

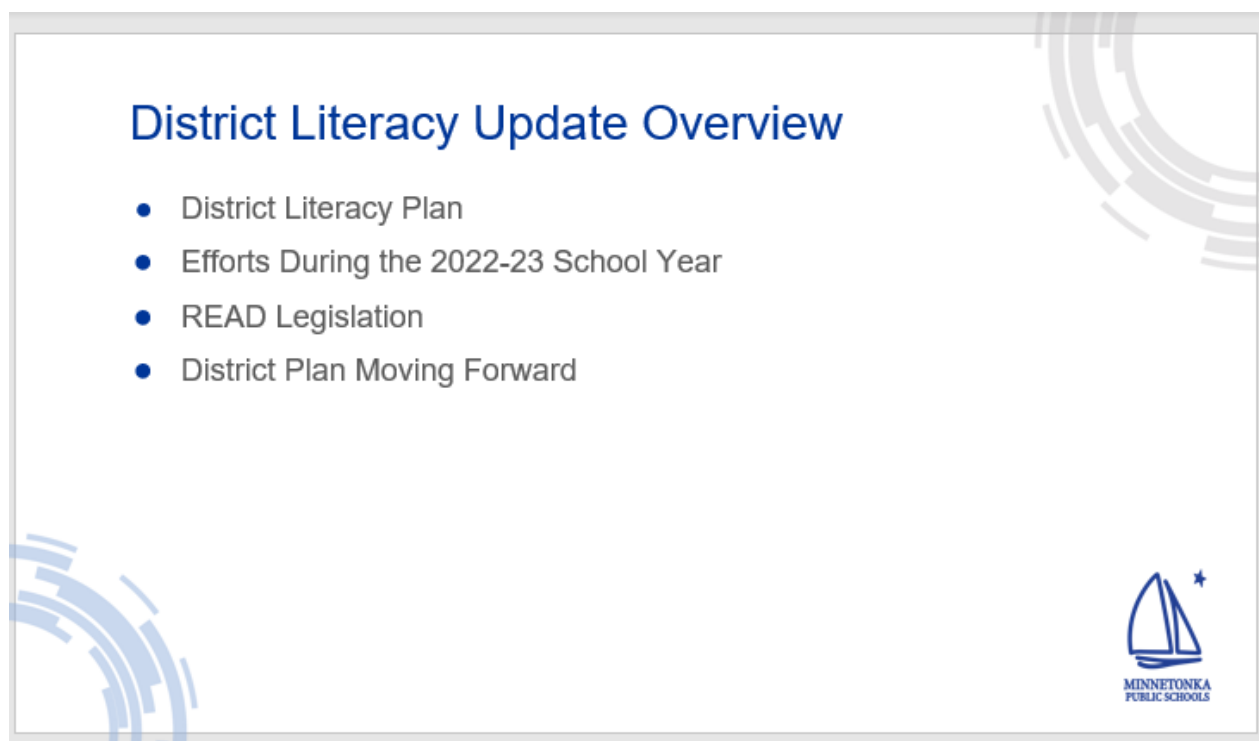
MINNETONKA INDEPENDENT SCHOOL DISTRICT #276
District Service Center
5621 County Road 101
Minnetonka, Minnesota

Summary of May 25, 2023 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, May 25, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.


LITERACY UPDATE

Associate Superintendent for Instruction Dr. Amy LaDue and Director of Curriculum Steve Urbanski led the discussion. Dr. LaDue noted that the purpose of tonight's report was to update the Board on the District's literacy efforts to date and the next steps for development and implementation of an updated E-12 literacy plan. Highlights of the presentation included the following:

A presentation slide titled "District Literacy Update Overview" in blue text. Below the title is a bulleted list with four items: "District Literacy Plan", "Efforts During the 2022-23 School Year", "READ Legislation", and "District Plan Moving Forward". The slide features decorative blue curved lines in the top right and bottom left corners. In the bottom right corner is the Minnetonka Public Schools logo, which includes a stylized sailboat and the text "MINNETONKA PUBLIC SCHOOLS".

District Literacy Update Overview

- District Literacy Plan
- Efforts During the 2022-23 School Year
- READ Legislation
- District Plan Moving Forward



District Literacy Plan

- Each school district in Minnesota is required to develop and implement a local literacy plan
- Plan aligned to and in support of World's Best Workforce
 - All third grade students can read at grade level
- District literacy plans are required to include multiple components:
 - Assessment
 - Progress monitoring
 - Intervention identification and implementation
 - Parent notification
 - Professional learning



Assessment

- Benchmark Assessments/Universal Screening
 - FastBridge Early Reading - Kindergarten (Fall, Winter, Spring)
 - FastBridge CBM Reading - Grades 1-5 (Fall, Winter, Spring)
 - NWEA MAP Reading (Fall, Spring)
- Diagnostic
 - WIST - Word Identification and Spelling
 - WADE - Decoding and Encoding (Spelling)
- Progress Monitoring
 - FastBridge Early Reading - Kindergarten (Weekly)
 - FastBridge CBM Reading - Grades 1-5 (Weekly)



Instruction

- Academic Standards for English Language Arts
 - Phonemic awareness, phonics, fluency, vocabulary, comprehension
 - Writing, spelling
 - Listening, speaking and viewing
- Instruction is designed to meet these grade level standards.
 - All aspects of literacy
 - Instructional structures and practices that adapt to students' needs and skill development
 - Instructional resources meet the needs of learner and teachers



“The Big 5”



National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>
Dent Ed Image from AZ



Efforts During the 2022-23 School Year

New Roles to Support Literacy

- Literacy Coordinator
- Expanded Chairs
- Wilson Credentialed Trainer



Efforts During the 2022-23 School Year

Curriculum Review Process: Needs Assessment Phase

- Data review, surveys, focus groups
- Identifying essential learnings for each grade level
 - Based on the 2020 K-12 MN ELA Academic Standards
 - To be implemented in 2025-2026
- Members of the ELA curriculum review team are receiving additional literacy training at all phases of the review



Efforts During the 2022-23 School Year

Professional Learning

- Administrators
 - Literacy foundation
 - Code-based Literacy Instruction
 - Meaning-based Literacy Instruction
- Teachers
 - ELA Department and Expanded Chairs
 - Wilson Level I and II
 - Site and District



READ Legislation...

HF629 FIRST ENGROSSMENT

REVISOR

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This Document can be made available
in alternative formats upon request

State of Minnesota HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. **629**

01/19/2023 Authored by Edelson, Hicks, Clardy, Norris, Tabke and others
The bill was read for the first time and referred to the Committee on Education Policy
03/08/2023 Adoption of Report: Amended and re-referred to the Committee on Education Finance

- 1.1 A bill for an act
- 1.2 relating to education; establishing the Read Act; requiring schools to use approved
- 1.3 literacy curriculum; requiring literacy specialists; requiring a report; appropriating
- 1.4 money; amending Minnesota Statutes 2022, sections 120B.11, subdivisions 1, 2;
- 1.5 120B.12, subdivisions 1, 2, 3, 4a, 5; 122A.06, subdivision 4; 124D.98, by adding
- 1.6 a subdivision; proposing coding for new law in Minnesota Statutes, chapter 120B.

1.7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.8 Section 1. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

<https://wdoc.house.leg.state.mn.us/leg/LSS93/HF0629.1.pdf>



READ Legislation...

Modifies Literacy requirements

- Replaces the Read Well by Third Grade legislation
- New literacy goal: Every Child Reading at or above Grade Level Every Year
- Update local literacy plan to reflect legislation
- Staff training on evidence-based reading instruction
- State approved assessments and evidence-based curricular resources
- Literacy Lead



District Plan Moving Forward

- School Board Goal maintaining a focus on literacy
- Develop and implement updated District Literacy Plan
 - READ legislation
 - ELA curriculum review
- Provide professional learning in evidence-based reading instruction
- Continue ELA curriculum review process
- Deepen implementation of the District MTSS framework



The Board also received the following information, in written form, prior to the Study Session:

Current District Literacy Plan

Each school district in Minnesota is required to develop and implement a local literacy plan in support of the World's Best Workforce goal of all students reading at grade level by third grade, also known as Read Well by Third grade. District literacy plans are required to include multiple components encompassing assessment, progress monitoring, intervention identification and implementation, parent notification and professional learning.

Assessments

Currently, Minnetonka Schools utilize multiple assessments as universal screeners and to determine student reading progress. As outlined in the District Literacy Plan, there is a process to assess students' level of reading proficiency and data to support the effectiveness of the assessment. Additionally, there is a process to notify parents along with a process for determining reading intervention strategies. First, parents are notified of their child's reading fluency and NWEA-MAP reading assessment performance each fall during parent/teacher conferences. Additionally, parents receive communication about their child's NWEA-MAP Reading and MCA Reading performance after student results are uploaded to Skyward. Utilizing standardized assessment data, school staff follow the District criteria to determine if a student needs additional reading support beyond what is taught in the general classroom. These supports are largely provided by the building reading interventionist. Communication regarding student reading progress is shared by classroom teachers and building interventionists regularly throughout the school year throughout the duration of the intervention(s).

In order to measure the effectiveness of the intervention(s), data are compiled for each student and provided to each site in a data dashboard to help staff view all pertinent standardized assessment history. The review of these data occurs during Student Support Team (SST) meetings that are scheduled regularly at each site. Additionally, teachers who serve each student receiving reading intervention are able to monitor the progress of students through the District data warehouse. The data warehouse provides an individual student profile for all students in addition to data visualizations that track the progress a student makes with each intervention provided. All teachers who are assigned to this student have the ability to track students' progress in the data warehouse and are expected to communicate the students' progress with families as needed. The District utilizes the assessments below to measure student performance, inform instruction and to help identify students with characteristics of dyslexia, per the Read Well by Third Grade state legislation. District selected assessments follow.

NWEA-MAP Reading: This assessment is administered in the Fall and Spring to all Kindergarten through grade 7 students in Minnetonka. Students receiving intensive intervention will also take the NWEA-MAP Reading Test in the Winter. The NWEA-MAP

Test provides an overall score known as a RIT (Rasch Unit) score as well as a RIT score for each sub-test. Additionally, NWEA provides a percentile score, which provides a national comparison of student performance to their same grade level counterparts. In addition to percentile ranking of student achievement or indicating grade level performance, NWEA Tests also measure academic growth over time, independent of grade level or age. Educators use NWEA test scores to identify the skills and concepts students know and what they need to learn next in order to keep growing. With accurate, timely information on an individual student's needs, educators can target instruction so every student is learning and growing. NWEA assessments are aligned to Minnesota Standards and are often used as an indicator of preparedness for state assessments.

