	(80,000)	(80,000)	(80,000)	(85,000)
Ending Debt Outstanding Balance	<u>\$ 1,965,000</u>	<u>\$ 1,885,000</u>	<u>\$ 1,805,000</u>	<u>\$ 1,725,000</u>	<u>\$ 1,640,000</u>

MINNETONKA SCHOOL DISTRICT

Fiduciary Funds Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Donations	\$ -	\$ -	\$ -	\$ 53,236	\$ -
Miscellaneous Revenue	1,623,303	1,632,115	1,439,774	1,563,522	1,565,000
Total Revenues and Other Sources	<u>1,623,303</u>	<u>1,632,115</u>	<u>1,439,774</u>	<u>1,616,758</u>	<u>1,565,000</u>
Expenditures and Other Uses:					
Salaries	-	-	-	-	-
Employee Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Supplies and Materials	-	-	-	-	-
Equipment	-	-	-	-	-
Miscellaneous	1,563,648	1,541,995	1,389,420	1,616,758	1,500,000
Total Expenditures and Other Uses	<u>1,563,648</u>	<u>1,541,995</u>	<u>1,389,420</u>	<u>1,616,758</u>	<u>1,500,000</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	59,655	90,121	50,354	-	65,000
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>1,416,626</u>	<u>1,476,281</u>	<u>1,566,401</u>	<u>1,616,755</u>	<u>1,616,755</u>
Fund Balance at End of Year	<u>\$ 1,476,281</u>	<u>\$ 1,566,401</u>	<u>\$ 1,616,755</u>	<u>\$ 1,616,755</u>	<u>\$ 1,681,755</u>

MINNETONKA SCHOOL DISTRICT
Capital Projects (Technology) Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Project

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 5,653,426	\$ 5,878,035	\$ 6,217,092	\$ 6,586,282	\$ 6,916,127
Other Local and County Revenues	147,920	223,140	171,686	158,000	158,000
Interest on Investments	-	-	-	-	-
State of Minnesota	-	205,492	53,539	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	742,412	93,455	547,000	215,901	1,025,875
Rebates	-	-	-	-	-
Total Revenues and Other Sources	6,543,758	6,400,123	6,989,316	6,960,183	8,100,002
Expenditures and Other Uses:					
Continuing Commitments	2,258,547	2,458,796	2,432,782	2,630,539	2,710,281
Hardware Rotation	14,364	12,684	61,815	54,027	50,000
Hardware-Immersion	369,401	264,387	196,829	314,350	300,000
Hardware-iPad Project	829,743	1,125,891	1,372,879	1,269,558	1,443,938
Classroom Equipment	153,358	488,313	205,839	205,930	655,930
Textbooks	423,902	200,000	463,912	300,000	600,000
Instructional Staff Development	682,434	711,286	734,447	793,233	824,962
Instructional Staff Development iPad K-3	-	-	-	231,316	110,236
Software iPad K-3	-	-	-	148,000	37,000
Hardware-Network	153,433	149,338	-	200,000	200,000
Infrastructure-Network	176,364	233,111	118,291	752,000	205,000
Infrastructure-Telecom	712,746	(58)	-	28,335	29,185
Rebates	(97,617)	-	-	-	-
Software	457,056	276,665	450,933	500,000	550,000
Infrastructure-Security Barriers	56,967	657,089	274,439	100,000	150,000
SAN Loan Payment	-	-	-	127,369	123,376
Total Expenditures and Other Uses	6,190,699	6,577,500	6,312,167	7,654,657	7,989,908
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	353,059	(177,377)	677,150	(694,474)	110,094
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	192,082	545,141	367,764	1,044,914	350,440
Fund Balance at End of Year	\$ 545,141	\$ 367,764	\$ 1,044,914	\$ 350,440	\$ 460,534

