

**MINNETONKA SCHOOL BOARD SPECIAL MEETING AND STUDY SESSION**  
**District Service Center**  
**November 17, 2022**  
**6:00 p.m.**  
**AGENDA**

**SPECIAL MEETING**

- 6:00      I.      Call to Order and Pledge to the Flag
- II.      Adoption of Agenda
- III.      Canvass of November 8, 2022 School Board Special Election
- IV.      Resolution Authorizing Issuance of Certificate of Election and Directing School District Clerk to Perform Other Election-Related Duties
- V.      Swearing-in of New Board Member
- VI.      Adjournment to Study Session

**STUDY SESSION**

- 6:10      1.      Review of New Course Proposals, Changes and Deletions
- 6:30      2.      Review of MTSS Work
- 7:00      3.      Review of FY22 Audit
- 7:40      4.      Review of 2023 Legislative Position Statements
- 7:55      5.      Facilities and Traffic Improvement Update

**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.

**ACTION**

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

**Board Agenda Item III.**

**Title: Canvass of School Board Special Election**

**Date: November 17, 2022**

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**EXECUTIVE SUMMARY:**

Minnesota Statutes 205A.10, Subd. 3 states that between the third and tenth days after a school district election other than a recount of a special election conducted under section 126C.17, subdivision 9, or 475.59, the School Board shall canvass the returns and declare the results of the election. The School Board held the election on Tuesday, November 8, 2022, for one School Board seat to be filled immediately. Thursday, November 17, is the ninth calendar day after the election. The results of the election are presented for the School Board's approval.

Minnesota Statutes 123B.09 Subd.5b states If the vacancy is filled by a special election, the person elected at that election for the ensuing term shall take office immediately after receiving the certificate of election, filing the bond, and taking the oath of office.

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**ATTACHMENTS:**

Abstract and Return of Votes Cast  
List of Write-ins

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the resolution as presented canvassing the returns of votes cast for the November 8, 2022 School Board Special Election.

**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**



David Law, Superintendent

**RESOLUTION CANVASSING THE RETURNS OF VOTES CAST IN THE  
SCHOOL BOARD SPECIAL ELECTION OF NOVEMBER 8, 2022**

BE IT RESOLVED by the School Board of Minnetonka Independent School District No. 276, as follows:

It is hereby found, determined and declared that the special election of the voters of this school district held on November 8, 2022, in conjunction with the state general election, was in all aspects duly and legally called and held.

As specified in the attached Abstract and Return of Votes Cast, a total of 18,998 voters of the district voted at said special election on the election of one (1) individual to fill the vacancy in the term of the school board member expiring January 1, 2024, as follows:

Michael Remucal	10,213
Brandon Voges	8,671

Candidate Michael Remucal, having the highest number of votes, is elected to fill the vacancy in the term of the school board member expiring January 1, 2024. Said individual shall take office as soon as he or she qualifies.

The school district clerk is hereby directed to certify the results of the election to the county auditors in which the school district is located in whole or in part.

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**CLERK'S CERTIFICATE AS TO RETURN OF VOTES CAST**

STATE OF MINNESOTA )  
  )  
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 276 (Minnetonka), State of Minnesota, do hereby certify that I have carefully compared the attached copy of the Abstract and Return of Votes Cast in the November 8, 2022 election, with the originals thereof on file and on record in my office and the same is a full, true and complete copy thereof.

WITNESS MY HAND officially as Clerk of said School District this 17<sup>th</sup> day of November 2022.

\_\_\_\_\_  
Clerk

**Minnetonka Independent School District 276**  
**November 8, 2022 Special Election**  
**Election Results By Precinct**  
**Official Canvass**

Candidates	Chanhassen P-1	Chanhassen P-2	Victoria P-1	Deephaven P-01	Deephaven P-02	Eden Prairie P-01	Eden Prairie P-02	Excelsior P-01	Greenwood P-01	Shorewood P-1	Shorewood P-2	Shorewood P-3	Tonka Bay P-01	Woodland P-01	Minnetonka Combined	District Total
Michael Remucal	997	748	106	457	562	415	74	450	183	550	843	396	298	96	4,038	10,213
Brandon Voges	775	870	151	391	449	326	38	388	167	511	770	337	381	106	3,011	8,671
Total Write-ins	30	18	5	5	3	2	0	6	1	4	16	0	4	0	20	114
Under votes	382	332	67	95	53	60	5	126	40	134	206	88	100	31	479	2,198
<b>Statistics</b>																
In person voting at polls	1,666	1,590	273	740	996	1,158	1,042	792	352	1,005	1,451	739	674	193	7,202	19,873
Absentee ballots	495	370	51	354	265	474	464	415	114	547	742	317	305	91	3,613	8,617
Total voting	2,161	1,960	324	1,094	1,261	1,632	1,506	1,207	466	1,552	2,193	1,056	979	284	10,815	28,490
Registered at 7:00 AM	2,950	2,720	462	1,372	1,557	2,126	1,938	1,641	603	1,938	2,743	1,284	1,249	351	13,599	36,533
New registrations	57	70	12	29	30	34	31	58	7	41	73	23	36	3	310	814
Total registered voters	3,007	2,790	474	1,401	1,587	2,160	1,969	1,699	610	1,979	2,816	1,307	1,285	354	13,909	37,347
Percent voting	72%	70%	68%	78%	79%	76%	76%	71%	76%	78%	78%	81%	76%	80%	78%	76%