FastBridge Early Reading: This assessment is administered to Kindergarten students in the Fall, Winter, and Spring to help teachers identify student needs in the areas of Concepts of Print, Onset Sounds, Letter Names, and Letter Sounds. Additionally, starting in Winter, students are assessed on the skills of Word Segmenting, and Nonsense Words.

FastBridge CBM Reading: First through Fifth Graders complete the Reading CBM Fluency Benchmark assessment in Fall, Winter, and Spring. With this assessment, students read out loud for one minute while the teacher tracks words read and records any errors.

To ensure parents are notified per state statute, FastBridge Fluency results, along with NWEA results are shared with elementary school families during parent teacher conferences each year in October. Additionally, the assessment results are loaded into the Skyward Student Information System (SIS) for parents and teachers to view.

After students complete the FastBridge and NWEA-MAP assessments in the Fall, the data are analyzed by staff during their annual district-led data retreats. Interventionists review the data closely to identify students who may be at risk in Reading. For Reading, students identified as at risk may be assessed further with diagnostic assessments such as the WIST or the WADE assessments completed typically by a school reading interventionist. The WIST and the WADE are assessments specific to the Wilson Reading Program and the following information is found on their website.

The WIST (Word Identification and Spelling Test) meets teachers' need for detailed information that can be used to identify the areas in which students are having difficulty with reading and/or spelling and to develop appropriate instructional interventions. It includes both norm-referenced and informal assessments. The WIST specifically targets those aspects of reading that are most important for the identification and treatment of poor and disabled readers.

The WIST is a nationally standardized, individually administered diagnostic test that assesses students' fundamental literacy skills. It can be used by anyone who has training in standardized test administration. It was normed on a representative sample of 1520 children and adolescents ranging in age from 7 to 18 years who resided in 16 states. The WIST has three subtests which can be used in either the Norm-Referenced or Informal assessment. The Norm-Referenced assessment has two "core" subtests (Word

Identification and Spelling) and one "supplemental" subtest (Sound-Symbol Knowledge) and a composite score (called the Fundamental Literacy Index). On the Informal assessment, the scores are used for clinical and instructional purposes. The three subtests of the WIST are:

1. Word Identification: Word Identification measures word reading accuracy which includes (a) students' sight recognition of familiar words and their ability to apply word attack skills in order to decode unfamiliar words and (b) their sight recognition or orthographic memory of high frequency words with one or more irregularities.
2. Spelling: The spelling subtest assesses students' ability to spell words correctly from dictation. Specifically, it measures students' (a) recall of correct letter sequences for familiar words or one's ability to apply sound/symbol relationships and rules of English orthography in order to spell unfamiliar words and (b) their recall of letter order in high-frequency words with one or more irregularities.
3. Sound-Symbol Knowledge: This subtest assesses a student's ability to associate sounds (i.e., phonemes) with specific letters (i.e., graphemes).

The WADE is aligned to the scope and sequence of the Wilson Reading System in order to both guide instruction and determine mastery. This assessment is a curriculum-based measure which specifically assesses a student's decoding and encoding (spelling) skills correlated to word structures taught in the Wilson Reading System.

Each of the assessments described in this section help to inform staff and families about K-3 student performance. Additionally, students in Third through Fifth Grades are assessed on the MCA Reading Test, where students are tested each spring on the skills learned against their current grade level state standards.

Progress Monitoring: Progress monitoring is a means for teachers to measure the impact of an assigned intervention specific to a student's academic need. One way reading interventionists monitor student progress is through the use of the FastBridge system. In addition to benchmark assessments in the Fall, Winter, and Spring, the FastBridge system also houses progress monitoring assessments aligned to FastBridge interventions to measure student growth with fidelity.

Furthermore, the more intensive the intervention, the more often a student's progress is monitored by reading interventionists. For example, for students receiving additional support by participating in the Wilson Intensive Reading System, progress monitoring occurs on a daily basis. Student progress is also monitored if they are being served through the Wilson Foundations and Just Words programs. Progress monitoring with these interventions occurs on a weekly or bi-weekly basis. All interventionists who provide FastBridge and Wilson reading interventions undergo training in order to deliver the support with fidelity.

Instruction

Literacy instruction in Minnetonka Schools is informed by Minnesota Academic Standards and best practices in literacy. Academic Standards for English Language Arts address areas of literacy, such as phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, spelling, listening, speaking and viewing, and instruction is designed to meet these grade level standards.

The District has employed a comprehensive approach to literacy instruction and intervention, which moving forward will also be informed by the MTSS framework. In the past, the District has used the term Balanced Literacy to frame literacy instruction. This term, like many in education, has different meanings in different contexts. During this past year, one of the definitions of balanced literacy has been heavily discussed in public and professional settings. This single definition does not describe the way the term has been defined or used in the District. Instead, the use of the term in the District's literacy plan describes a comprehensive approach to literacy instruction, addressing essential foundational elements including phonemic awareness and phonics, as well as vocabulary, fluency, and comprehension. This also describes the structures and instructional practices that should be included in a literacy block. These structures and practices include a variety of literacy tasks consisting of a modeled focus lesson, shared reading and writing, flexible small group instruction and independent literacy tasks. In addition, the nurturing of a classroom literacy community that promotes motivation and engagement with reading and writing is a component of balanced literacy. The word "balanced" has also been used in order to ensure there is proportional focus on all of these aspects of literacy as well as instructional structures and practices based on each students' ever-changing skill development and literacy needs. Classroom instruction and instructional resources support each of these areas of literacy.

During the previous elementary portion of the English Language Arts curriculum review process, the District identified essential learnings based on state standards, revised common assessments and instructional plans to align to those standards, and adopted new programs to support literacy instruction. Houghton Mifflin *Journeys/Senderos* was implemented as the primary resource at the Kindergarten and First Grade levels. This program includes literature and informational text, as well as instructional resources to support foundational skills, speaking, listening and writing. The Collaborative Classroom resource, *Making Meaning*, was implemented at the Second through Fifth Grade levels, which supports reading comprehension and vocabulary instruction. The Collaborative Classroom resource, *Being a Writer*, was implemented at the First Through Fifth Grade levels to support writing instruction.

Following the previous English Language Arts curriculum review process, the District introduced Wilson instructional resources and training to support research-based reading instruction and intervention using a multisensory, structured approach. Wilson *Foundations* addresses prevention and early intervention, Wilson *Just Words* provides intervention for older students, and *Wilson Reading System* provides intensive intervention. The District has implemented all three of these programs in various grade levels based on needs and

continues to expand these resources to meet the needs of students. As part of the current curriculum review process, the District will continue to evaluate the effectiveness of these and other literacy instructional programs and resources.

Wilson Foundations: The *Foundations* reading program, focuses on foundational reading, spelling and handwriting skills, and provides an explicit and systematic approach to literacy instruction. The program is designed to address the following:

- Print concepts
- Letter formation
- Phonological and phonemic awareness
- Sound mastery
- Phonics, word study, and advanced word study
- Trick word (irregular high frequency word) instruction
- Vocabulary
- Accuracy, Automaticity, and Fluency
- Comprehension strategies
- Handwriting
- Spelling

This systematic and explicit instruction is being implemented in all English Kindergarten and First Grade classrooms as one element of core reading instruction. Additionally, Third Grade immersion is implementing this as a part of the English literacy block. Currently, students receive approximately 30 minutes of *Foundations* instruction each day. In addition, *Foundations* serves as an early intervention (Tier II) program for elementary students who need additional time and support beyond the core program. Reading interventionists typically deliver this supplemental instruction.

Wilson Just Words: *Just Words* is an explicit, multisensory decoding and spelling program designed for students in Grades 4-12 who have mild to moderate gaps in their decoding and spelling proficiency, but do not require intensive intervention. Reading specialists and special education teachers are using this program at every elementary and secondary school. At the elementary level, reading specialists build groups that may include a larger number of students, ranging from 3 to 15 students per group. At the secondary level, students who qualify for reading support are given a pull-out section that is scheduled into the student day. All *Just Words* teachers take part in one to two days of implementation training.

Wilson Reading System (Intensive): The *Wilson Reading System* is designed for students in Grades 2-12 who require more intensive instruction due to a language-based learning disability, as well as those who are not making sufficient progress in intervention. This comprehensive intervention program provides multisensory, structured instruction in all five areas of reading (phonemic awareness, word structure/phonics, fluency, vocabulary, and comprehension) plus spelling. Reading specialists and special education teachers are using this program at every elementary school and secondary school. District *Wilson*

Reading System teachers take part in a comprehensive certification program that includes a year-long online course and a practicum experience with students throughout the year, equivalent to 60-90 hours of college level coursework.

Efforts During the 2022-23 School Year

New Roles to Support Literacy

Literacy Coordinator: The District Literacy Coordinator position is a new position this spring. This position has been designed to provide leadership in the development, implementation and evaluation of the E-12 literacy framework across all curricular areas and programs, including Immersion. The Literacy Coordinator is supporting the curriculum review and evaluation process for ELA and will continue to support review in all aspects of literacy across content areas with alignment to state academic standards. The position also provides leadership in the identification, implementation and evaluation of instructional practices, delivery models, resources and assessments, ensuring alignment of literacy practices to the Minnetonka MTSS framework. This includes providing resources, guidance, and support for differentiated literacy instruction, intervention and extensions to meet the needs of all learners. In addition, the Literacy Coordinator is developing, coordinating and delivering professional development for teachers, principals and other school and district staff, serving as a resource for principals, leadership teams and PLCs to support building level literacy practices, initiatives and systems.

Expanded Chairs: During the initial phases of the Curriculum Review Process, the District has an option to temporarily add grade level chairs within a content area in order to expand representation of grade levels and schools. Teachers assigned to this expanded chair role will be responsible for curriculum review and development for a specific grade level, as well as vertical alignment with other grade levels within the system. Expanded chairs engaged in the English Language Arts curriculum review process will receive additional literacy training at all phases of the review.

Wilson Credentialed Trainer: The Wilson Credentialed Trainer (WCT) receives the highest level of training provided by Wilson and has the expertise and experience to guide and support Wilson Reading System. Beginning in 2022-23, Bart Meath, Minnetonka teacher and certified trainer, provided Wilson professional development, facilitated the Level I certification process, and supported District teachers and cohorts.

Curriculum Review Process

The District is committed to a continuous improvement process. The goal of the curriculum review process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula and materials. In response to the release of new Minnesota Academic Standards in English Language Arts (ELA), the District has begun the ELA curriculum review process. This process will support the full implementation of standards by the 2025-26 school year.