MINNETONKA SCHOOL DISTRICT

Food Service Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	4,989,013	5,136,774	3,707,819	468,200	5,443,869
Interest on Investments	11,262	32,923	33,993	8,500	8,500
State of Minnesota	133,188	133,077	104,728	-	129,666
Federal Government	926,616	910,236	918,101	2,431,800	920,213
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>6,060,078</u>	<u>6,213,009</u>	<u>4,764,641</u>	<u>2,908,500</u>	<u>6,502,248</u>
Expenditures and Other Uses:					
Salaries	1,392,114	1,419,298	1,458,730	1,292,214	1,590,396
Employee Benefits	403,179	430,628	456,875	438,138	484,401
Purchased Services	757,535	462,595	409,705	435,848	504,370
Supplies and Materials	2,775,384	2,776,438	2,173,625	1,575,129	3,329,704
Equipment	97,700	81,903	226,655	189,500	142,500
Miscellaneous	171,487	402,084	379,240	265,391	402,573
Total Expenditures and Other Uses	<u>5,597,398</u>	<u>5,572,946</u>	<u>5,104,829</u>	<u>4,196,220</u>	<u>6,453,944</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	462,680	640,062	(340,188)	(1,287,720)	48,304
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>793,362</u>	<u>1,256,042</u>	<u>1,896,103</u>	<u>1,555,915</u>	<u>268,195</u>
Fund Balance at End of Year	<u>\$ 1,256,042</u>	<u>\$ 1,896,103</u>	<u>\$ 1,555,915</u>	<u>\$ 268,195</u>	<u>\$ 316,499</u>

MINNETONKA SCHOOL DISTRICT

Community Education Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Program

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 888,322	\$ 925,002	\$ 942,001	\$ 955,316	\$ 964,493
Other Local and County Revenues	9,778,816	10,509,848	8,825,107	5,941,945	9,620,786
Interest on Investments	41,584	120,071	55,655	20,000	40,000
State of Minnesota	450,909	480,384	519,006	559,926	560,671
Federal Government	-	-	-	256,206	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>11,159,631</u>	<u>12,035,306</u>	<u>10,341,768</u>	<u>7,733,393</u>	<u>11,185,950</u>
Expenditures and Other Uses:					
Administration	1,334,414	1,015,115	1,124,668	1,093,050	1,136,239
Community Involvement	340,685	325,112	290,872	228,002	267,485
Youth Programs	7,237,793	7,836,510	7,862,306	5,813,355	7,974,302
Family Education	1,672,662	1,688,386	1,718,394	1,682,303	2,007,680
Total Expenditures and Other Uses	<u>10,585,554</u>	<u>10,865,122</u>	<u>10,996,239</u>	<u>8,816,710</u>	<u>11,385,706</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	574,077	1,170,183	(654,470)	(1,083,317)	(199,756)
Other Changes in Reserved and Designated Fund Balances					
One-Time Transfer to Operating Cap - MCEC Addition		(3,300,000)	-		
Fund Balance at the Beginning of Year	<u>3,590,038</u>	<u>4,164,115</u>	<u>2,034,299</u>	<u>1,379,829</u>	<u>296,512</u>
Fund Balance at End of Year	<u>\$ 4,164,115</u>	<u>\$ 2,034,299</u>	<u>\$ 1,379,829</u>	<u>\$ 296,512</u>	<u>\$ 96,756</u>

MINNETONKA SCHOOL DISTRICT

Aquatics Program Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Fees From Patrons	\$ 806,136	\$ 839,980	\$ 622,637	\$ 710,684	\$ 794,500
Rental Revenue	6,941	6,995	6,600	10,000	10,000
Gifts & Donations				7,000	7,000
Miscellaneous Income	355,910	383,162	247,101	217,500	355,500
Total Revenues and Other Sources	1,168,987	1,230,137	876,338	945,184	1,167,000
Operating Expenditures and Other Uses:					
Salaries	586,874	604,833	607,570	615,698	564,962
Employee Benefits	119,212	128,043	131,771	142,610	153,215
Purchased Services	203,850	232,544	133,995	53,901	171,800
Supplies and Materials	37,692	39,060	32,501	36,250	37,750
Equipment	6,313	8,741	2,736	7,000	7,000
Miscellaneous	116,068	97,372	74,091	89,725	100,388
Total Operating Expenditures and Other Uses	1,070,009	1,110,592	982,663	945,184	1,035,115
Excess of Revenues and Other Sources					
Over (Under) Operating Expenditures and Other Uses	98,979	119,544	(106,325)	-	131,885
Chargeback (To) From General Fund					
For Partial Contribution to Bond Payment	(98,979)	(119,545)	(134,885)	-	(131,885)
Fund Balance at the Beginning of Year	-	0	(0)	(241,210)	(241,210)
Fund Balance at End of Year	\$ 0	\$ (0)	\$ (241,210)	\$ (241,210)	\$ (241,210)

Note: Fund Balance at End of Year Will Be Transferred to Trust Account

Aquatics Trust Account	2017-18	2018-19	2019-20	2020-21	2021-22
Beginning Balance	2,437	2,437	2,437	-	-
Transfer (from)/to Operating Budget	-	-	(2,437)	-	-
Ending Balance	\$ 2,437	\$ 2,437	\$ -	\$ -	\$ -