**Minnetonka Independent School District 276**  
**November 8, 2022 Special Election**  
**City of Minnetonka Results By Precinct**  
**Official Canvass**

<b>Candidates</b>	<b>MTKA W-3 P-C</b>	<b>MTKA W-3 P-D</b>	<b>MTKA W-3 P-E</b>	<b>MTKA W-4 P-A</b>	<b>MTKA W-4 P-B</b>	<b>MTKA W-4 P-C</b>	<b>MTKA W-4 P-D</b>	<b>MTKA Total</b>
Michael Remucal	128	821	835	448	528	627	651	4,038
Brandon Voges	106	552	563	285	483	518	504	3,011
Total Write-ins	1	1	4	2	7	1	4	20
Under votes	24	111	103	50	72	64	55	479
<b>Statistics</b>								
In person voting at polls	905	1,123	1,157	634	888	1,232	1,263	7,202
Absentee ballots	766	570	592	267	375	570	473	3,613
Total voting	1,671	1,693	1,749	901	1,263	1,802	1,736	10,815
Registered at 7:00 AM	2,103	2,089	2,152	1,138	1,745	2,211	2,161	13,599
New registrations	54	38	32	29	67	32	58	310
Total registered voters	2,157	2,127	2,184	1,167	1,812	2,243	2,219	13,909
Percent voting	77%	80%	80%	77%	70%	80%	78%	78%

**Minnetonka Independent School District 276**  
**November 8, 2022 Special Election For School Board**  
**Write In Votes**

<b>Name</b>	<b>Votes cast</b>	<b>Polling Place</b>	<b>Absentee</b>
Joe Wilson	1	Chanhassen P-1	
Robert Sorley	1	Chanhassen P-1	
Kate Alipe Mason	2	Chanhassen P-1	
Dan Freeman	1	Chanhassen P-1	
Elizabeth Harrington	1	Chanhassen P-1	
CJ Weston	1		Chanhassen P-1
Michael Morning	1	Chanhassen P-2	
Hobey Mork	1	Chanhassen P-2	
John Samuelson	1	Chanhassen P-2	
Michael Dvorak	1	Chanhassen P-2	
Celeste Braunsen	1		Victoria P-1
Brent Getlin	2	Deephaven P-01	
Tony Jewett	1	Deephaven P-01	
Rochelle Williams	1	Deephaven P-01	
Nicole Burke	1		Deephaven P-02
Adam Newton	1	Deephaven P-02	
Conell Flemming	1	Deephaven P-02	
Corde Anderson	1	Eden Prairie P-01	
Chris Rufo	1	Eden Prairie P-01	
Snoopy	1		Excelsior P-01
NA	1	Excelsior P-01	
Blank	2	Excelsior P-01	
Ariana Samaha	1	Excelsior P-01	
Yashou	1	Excelsior P-01	
Jeanie Hurewitz	1		Minnetonka W-3 P-E
Other	1	Minnetonka W-3 P-E	
Laid Anderson	1	Minnetonka W-3 P-E	
Bob Anderson	1	Minnetonka W-3 P-E	
Peter O'German	1	Minnetonka W-4 P-A	
Blank	1		Minnetonka W-4 P-B
Blank	2	Minnetonka W-4 P-B	
John Doe	1	Minnetonka W-4 P-B	
Kristen Larson	1	Minnetonka W-4 P-B	
David Hoga	1	Minnetonka W-4 P-B	
Danny	1	Minnetonka W-4 P-B	
Adam Wendle	1	Minnetonka W-4 P-C	
Edundo Edmalson	1	Minnetonka W-4 P-D	
Blank	1	Minnetonka W-4 P-D	
Omar Abdi	1	Minnetonka W-4 P-D	
Robert Brady	1	Minnetonka W-4 P-D	
Kelly Walker	1	Shorewood P-1	
Russell James	1	Shorewood P-1	
Michelle Beddor	1	Shorewood P-1	
Eric Jensen	1	Shorewood P-1	