The curriculum review process consists of four phases: Phase 1: Needs Assessment; Phase 2: Recommendations; Phase 3: Implementation; Phase 4: Refinement and Continuous Improvement. English Language Arts (ELA) is currently in the Needs Assessment phase of the curriculum review process. Over the past year, ELA curriculum review teams, consisting of administrators, department chairs and expanded chairs, have engaged in multiple aspects of the ELA needs assessment. Department chair teams have reviewed standardized assessment data, including NWEA-MAP, MCA, and ACT data, as well as district writing assessment and ELA classroom common assessment results. In addition, these leadership teams have conducted a student focus group, surveyed teachers, and identified shifts in the new ELA Academic Standards. Finally, curriculum review teams have engaged in literacy professional learning, and have begun the process of identifying essential learnings. As the process continues, these teams will further identify and respond to literacy needs within the context of the English Language Arts program.

Professional Learning

Administrators: All E-12 building and district administrators, including special education, are participating in literacy learning sessions. The first session focused on developing a shared understanding and common foundation for literacy and to provide feedback on their literacy learning needs. Two additional literacy learning sessions for principals around code-based and meaning-based literacy instruction have also been provided to all district administrators. These learning sessions have included an overview of what the Science of Reading is and is not, the past several decades of reading research, how the human brain reads, and building a common understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension were the focus. Additionally, learning about the Simple View of Reading, Scarborough's Rope, the Simple View of Writing, and the Four-Part Processing Model were outcomes of these sessions.

Department and Expanded Chairs: As part of the curriculum review process, ELA department and expanded chairs participated in literacy learning, similar to the principals' sessions, to build a common understanding of reading research and best practices before reviewing the new ELA standards. Objectives of the literacy learning included understanding what The Science of Reading is and is not, learning about the Simple View of Reading and Scarborough's Rope and describing each of the 5 pillars of literacy and how they are interconnected. Learning also included an explanation about how various parts of the brain work together to be able to read and how the letterbox of the brain is created including the concept of the Four-Part Processing Model. Describing the Simple View of Writing and understanding how reading and writing are connected was an additional objective. Discussion and analysis about the significance of the shifts in the 2020 ELA standards was also part of the learning work. Additional professional learning focusing on literacy and effective practices in ELA will continue throughout the curriculum review process.

Wilson Reading System Level I Cohort Teachers: Throughout the 2022-23 school year, a cohort of eight Minnetonka teachers took part in the intensive Wilson Reading System Level I Certification. This certification requires participants to attend a three-day

introductory workshop, complete 90 hours of online professional development and assessment, conduct over 65 lessons with a student, engage in five fidelity evaluations, and attend five implementation meetings, facilitated by the District's Wilson Certified Trainer.

Wilson Reading System Level II Cohort Teachers: Wilson Reading System Level II Certification provides in-depth strategies to expand knowledge and practice of the Wilson Reading System and allows participants to earn the professional credential of Wilson Dyslexia Therapist. The Level II Certification requires participants to complete the Advanced Strategies for Multisensory Structured Language Group Instruction Course, the Group Mastery Practicum, the Advanced Word Study Online Course, and the Steps 7-12 Practicum. Three participants engaged in over 245 hours of coursework.

Site and District: Substantial professional learning in the area of literacy occurred in 2022-2023. Of the 270 workshops offered in the 2022-23 school year, 36 were aligned with literacy. Eleven learning opportunities were offered at the District level, over the summer or asynchronously. The remaining 25 were offered at the site level during early releases or late starts as well as through redesigned staff meetings. Sessions at the secondary sites focused on comprehension and disciplinary literacy while at the elementary the focus shifted to the five pillars of literacy. A sample of descriptions of these courses follows.

- Guided Reading (Deephaven) Guided Reading intervention best practices
- ELA Curriculum Review Literacy Learning (District) Literacy learning to set the stage and build common language and understanding around reading research before the curriculum review of the 2020 ELA standards.
- Engaging Students in Reading Non-Fiction Texts (District) Wondering what you can do to make sure your students can read and understand your courses' texts? Take this course to learn about and practice effective, research-based instructional activities with text that have a real impact on student learning. Collaboration, communication, and critical thinking will be front and center. Online course is available August 1; to receive stipend and CEUs, all course work must be complete by August 30.
- Nonfiction Signposts Reading Strategies (District) In the Nonfiction Signposts session, we'll talk about 3 of the 5 common nonfiction reading signposts to build on the knowledge that Stephanie Brondani shared with us in our last nonfiction training (Three Questions & Annotation strategies). This Signposts training should give teachers more in-common strategies to apply to nonfiction texts as we all work to support literacy.
- Literacy (Excelsior Elementary) Geared for Grades 3-5 & paras, this session will include some make-and-take Tier 1 classroom interventions to use for reading & spelling sight words, and vocabulary learning strategies. You will walk away from this mini session with strategies and materials to use in your classroom tomorrow
- Integrating Culture and Verbal Scaffolding, Immersion (Secondary) Dr. Cory Mathieu will be leading a seminar on ways to verbally scaffold students' language production, as well as how to integrate culture into our existing curriculum. We will

explore different questioning techniques to elicit more student language production, and ways to prompt for clarification, precision or elaboration. We will also learn more strategies for eliciting academic language, and ways to extend student discourse. Additionally, we will explore ways to promote cross-cultural awareness and multicultural appreciation, while weaving this into our existing units of study.

- Reading Strategies for Challenging Texts (Minnetonka High School) In this session, you will learn 2 different reading strategies (One Pre-Reading Strategy and One During Reading) strategy to implement for more challenging texts. Bring a colleague and have in mind a unit that may have difficult concepts/text for your students (from past experience).
- Academic Language (Minnetonka High School) Learn what is meant by Academic Language, why it's important for your students' success in school and overall sense of belonging, and how you can design instruction that builds language development into any content area.
- Why Johnny Can't Read (and what to do about it) (Minnetonka Middle School East) Learn how the well-researched 'Simple View of Reading' explains reading comprehension problems. Discover evidence-based ways to help students become independent and proficient readers.
- Literacy Across MME (Minnetonka Middle School East) This session will present MME specific data on reading proficiency and provide an overview of current structures related to MTSS Tier 1, 2, and 3. Participants will discuss why students struggle with reading and explore literacy standards in different content areas.
- MME Literacy Work Session (Minnetonka Middle School East) Let's dive deeper into literacy and curriculum. Participants will look at their current curriculum units, activities, and assessments to determine where literacy standards can be further embedded. This work session can support both struggling and advanced readers.
- MME Literacy: Reading Strategies (Notice and Note) (Minnetonka Middle School East) Notice & Note is a set of fiction and nonfiction signposts used to help create active reading and improve comprehension. This session will focus on the nonfiction strategies that can be used across all content areas. We will practice identifying the signposts, ask follow-up questions based on the signpost to help build comprehension and strategic reading.
- MMW Book Club: Reading Nonfiction (Minnetonka Middle School West) This book club will focus on literacy. From the publisher: 'We all know the value of helping students define nonfiction and understand its text structures. Reading Nonfiction is the next crucial step in helping kids challenge the claims of nonfiction authors, be challenged by them, and skillfully and rigorously make up their mind about purported truths.'
- MMW Content Area Literacy (Minnetonka Middle School West) Teachers will first participate in a 'short shot' led by Freya Schirmacher on integrating content standards and literacy skills. Then, in collaboration with their departments, teachers will dive into their content-area standards to identify standards that can support improved literacy outcomes and deeper understandings in content areas. Teachers will then collaboratively create one lesson plan to help students to achieve this standard.

READ Legislation

The Minnesota House and Senate have both passed the Omnibus Education Bill that includes the Reading to Ensure Academic Development Act also known as The READ Act. The Governor is expected to sign it in the coming days.

This legislation modifies literacy requirements, including requirements relating to curriculum and professional development for teachers. It centralizes district literacy reporting into a district's local literacy plan and appropriates money for curriculum reimbursement and professional development for teachers. Further it provides funding for the Center for Applied Research and Education Improvement (CAREI) at the University of Minnesota and a literacy specialist at the Department of Education to provide guidance and support to school districts. The following are key features of the legislation.

The READ ACT replaces The Read Well by Third Grade legislation to include modifications and additional literacy requirements. The literacy goal in the legislation seeks to have every child reading at or above grade level every year and districts will be expected to update their local literacy plan to align with the legislative requirements.

The legislation requires districts to provide training for teachers and reading support staff on evidence-based reading instruction including phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy so teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas, emphasizing foundational skills at the elementary level and oral academic language development. This legislation prioritizes training intervention teachers, teachers of Pre-K and Kindergarten through Third Grade, special education teachers, curriculum directors, and other key literacy instructional staff. All instructional staff will be required to receive training in evidence-based reading instruction over the next three years.

Districts must employ universal screening of students in grades K-3 for mastery of foundational reading skills and characteristics of dyslexia using a screening tool approved by MDE and include this data in the local literacy plan submission each year. It is anticipated that Minnetonka Public Schools current practice will continue to address this requirement.

By August 30, 2025, districts must employ or contract with a literacy lead who will collaborate with district administrators, facilitate the district's implementation of the Read Act, and support teacher implementation of structured literacy.

By the 2026-2027 school year, districts must provide evidence-based reading instruction through a focus on student mastery of foundational reading skills, oral language, and reading comprehension skills. Starting July 1, 2023, when a district purchases new literacy curriculum, or literacy intervention or supplementary materials, those materials must be evidence-based and designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

District Plan Moving Forward

Based on the School Board draft goals for the 2023-24 school year, plans will encompass *focusing additional efforts to improve literacy at all levels and in all content areas*. To that end, the district will develop and begin implementation of an updated literacy plan. This plan will incorporate requirements of the READ legislation, new State English Language Arts (ELA) standards, and will transcend early childhood through grade twelve.

To accomplish this goal, professional learning will address the requirements of the READ Act and further build competency in literacy across content areas. In addition, curriculum review and writing teams will continue to work towards the full implementation of the proposed ELA Academic Standards. They will also evaluate current and new instructional materials and will make recommendations for adoptions of materials aligned to the READ Act and State standards. The District will also continue to deepen the implementation of the District Multi-Tiered System of Support (MTSS) framework in the context of literacy at the elementary and as the umbrella encompassing literacy at the secondary level. MTSS priorities will continue to include designing and responding to formative assessments, data literacy, Tier 1 evidence-based instructional practices, and Tier 1 intervention and extension.

The READ legislation strongly encourages districts to adopt an MTSS framework. Minnetonka Public Schools has completed year one of the three-year implementation plan which addresses each of the processes outlined in the legislation.