Debt Outstanding Balance 2016C	2017-18	2018-19	2019-20	2020-21	2021-22
Beginning Debt Outstanding Balance	2,010,000	1,940,000	1,870,000	1,795,000	1,720,000
Less Principal Payment	(70,000)	(70,000)	(75,000)	(75,000)	(75,000)
Ending Debt Outstanding Balance	\$ 1,940,000	\$ 1,870,000	\$ 1,795,000	\$ 1,720,000	\$ 1,645,000

MINNETONKA SCHOOL DISTRICT
Capital Projects (Construction) Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Project

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	136,667	532,400	37,500	25,000	-
Interest on Investments	38,892	64,028	9,940	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	5,597,659	5,558,705	1,312,542	3,450,000	5,250,000
Total Revenues and Other Sources	<u>5,773,218</u>	<u>6,155,133</u>	<u>1,359,982</u>	<u>3,475,000</u>	<u>5,250,000</u>
Expenditures and Other Uses:					
Elementary Classroom Additions	-	-	-	-	-
MHS North Parking Lot	497,388	-	-	-	-
MHS Science Lab	-	-	-	-	-
TSP Building Purchase	-	-	-	-	-
Groveland Gym Addition	2,881,712	1,865	-	-	-
Groveland Classroom	-	31,215	-	-	-
Groveland KDGN Classroom Addition	-	-	-	-	-
Groveland Parking Lot	189,742	-	-	-	-
Groveland Purchase	-	-	-	-	-
CS Gym Addition	613,832	2,749,005	58,332	-	-
SH Gym Addition	863,303	2,808,071	476,924	-	-
MHS Loft	1,152,400	613,346	(442,485)	-	-
Elementary Classroom Additions	-	-	-	-	-
Upper South Synthetic Turf	-	9,000	643,158	-	-
Kolstad Property	-	-	990,242	-	2,500,000
Momentum	-	-	-	1,250,000	2,750,000
Shorewood Education Center	-	-	-	2,000,000	365,000
Total Expenditures and Other Uses	<u>6,198,377</u>	<u>6,212,501</u>	<u>1,726,171</u>	<u>3,250,000</u>	<u>5,615,000</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(425,159)	(57,369)	(366,189)	225,000	(365,000)
Fund Balance at the Beginning of Year	<u>1,479,351</u>	<u>1,054,192</u>	<u>996,823</u>	<u>630,635</u>	<u>855,635</u>
Fund Balance at End of Year	<u>\$ 1,054,192</u>	<u>\$ 996,823</u>	<u>\$ 630,635</u>	<u>\$ 855,635</u>	<u>\$ 490,635</u>

MINNETONKA SCHOOL DISTRICT

Capital Projects (LTFM) Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Project

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	1,993,754	4,922,961	7,202,963	6,245,000
Total Revenues and Other Sources	-	1,993,754	4,922,961	7,202,963	6,245,000
Expenditures and Other Uses:					
Alternative Facilities	2,151,243	1,320,688	6,255,901	2,500,000	5,100,000
Total Expenditures and Other Uses	2,151,243	1,320,688	6,255,901	2,500,000	5,100,000
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(2,151,243)	673,066	(1,332,940)	4,702,963	1,145,000
Other Changes in Reserved and Designated Fund Balances-Reclass Construction					
Fund Balance at the Beginning of Year	3,747,341	1,596,098	2,269,164	936,224	5,639,187
Fund Balance at End of Year	\$ 1,596,098	\$ 2,269,164	\$ 936,224	\$ 5,639,187	\$ 6,784,187