**Minnetonka Independent School District 276**  
**November 8, 2022 Special Election For School Board**  
**Write In Votes**

<b>Name</b>	<b>Votes cast</b>	<b>Polling Place</b>	<b>Absentee</b>
Nothing	1		Shorewood P-2
Dan Meiusi	1		Shorewood P-2
Blank	1		Shorewood P-2
Blank	2	Shorewood P-2	
Patrick Foss	2	Shorewood P-2	
George Greenfield	1	Shorewood P-2	
Davied Peterson	1	Shorewood P-2	
Gregg Mahdich	1	Shorewood P-2	
Tony Kamor	1	Shorewood P-2	
Dan Johnson	1	Shorewood P-2	
Kathleen Palmer	1	Shorewood P-2	
Matthew Dorschaer	1	Shorewood P-2	
Lauren Johnson	1	Shorewood P-2	
Bill Handerberg	1	Shorewood P-2	
Steve Smith	1		Tonka Bay P-01
Patrick Foss	2	Tonka Bay P-01	
Blank	1	Tonka Bay P-01	

**ACTION**

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

**Board Agenda Item IV.**

**Title: Resolution Authorizing Issuance of Certificate  
Of Election and Directing School District Clerk  
To Perform Other Election Related Duties**

**November 17, 2022**

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**EXECUTIVE SUMMARY:**

After canvassing the special election and after the time for contesting elections has passed and candidates have filed the required campaign financial reports, the School Board is required to issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. (MS 205A.10, Subd. 3.)

Based upon the results of the November 8, 2022, School Board Special Election, Michael Remucal was elected to the board and this requires the issuance of a Certificate of Election following the receipt of Campaign Financial Report Certificate of Filing as required by Minnesota Statutes, Chapter 211A.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the attached resolution authorizing issuance of Certificate of Election and directing the school district clerk to perform other election duties.

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



Paul Bourgeois, Executive Director of Finance & Operations

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



David Law, Superintendent

RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATE OF ELECTION AND  
DIRECTING SCHOOL DISTRICT CLERK TO PERFORM OTHER ELECTION  
RELATED DUTIES

WHEREAS, the board has canvassed the special election for school board member held in conjunction with the state general election on November 8, 2022.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 276, State of Minnesota, as follows:

1. The chair and clerk are hereby authorized to execute a certificate of election on behalf of the school board of Independent School District No. 276 to the following candidate:

Michael Remucal

who has received a sufficiently large number of votes to be elected to fill the vacancy in the term of school board member Christine Ritchie expiring January 1, 2024. Such individual shall take office as soon as he or she qualifies.

2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

**CERTIFICATE OF ELECTION**  
(Filling Vacancy of Term)

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 17, 2022, canvassed the special election of school board members held on November 8, 2022.
2. Michael Remucal received the largest number of votes cast for the office of school board member of Independent School District No.276 for a vacancy in term expiring January 1, 2024.
3. Therefore, Michael Remucal is elected to the office of school board member of Independent School District No. 276 for the remainder of the term expiring January 1, 2024 (MS 123B.09, MS 205A.046)

By authority of the School Board of Independent School District No. 276,  
pursuant to resolution dated November 17, 2022.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Chair

Dated: \_\_\_\_\_

\_\_\_\_\_  
Clerk

## ACCEPTANCE OF OFFICE AND OATH OF OFFICE

To: Michael Remucal

The following acceptance and oath of office must be filed with the school district clerk within 30 days of the date of mailing or personal service of the certificate of election.

### ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for the remainder of the term in the office of the school board member expiring January 1, 2024.

Date: \_\_\_\_\_  
Signature \_\_\_\_\_

STATE OF MINNESOTA  
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ by \_\_\_\_\_.

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

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### OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 276 to the best of my judgment and ability.

Date: \_\_\_\_\_  
Signature \_\_\_\_\_

STATE OF MINNESOTA  
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ by \_\_\_\_\_.

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

## REVIEW

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

### Study Session Agenda Item #1

**Title: Review of New Course Proposals, Changes and Deletions November 17, 2022**

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#### OVERVIEW

This report includes new course proposals and course revisions for the 2023-24 school year. The proposals have been reviewed by department chairs, building administration, district administration, the District Teaching and Learning Advisory Committee, and the Student Teaching and Learning Advisory Committee. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2023-24 school year. Course development and implementation funds will be allocated for each course based on sufficient enrollment.