In the discussion that followed the presentation, Dr. LaDue noted that Governor Walz had signed the READ legislation this week, which will modify the current reading requirement in statute. This legislation will replace the “Read Well by Third Grade” legislation. Districts across the state will need more clarity on the exact timeline of the new legislation.

Board member Selinger asked if there are differences between immersion and English screenings. Executive Director of Assessment Dr. Matt Rega responded that we conduct screenings for English, Spanish and Chinese immersion and the assessments are the same for all three areas. Mr. Urbanski said that while our Tier I resources are consistent across the district, for Tier II and III there are other resources that buildings can use, and there are some differences as far as intervention resources. Board members also wondered how the new legislation would affect Special Education students, and Superintendent Law noted that he expected those assessments would be geared to the individual student and not based on grade level.

UPDATE ON PROFESSIONAL LEARNING

Dr. LaDue and Director of Teacher Development Sara White led the discussion. Highlights from their presentation included the following:

Key District Goals and Priorities

- Structured literacy and disciplinary literacy
- English Language Arts standards, curriculum, and strategies
- MTSS processes and responses, including and not limited to
- Refining and realigning PLC practices

4

Current Reality

Professional learning opportunities:

- 8 hours of staff development is provided through 2 late starts and 2 early releases
- Additional time - embedded into existing structures, fall workshop and staff meetings

School Calendar Requirements:

- 165 days grades 1-11
- 1020 hours 7-12
- 935 hours grade 1-6
- 850 hours all-day K

5

Consistent Elements for the 3 Proposals

- Each option eliminates late starts and early releases in favor of full days.
- Each option is a combination of full release for teachers and asynchronous e-learning for student instruction.
- Professional learning will be aligned to priority District goals, required, and largely directed.
- Best practice in adult learning
- Absent teachers will be expected to make-up the learning.

Professional Learning Design

Best Practices for Adult Learning:

- Direct instruction
- Active engagement
- Reflection
- Time to plan for application,
- Collaboration with PLC or grade level colleagues
- Time to share across teams.

Comparison of 3 Proposals

Proposal 1	Proposal 2	Proposal 3
Week of Aug 22-24 or 28 for professional learning	_____	_____
October 23: asynchronous K-12; 6 hours of professional learning K-12		
November 22: no school for students and teachers who participated in August; those who did not will report to work for professional learning	November 27: no school K-12; full day of professional learning K-12	_____
January 2: no school K-12; full day of professional learning		
March 4: No school K-5; asynchronous 6-12. Full day of professional learning K-5; 6 hours of professional learning 6-12		

9

Summary of Proposals

Proposal One Key Features:

- Trade out day in August for day before Thanksgiving
- 3 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

Proposal Two Key Features

- 4 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

Proposal Three Key Features

- 3 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

10

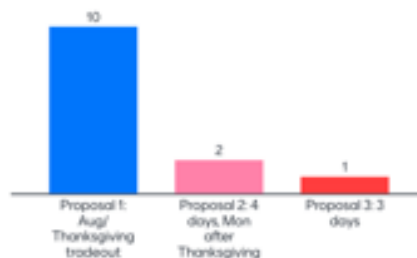
Stakeholder Feedback

- Groups Providing Feedback
 - Building and District Administrators
 - Teaching and Learning Advisory
 - PTO/PTA Parent Leadership Committee
 - MTA Negotiations Team

11

PTA/PTO Feedback via Mentimeter

Considering your stakeholders and what you know about your school community, which do you believe is the best option?

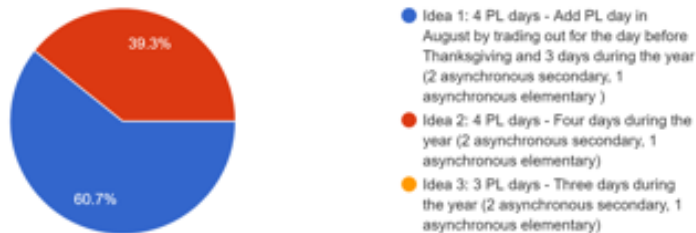


12

Cumulative Feedback

Considering your stakeholders and what you know about your school community, which do you believe is the best option?

28 responses



13

Dr. LaDue noted that based on conversations with the MTA, teachers are generally positive and supportive of the proposal to add additional professional learning time to the calendar. Prior to giving full endorsement, the details for implementing this change are being worked through with the MTA. Additionally, they are gathering feedback from their members. Teachers who are a part of the Teaching and Learning Advisory were positive about the need and desire for additional job-embedded professional learning. Of the respondents, the first option was preferred. They appreciated the flexibility to “earn” the day before Thanksgiving off.

As the calendar related to the number of student days is a part of the teacher bargaining unit agreement, the District is working through the details of the implementation of a pilot calendar change with the Minnetonka Teachers Associate (MTA) through the negotiation process.

Dr. LaDue also noted that a final proposal for a calendar change to support professional learning may come before the Board for approval in June.

CITIZEN INPUT

Chairperson Wagner extended an invitation to members of the audience who wished to address the Board on any topic. She also read the guidelines for Citizen Input, for the benefit of those who wished to speak. Two individuals then addressed the Board:

- District resident and parent David Haeg addressed the Board regarding the need for more students to ride the bus, walk or bike to school and not be dropped off. He noted that Groveland Elementary had participated in Bike and Walk Day on May 3, and it had been highly successful.
- District resident and parent Stacey Klein addressed the Board regarding her concerns with the District's reading instruction for students who are on IEPs.

REVIEW OF COMMUNITY SURVEY RESULTS

Executive Director of Communications Dr. JacQui Getty and Peter Leatherman, of the Morris Leatherman Company, presented results of the recent community survey. Highlights included the following:

Survey Methodology

2023 Minnetonka School District

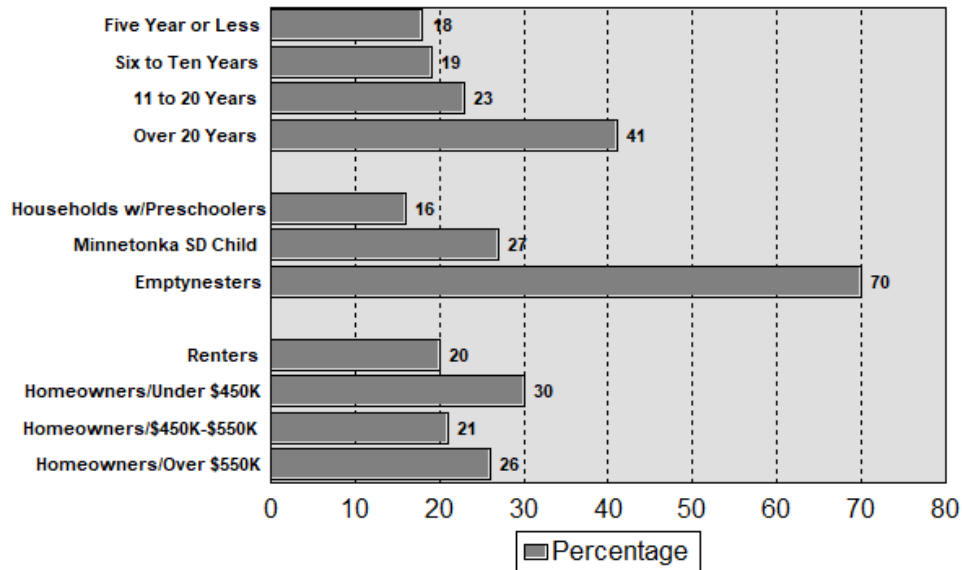
- ① 400 random household sample of Minnetonka School District residents
 - ① Projectable within +/- 5.0% in 95 out of 100 cases
- ① 300 random household sample of Minnetonka School District parents
 - ① Projectable within +/-5.8% in 95 out of 100 cases
- ① Telephone interviews conducted between May 1st and 12th, 2023
- ① Average interview time of 10 minutes
- ① Non-response level of 5.5%

- ① Cellphone Only Households: 50%
- ① Landline Only Households: 12%
- ① Both Landline and Cellphone Households: 38%