MINNETONKA SCHOOL DISTRICT

Debt Service Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 5,807,909	\$ 7,116,710	\$ 6,738,497	\$ 7,039,729	\$ 7,299,459
Other Local and County Revenues	217,297	201,023	4,500	-	-
Interest on Investments	56,332	83,460	39,446	45,000	25,000
State of Minnesota	126,529	387,167	578,661	654,206	650,482
Federal Government	77,534	74,577	-	-	-
Sales and Other Conversion of Assets	18,236,716	21,666,835	14,970,809	4,213,628	-
Total Revenues and Other Sources	24,522,316	29,529,772	22,331,913	11,952,563	7,974,941
Expenditures and Other Uses:					
Capital Lease Interest	-	-	-	-	-
Redemption of Bond Principal	23,573,575	24,884,462	19,360,026	9,170,000	5,520,000
Interest on Bonds	2,650,495	3,056,015	2,881,701	2,996,875	2,951,048
Redemption of Loans	-	-	-	-	-
Interest on Loans	-	-	-	-	-
Other Debt Service	311,190	499,023	397,727	137,497	-
Permanent Transfers	-	9,339	373,663	-	-
Miscellaneous Fees	-	-	-	-	-
Total Expenditures and Other Uses	26,535,259	28,448,838	23,013,117	12,304,372	8,471,048
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(2,012,943)	1,080,933	(681,204)	(351,809)	(496,107)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	3,795,038	1,782,095	2,863,028	2,181,824	1,830,015
Fund Balance at End of Year	\$ 1,782,095	\$ 2,863,028	\$ 2,181,824	\$ 1,830,015	\$ 1,333,908

Allocation of Fund Balance:

	2017-18	2018-19	2019-20	2020-21	2021-22
Escrow Account 2008A	-	-	-	-	-
Escrow Account 2008D	-	-	-	-	-
Escrow Account 2012D	-	-	-	-	-
Escrow Account 2017C	-	-	-	-	-
Restricted	1,782,095	2,863,028	2,181,824	1,830,015	1,333,908
Total Reserved Fund Balance	\$ 1,782,095	\$ 2,863,028	\$ 2,181,824	\$ 1,830,015	\$ 1,333,908

MINNETONKA SCHOOL DISTRICT
Internal Service (Self Insurance) Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	13,448,864	14,892,032	16,045,825	16,069,231	16,760,415
Interest on Investments	78,665	169,185	138,436	25,000	91,957
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	13,527,529	15,061,217	16,184,261	16,094,231	16,852,372
Expenditures and Other Uses:					
Salaries	62,776	66,152	71,352	72,175	74,309
Employee Benefits	23,199	25,077	33,007	32,499	35,805
Claims Paid	12,250,098	13,540,273	11,054,172	13,773,341	13,958,217
Claims Contingency	18,100	89,200	(29,600)	-	-
Administrative Fee	991,035	1,059,529	814,453	837,847	949,568
Reinsurance	-	-	-	-	-
Consulting Fee	7,090	44,298	45,720	41,600	47,600
IBNR	18,100	89,200	(29,600)	-	-
VEBA Contribution	711,926	895,420	1,074,754	1,099,357	1,253,586
Wellness	38,430	39,030	40,830	40,830	42,060
VEBA Fee	1,067	-	-	-	-
Transitional Reinsurance Fees	-	-	-	-	-
PCOR Fees	-	4,561	5,387	6,363	7,053
Miscellaneous	8,614	3,339	3,929	2,000	1,999
Total Expenditures and Other Uses	14,130,434	15,856,076	13,084,406	15,906,012	16,370,196
Excess of Revenues and Other Sources					
Over (Under) Expenditures and Other Uses	(602,905)	(794,859)	3,099,856	188,219	482,176
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	6,603,459	6,000,554	5,205,695	8,305,551	8,493,770
Fund Balance at End of Year	\$ 6,000,554	\$ 5,205,695	\$ 8,305,551	\$ 8,493,770	\$ 8,975,946

MINNETONKA SCHOOL DISTRICT

Internal Service (OPEB) Budget

For Fiscal Year 2021-22, with Comparative Information for Years 2017-18 Through 2020-21

Fund Expenditures by Object

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Amended Budget	2021-22 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	1,575,355	1,279,068	1,066,763	1,500,000	1,500,000
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>1,575,355</u>	<u>1,279,068</u>	<u>1,066,763</u>	<u>1,500,000</u>	<u>1,500,000</u>
Expenditures and Other Uses:					
Employee Benefits	627,570	707,637	794,338	789,423	750,428
Purchased Services	-	-	-	8,000	8,000
Transfer to OPEB Debt Service	-	-	-	-	-
Total Expenditures and Other Uses	<u>627,570</u>	<u>707,637</u>	<u>794,338</u>	<u>797,423</u>	<u>758,428</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	947,785	571,431	272,425	702,577	741,572
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>21,508,777</u>	<u>22,456,562</u>	<u>23,027,993</u>	<u>23,300,418</u>	<u>24,002,995</u>
Fund Balance at End of Year	<u>\$ 22,456,562</u>	<u>\$ 23,027,993</u>	<u>\$ 23,300,418</u>	<u>\$ 24,002,995</u>	<u>\$ 24,744,567</u>