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Demographics I

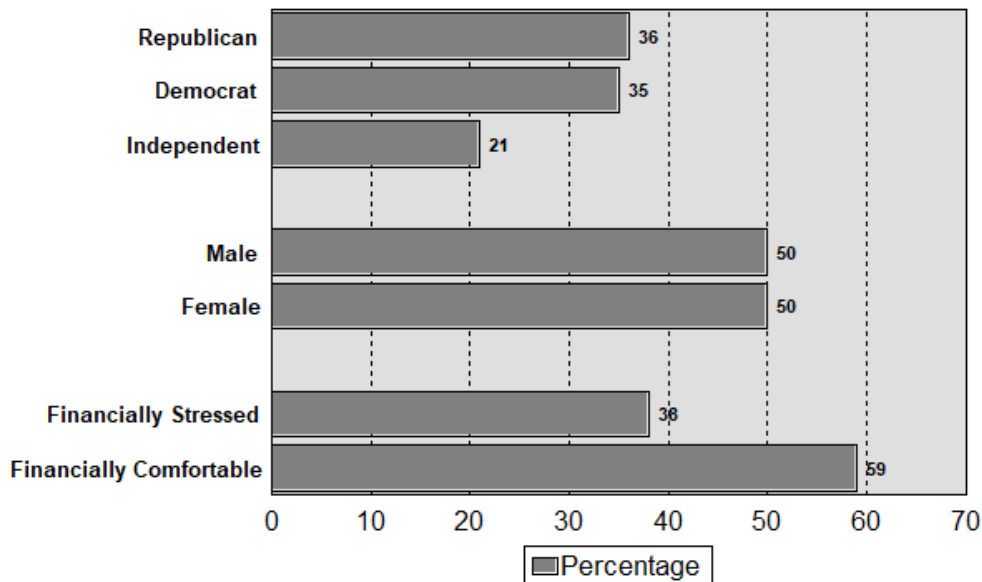
2023 Minnetonka School District



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Demographics II

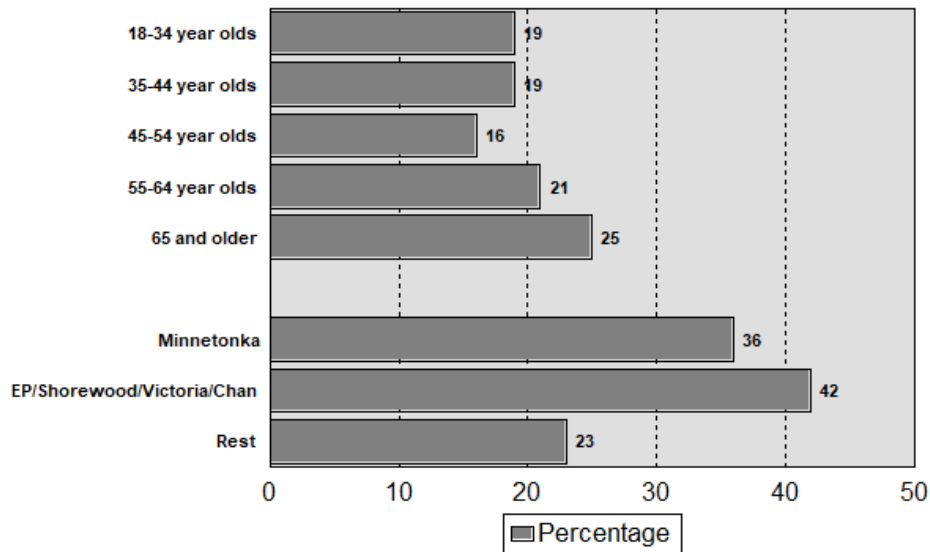
2023 Minnetonka School District



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Demographics III

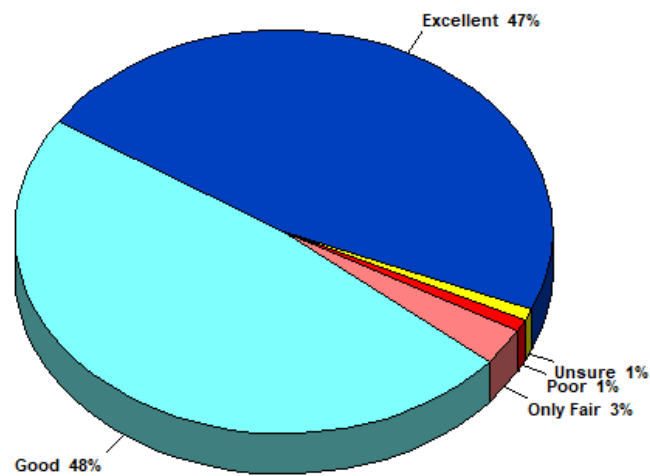
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Quality of Education

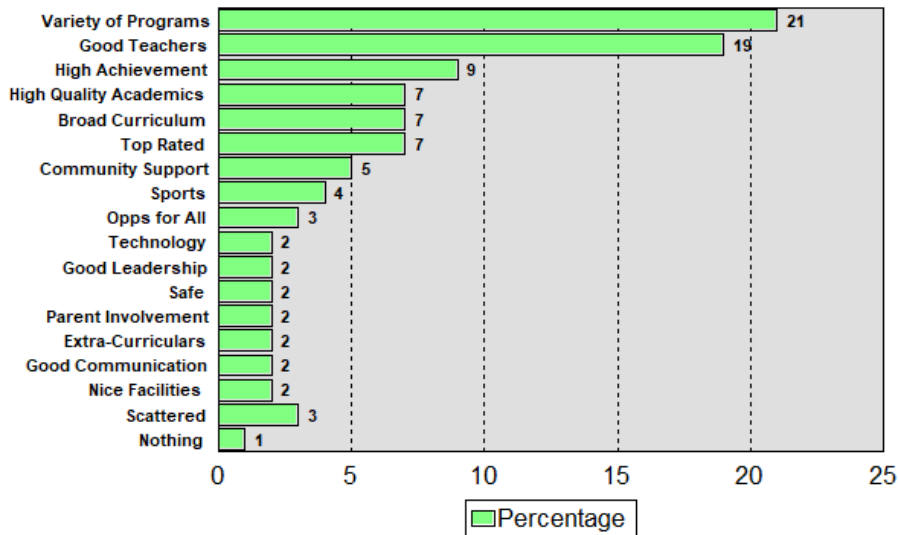
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Like Most

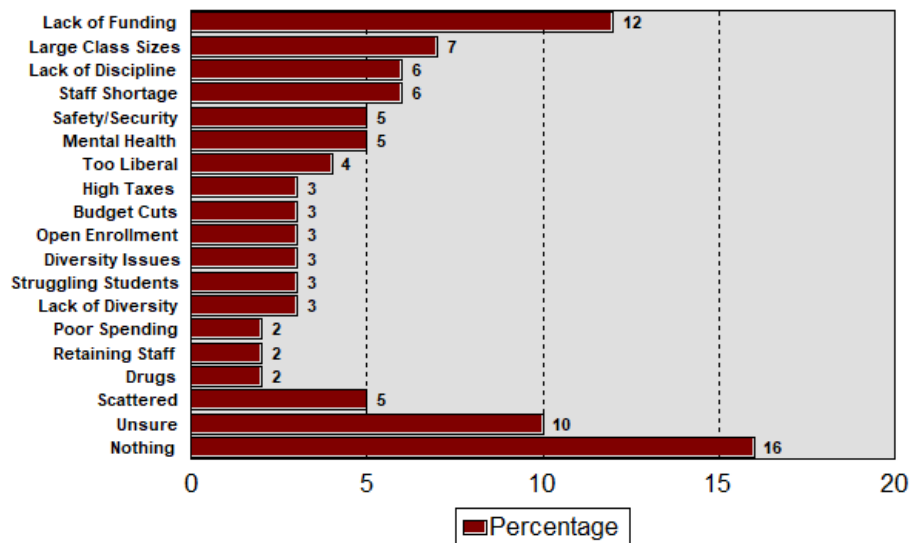
2023 Minnetonka School District



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Most Serious Issue

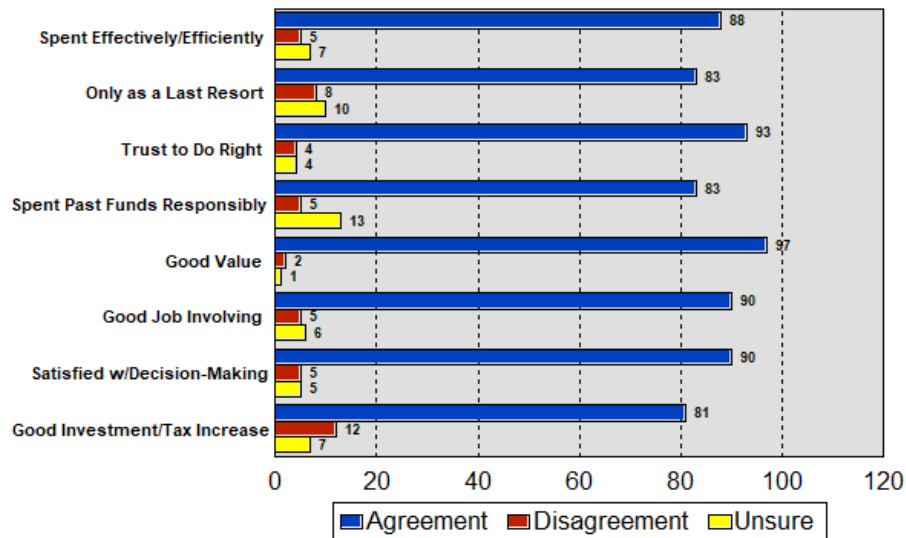
2023 Minnetonka School District



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Specific School District Perceptions

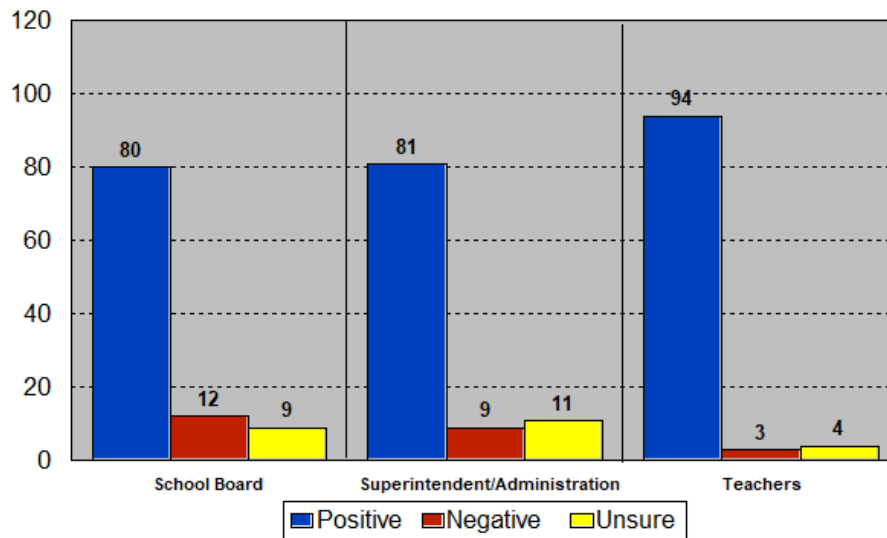
2023 Minnetonka School District



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Job Performance Ratings

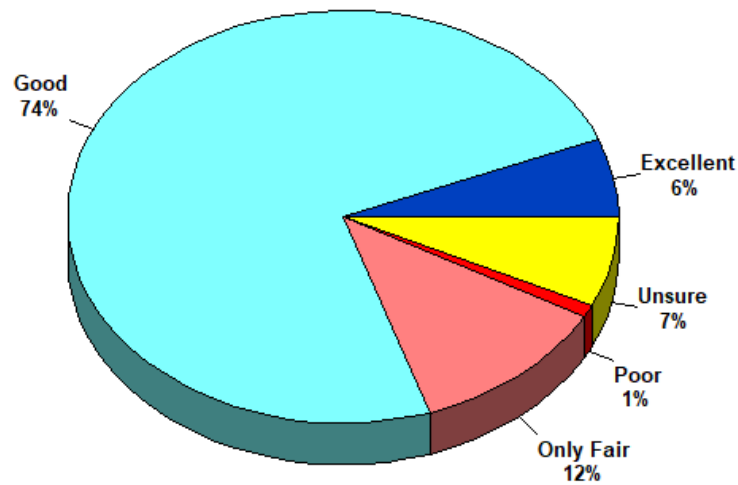
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Financial Management

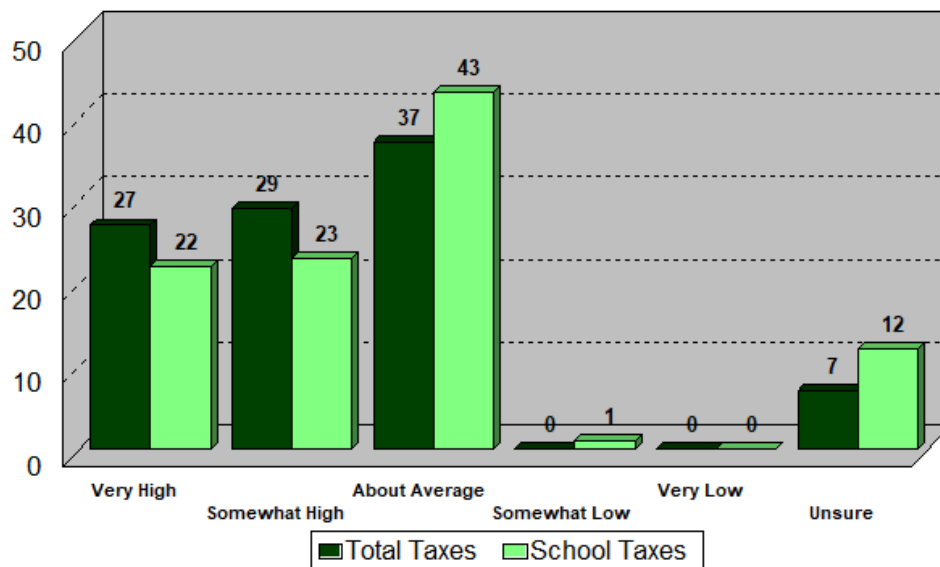
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Property Tax Comparisons

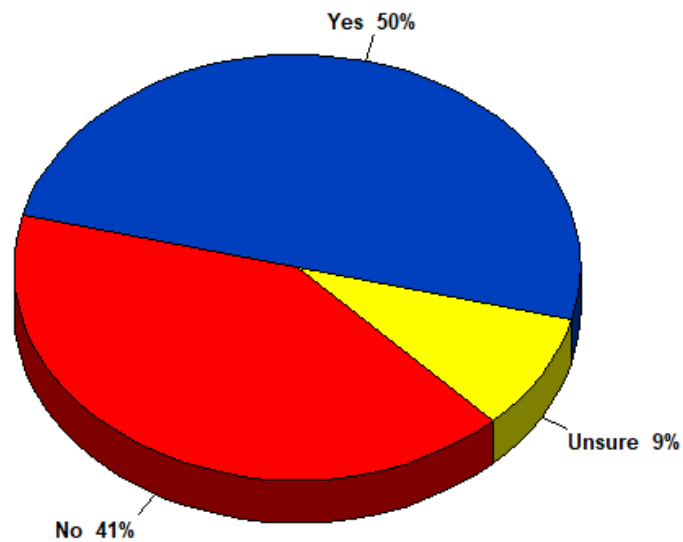
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District Adequately Funded

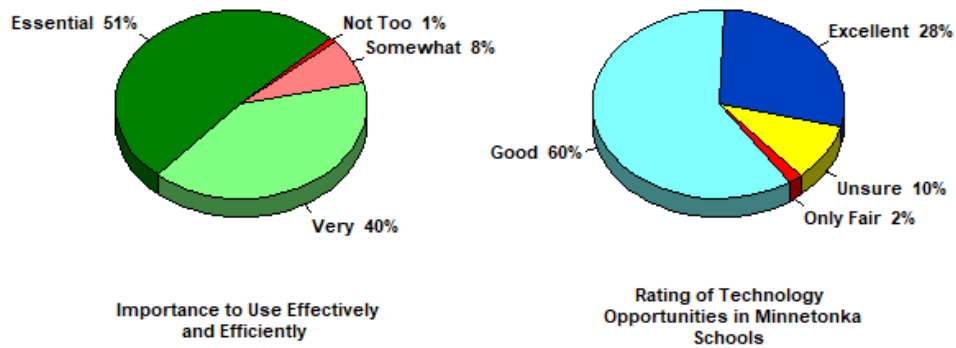
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Technology

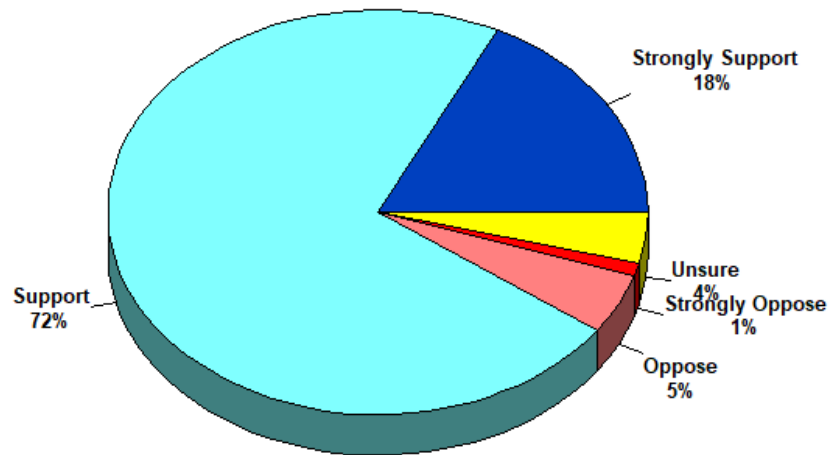
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Operating Levy Renewal

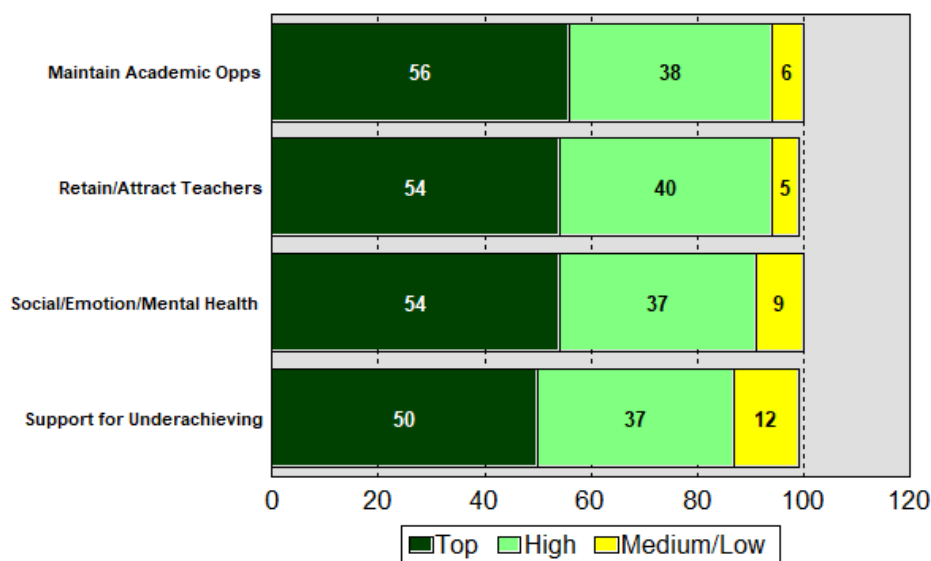
2023 Minnetonka School District



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Priority for Funding

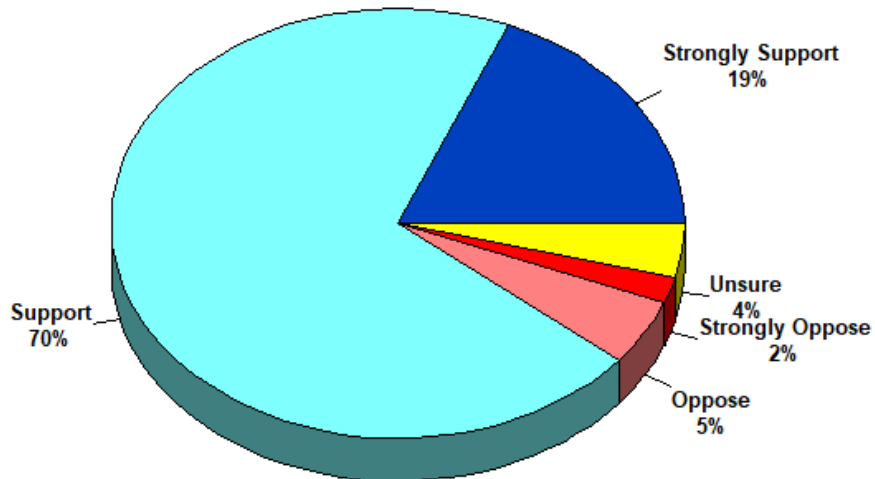
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Technology Levy Renewal

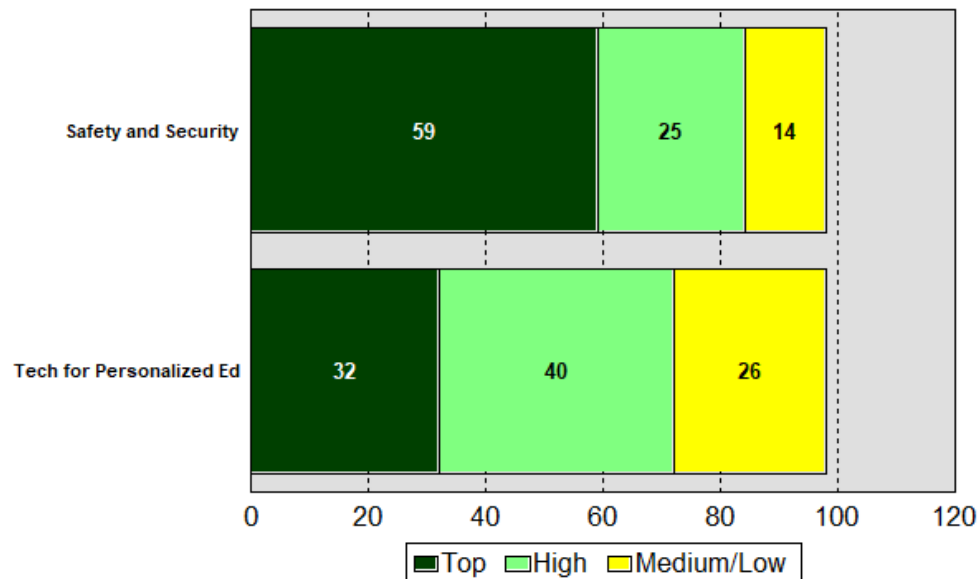
2023 Minnetonka School District



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Priority for Funding

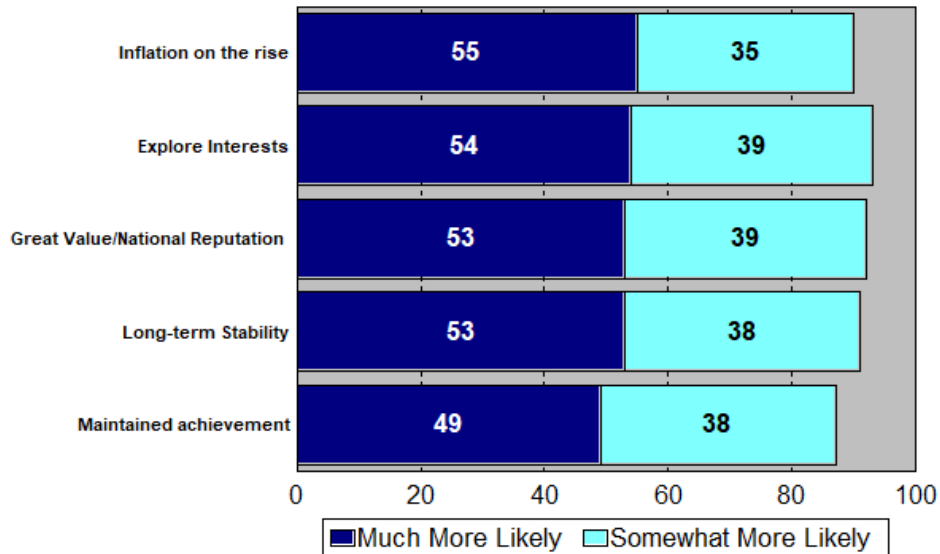
2023 Minnetonka School District



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Arguments for Levy

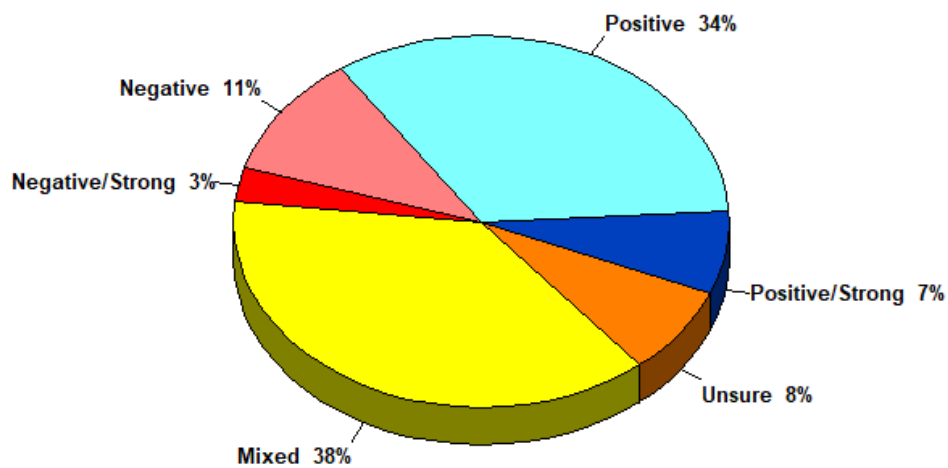
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Impression of Open Enrollment

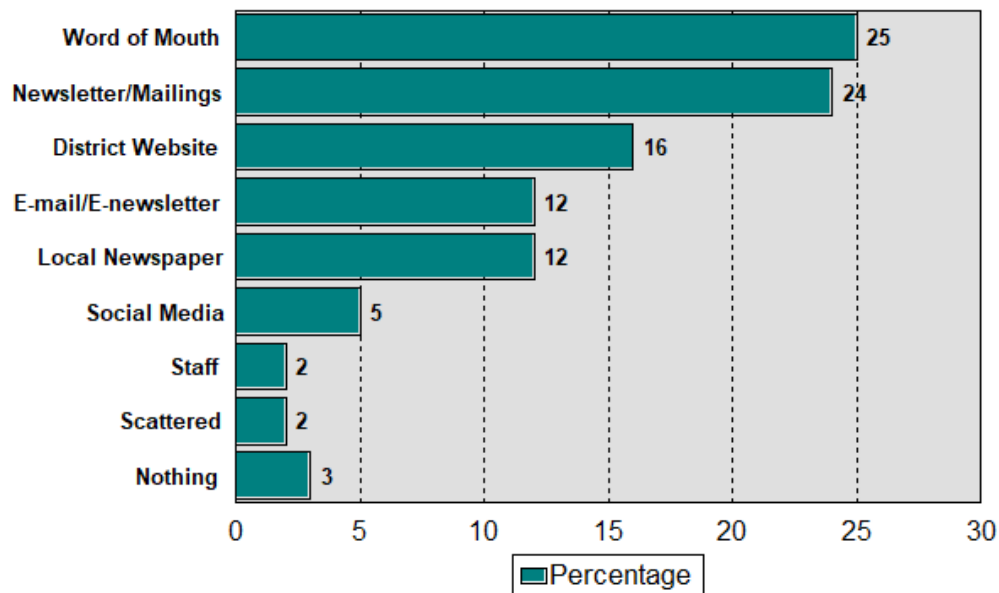
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Principal Source of Information

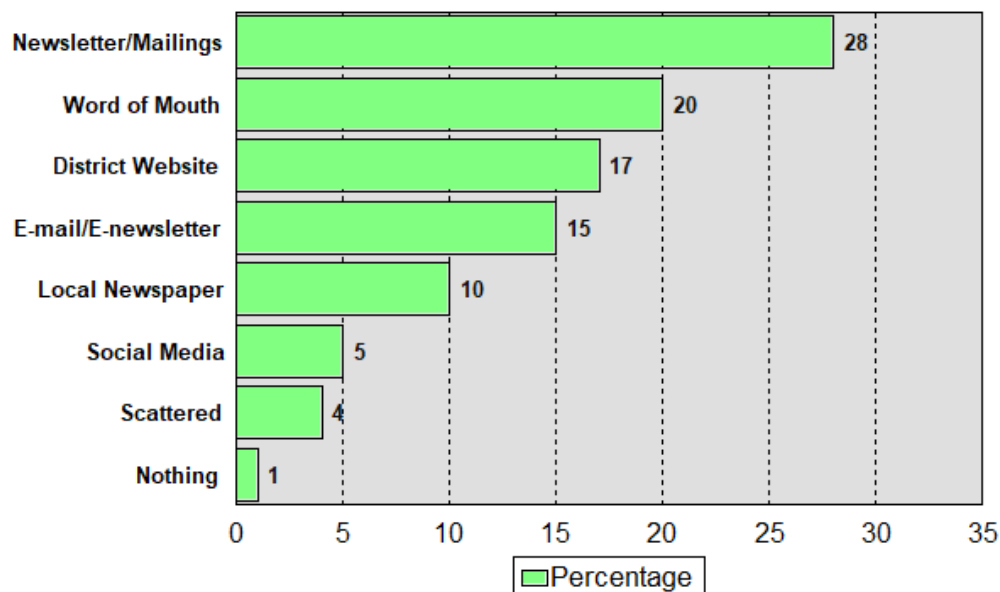
2023 Minnetonka School District



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Most Effective Way

2023 Minnetonka School District



Morris Leatherman Company

Board members thanked Ms. Getty and Mr. Leatherman for the great information.

REVIEW OF REVIEW AND COMMENT SUBMISSION FOR POTENTIAL CAPITAL PROJECTS REFERENDUM

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He explained that the District has had a Capital Projects Referendum to fund technology, classroom equipment and other uses in place since voters of the District first approved one on November 5, 2002 at a rate of 6.2586% of net tax capacity of the District.

The Capital Projects Referendum was revoked and renewed by the voters of the District for 10 years on November 6, 2007 at the existing rate of 6.2586% of the net tax capacity of the District. The Capital Projects Referendum was revoked and renewed by the voters of the District for 10 years on November 3, 2015. Due to property tax calculation changes by the Legislature between 2007 and 2015, the rate at that time was .6.569% of the net tax capacity of the District, which was equivalent to the former rate under the former property tax laws in terms of revenue that would be collected by the District.

The current Capital Projects Referendum authority of 6.569% of net tax capacity runs through the December 2024 property tax levy. The levy set in December 2024 will be collected in calendar year 2025 to fund Fiscal Year 2026, which runs from July 1, 2025 through June 30, 2026. It is prudent for the School Board to consider revoking and renewing the Capital Projects Referendum authority prior to its expiration. Capital Projects Referendum questions are required by statute to be run on the General Election in November.

As a result, at this time the School Board has two opportunities to renew the Capital Projects Referendum before the authority expires – either on the November 7, 2023 election or on the November 5, 2024 election. While the School Board has not determined if they will call an election to revoke and renew the Capital Projects Referendum on November 7, 2023, it is prudent for the School Board to keep open the option of either a November 7, 2023 or November 5, 2024 election at this time.

In order to keep the option open of a November 7, 2023 Capital Projects Referendum renewal election, there is a significant requirement that must be undertaken at this time due to the various associated statutory timelines. Specifically, Minnesota Statute 123B.71 requires that a school district submit a request to the Minnesota Department of Education (MDE) for review and comment on a proposed Capital Projects Referendum Levy.

The submission consists of a cover letter from the Superintendent giving various pieces of information about the proposed Capital Projects Referendum. The submission must also include information related to criteria set out in MS 123.71 Subdivision 9. The School Board must adopt a resolution authorizing administration to submit the Capital Projects Referendum for review and comment and include the board resolution with the submission packet.

The Commissioner of MDE has 60 calendar days from receiving the submission for review and comment to respond to the District. This timeline can impact the School Board's ability to call a Capital Projects Referendum. A school board must pass a resolution to call an election no later than August 25, 2023 in order to have a question on the ballot for November 7, 2023 election.

If, after reviewing the Review and Comment Submission documents at this Study Session, the School Board approves a resolution authorizing administration to submit the request for review and comment at the June 1, 2023 School Board Meeting, the District will submit the request for review and comment to the Minnesota Department of Education on June 2, 2023. The Commissioner will then have 60 calendar days to provide a response to the District, with the 60th day being Tuesday, August 1, 2023. Receiving Commissioner's review and comment by August 1, 2023 or before would preserve the School Board's ability to further deliberate whether to call a Capital Projects Referendum renewal election by no later than August 25, 2023.

Board members thanked Mr. Bourgeois for the information. Chairperson Wagner noted that this item would be brought back to the June 1 regular meeting for approval.

REVIEW OF POLICY #707: TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

Mr. Bourgeois and Executive Director of Special Education Christine Breen led the discussion. They explained that the changes being recommended tonight are related to the placement of students at care and treatment facilities with the purpose of aligning the policy with Minnesota Statutes and the recent Minnesota 8th Circuit Court ruling in the case of *[Student] v. Eveleth-Gilbert Public Schools* regarding the transportation of Open-Enrolled Special Education Students.

The Board agreed to the proposed changes. Chairperson Wagner noted that the policy would be brought back to the regular meeting on June 1 for approval.

REVIEW OF PLAN FOR SPACE FOR MOMENTUM AVIATION STRAND

Paul Bourgeois, Amy LaDue and MHS Principal Jeff Erickson led the discussion. They presented the following information:

The MOMENTUM Design and Skilled Trades program launched at Minnetonka High School in the 2020-21 school year. This program was designed to offer a variety of pathways for students who are passionate about real world, hands-on learning that can lead to opportunities in the skilled trades. During the current school year, with the construction for future expansion, the MOMENTUM leadership team, along with stakeholders, has created a vision for the MOMENTUM program and further development of it. This includes the identification of additional pathways that are responsive to student interests and needs while aligning to the research completed for this program.

One result of this work is the creation of the Aviation/Aeronautics pathway that is being introduced for the 2023-24 school year. This initial launch will include the Introduction to Aviation I and II courses, each a half-credit, which the Board approved in January 2023. During registration students expressed significant interest in this new opportunity, with 179 students registering for Introduction to Aviation I and 99 students registering for Introduction to Aviation II.

The initial program will include two defined strands, a Private Pilot License strand and an Unmanned Aerial Systems (UAS) Drone strand. In addition to these two opportunities, Maintenance, Air Traffic Controller, along with other aviation careers are being further explored as additional future strands. Within each strand, the courses that will make up the program are also being developed, using Aircraft Owners and Pilots Association (AOPA) as a key resource. In keeping with the current design of MOMENTUM and VANTAGE courses, the goal will be to pair required courses with aviation-specific content to make up the courses within each strand. Curriculum development and acquisition of the materials and resources to support this will be underway beginning this summer. Targeted instructional staff will also participate in AOPA professional learning.

To support this new pathway, an initial instructor with significant experience teaching aviation has been secured to fill this important role. This instructor will serve as a member of the team to further develop and implement these initial courses as well as further development of future opportunities. In addition to the District team, an Aviation Advisory Board has been formed to provide insights and guidance for this new program. The inaugural meeting for this board will be held June 1, 2023.

VANTAGE MOMENTUM BUILDING AVIATION WING PROPOSAL

Tonka Flight School – Housed On “The Flight Deck”

The upper floor will need to be installed in the MOMENTUM wing to house “The Flight Deck” of the Tonka Flight School.

This facility would have the following features:

- Three Red Hawk MCX FAA-certified Flight Simulators with dual controls – exactly as in a real airplane - to enable students to accrue flight time towards their fixed-wing pilot license. These simulators would provide the core of Tonka Flight School. They are programmable to operate as a Cessna 172 and several other Cessna, Piper and Beechcraft airplanes.
- Fixed Base Operator (FBO) Station for students to check weather conditions and file flight plans, as well as functioning as the airport tower for any instructions regarding takeoff and landing.

- Ground School – All student pilots must have extensive classes related to operating in the aviation environment.

Target in-service date for Tonka Flight School operation on The Flight Deck of the VANTAGE MOMENTUM Building is September 3, 2024.

Tonka Drone Academy – Housed On “The Hangar Deck”

The main floor will consist of the following components to support the Tonka Drone Academy:

- Hangar Bay – A large open area equipped with moveable tables and workbenches where drones can be prepared for flight, serviced for maintenance, and prepared to be returned to storage. Tables and workbenches are proposed to be the same high-quality equipment as those in the Maker Bay of the MOMENTUM Addition at Pagel Activity Center.
- Ground School – Space for classes on all of the various facets of operating and maintaining drones and a drone-service business can be held.
- Drone Fleet Storage – Space to safely house and recharge a wide variety of drones needed for instructing students on the piloting of various types of drones.
- Garage Door Access – Ability to back in trailers to load drones for field trips.

Following is the tentative scale layout of The Hangar Deck to house the Tonka Drone Academy.

Estimated Costs and Funding Source

The estimated cost of construction of the infill of the south wing of the VANTAGE MOMENTUM Building is \$1,165,000.

FAA-Certified Simulator purchase and installation for three units is estimated at \$300,000.

Additional equipment for both programs is estimated at \$300,000 for a total of \$1,765,000.

Funding will be provided by the 2023B Certificate of Participation Bond for the construction and equipping of the project with payments coming out of the Operating Capital Fund.

The annual payments will be approximately \$143,000, with the first payment in July 2024 in FY2025.

Several bonds will be restructured over FY24 and FY25 to create payment capacity to offset a portion. The 2016G, 2016L, 2016N and 2017C bonds all have the potential for refunding as interest rates peak in Calendar 2023 and start to decline in Calendar 2024.

General Fund Revenue Opportunity Via Community Education Indirect Costs

The Tonka Flight School and Tonka Drone Academy will be set up in such a manner that they can be utilized for Community Education classes on evenings, weekends, and during the summer. It is financially prudent to utilize the investment in these programs to generate revenue for the District.

Community Education has the ability to set fees at a level necessary to cover costs and to cover costs of overhead. This will ultimately benefit the General Fund because the General Fund has the statutory authority to assess the unrestricted indirect cost rate for all District support of Community Education for any and all Community Education programs.

Timeline

The target in-service date is September 3, 2024.

To meet that date, the following **tentative** schedule would be necessary.

School Board approval of the project	June 1, 2023
School Board authorization of the sale of bonds	June 1, 2023
Construction design work	June 1 August 31, 2023
City approval of project	August 31-November 30, 2023
Project out to market for bid	December 1, 2023
Bid Opening	January 4, 2024
Construction	January 4, 2024-August 4, 2024
Flight Deck and Hangar Deck in service	September 3, 2024

Summary

Minnnetonka Independent School District 276 has the financial capacity to construct the premier space and facilities for the Tonka Flight School strand and Tonka Drone Academy strand, as well as the Instructional Program Human Resources capacity to develop the program for these strands to have them available for students for the start of school on September 3, 2024.

In the discussion that followed, Board members asked questions regarding the following items:

- Possible disruption to the students while construction is in process and ways to mitigate that
- Leasing vs. purchasing the simulators
- How to evaluate the budgetary impact of this project
- Possible use of the facility on nights and weekends
- Annual maintenance costs for the simulators
- Whether to adjust the timeframe
- The curriculum to be developed and the combination of classes to be offered

After further discussion, it was agreed to bring this item back to the June 1 Board meeting for further review.

REVIEW OF PROPOSED PARTNERSHIP BETWEEN MOMENTUM AND DIAMOND CLUB

Paul Bourgeois led the discussion. He shared the following information with the Board:

Minnesota Statutes require that all school district surplus property must be offered to the public for sale so that the public has access to purchase an item.

The MOMENTUM Design and Skilled Trades program is up and running and annually is constructing an ice-fishing shanty on a trailer (Ice Castle) and four storage sheds as part of the annual curriculum. Technically these structures are the property of Minnetonka ISD 276, so if they are to be sold, they must be offered to the public.

The District has access to a State of Minnesota auction site. However, it is such a large site that bids on surplus property are somewhat sporadic. For items such as the Ice Castle and sheds, it is thought that posting them for sale on another auction site that is open to the public but used by various District booster clubs will generate more interest through the ability to promote the items through District booster club networks and thereby result in the items being sold for a higher bid than would be obtained on the State of Minnesota web site.

The Minnetonka Diamond Club (MDC) has proposed a partnership agreement with the District for the MOMENTUM items that have been and will be produced annually. They are proposing to post the items on the Greater Giving auction site, which is used frequently by various District booster groups.

Under this proposed partnership, MDC and MOMENTUM would agree on starting auction prices. The items would be listed on Greater Giving, and MDC would promote the items through its extensive network of members, former members, the business community and the community at large.

In return for this promotional service, the proposed split of any sale proceeds would be:

MOMENTUM Design and Skilled Trades	50%
Minnetonka Diamond Club	30%
Minnetonka ISD 276 Baseball	20%

The agreement is proposed to last for 5 years for FY23 through FY27, with one additional extension term of 5 years, subject to mutual agreement of the parties. The Diamond Club has the ability to rescind the rights in this agreement after July 31, 2024. This clause makes the agreement essentially a two-year trial agreement.

After discussion, it was agreed to move forward with this partnership. Chairperson Wagner noted that this item would be brought back to the June 1 board meeting for approval.

DISCUSSION ON MMW ROUNDABOUT

Paul Bourgeois and Charles Howley, Director of Public Works for the City of Chanhassen, led the discussion. Mr. Howley noted that the City had applied for and was awarded \$2.2 million in MnDOT funding to construct a roundabout at the intersection of State Highway 41 and the MMW entrance. The total cost of their proposed project is \$2.8 million, inclusive of \$2.2 million in MnDOT Funding and \$200,000 in City of Chanhassen funding, with \$400,000 remaining unfunded.

The City of Chanhassen initially inquired on April 11, 2022 as to whether the School District would consider funding the remaining \$400,000. Mr. Howley noted that he was here this evening to once again ask for the District's support.

Mr. Howley then shared the following information with the Board:

Project Costs

Partner	Amount
MnDOT (LRIP Earmark)	\$ 1,500,000
MnDOT (LPP)	\$ 700,000
City (PMP)	\$ 100,000
City (SWMP)	\$ 100,000
Unfunded	\$ 400,000
TOTAL	\$ 2,800,000

Schedule

To Date:

- 2018 – Operational (traffic) analysis and intersection concept review (City funded)
- 2020 – Project received \$700k partnership grant (LPP) from MnDOT (City funded)
**ended up declining the grant due to funding gap*
- 2021 – Legislature apportioned a \$1.5M earmark for the project (LRIP)
- 2021 – Project added to Draft 2022-2026 CIP

Next Steps:

- 2022 – Fill funding gap (re-open communication with ISD 276, other private parties)
- 2022 – Meet with MCES
- 2022 – Submit LPP application to MnDOT (same one as previously awarded)
- 2023 -- Design
- 2024 -- Construction
**LRIP Earmark funding expires on 6/30/2025*

Challenges

1. Fill the funding gap
2. Prioritizing this quazi private improvement project vs. Chanhassen public improvement projects
3. Access to MMSW and Beehive during construction
4. Proximity of MCES Interceptor Forcemain



Strategic Priorities

Development/Redevelopment

- Fiscally responsible (partnerships)
- Value-adds

Communications

- Engagement with external stakeholders

Operational Excellence

- Level of service for our residents and the traveling public



After discussion, it was agreed that the District would assist in the funding of this project. Chairperson Wagner noted that this item would be brought back to the June 1 regular Board meeting for approval.

ADJOURNMENT

The Board adjourned the study session at 9:40 p.m.

/cyv