#### DEPARTMENT PROPOSALS

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

Course Title	Grade(s)
AP Precalculus	9-12
Guitar Ensemble	9-12
Introduction to Computing Systems (College in the Schools)	9-12
Lifetime Sports and Activities	9-12
Sports and Entertainment Marketing and Management	10-12
Beginning Orchestra / Beginning Band	6

#### TONKA ONLINE PROPOSALS

Tonka Online (TO) proposals expand current offerings and introduce several existing courses to an online environment. Full proposals are included in **Attachment B**.

Course Title	Grade(s)
Astronomy	10-12
Engineering Design Fundamentals	9-12
Exploring Science Through Literature	10-12
Sports and Entertainment Marketing and Management	10-12

## VANTAGE PROPOSALS

The VANTAGE program is proposing a new strand, International Relations, which will introduce a new College Writing (College in the Schools) course and incorporate an existing IB Global Politics course. In addition, VANTAGE is proposing to introduce a Creative Marketing Design (College in the Schools) course to replace an existing Graphic and Product Design course. The comprehensive proposals for the new strand and courses are included in **Attachment C**.

Course Title	Grade(s)
International Relations Strand	10-12
College Writing	10-12
Creative Marketing Design	10-12

## MOMENTUM PROPOSAL

The MOMENTUM leadership team continues to explore opportunities to expand pathways for students. Members of the team will be meeting with other districts and experts in the field over the coming months to determine courses that would support a potential aviation pathway. In addition, a Transportation Careers and Global Commerce course is proposed for the 2023-24 school year. **Attachment D** includes a comprehensive description.

Course Title	Grade(s)
Transportation Careers and Global Commerce	9-12

## COURSE REMOVAL LIST

Over the past three years, the following courses have not reached minimum student enrollment or have been replaced by a new course. Building and District administration will continue to monitor courses that have not run for subsequent years.

Course
Algebra 1
App Development with Swift
Introduction to Education
Graphic Arts
Chinese Immersion Intro to Politics
Spanish Immersion Intro to Politics

## COURSE TITLE CHANGES

Departments have recommended revising several course titles to more accurately reflect the content of the courses and course sequences. The proposed and current titles are listed below.

Proposed Title	Current Title
English Language Development (ELD)	Beginning English
Graphic and Product Design	Graphic and Product Design Thinking
Multimedia Communications	Digital Journalism

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### ATTACHMENTS:

Attachment A: Department Proposals  
Attachment B: Tonka Online Proposals  
Attachment C: VANTAGE Proposals  
Attachment D: Momentum Proposal

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### RECOMMENDATION/FUTURE DIRECTION:

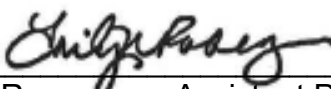
These course proposals are submitted for School Board review and consideration.

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



Steve Urbanski, Director of Curriculum

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



Emily Rosengren, Assistant Principal

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



David Law, Superintendent

**Course Title: AP Precalculus**

Submitted by: Elizabeth Eichler & Katie Roche  
Department: Math

**Description of the Proposal:****1) What is the proposed course name?**

AP Precalculus

**What grade levels?**

9-12

**Semester? One-part or two-part course? Offered in Semester 1; Semester 2 or both?**

Year-long course

**Any pre-requisite courses?**

Higher Algebra (Honors Higher Algebra or Precalculus strongly recommended)

**In what subject will students earn this credit?**

Math - 2 semester credits

**2) How did this proposal originate?**

College Board has announced they will start offering AP Precalculus starting in the 2023-24 school year.

**3) What is the anticipated level of participation?****What information are you using to determine this level of participation?**

We anticipate that most students currently enrolled in Honors Precalculus would be interested in taking AP Precalculus, or that AP Precalculus would replace Honors Precalculus altogether. The typical student in HPC is highly motivated and plans to pursue higher level math courses and STEM fields (AP Calc, AP Stats, IB Math, AP Bio, etc.) in the future. This course would offer a more extensive foundation in preparing students for those courses and careers as it focuses on using mathematical skills to model data sets, scenarios, and sets of conditions.

We also believe there will be a portion of students who currently do not see themselves pursuing a career in STEM that will utilize AP Precalculus to fulfill college credit requirements while in high school. These students can save valuable time and resources in their post-secondary education while improving their college readiness with this course.

**4) What is the rationale for the proposal? What need does it fulfill?**

AP Precalculus will strengthen the pathway to AP and IB courses in the math and sciences. This course will not only provide students with the skill sets needed to be successful in future college-level courses but will introduce students to AP language and scoring procedures. This course will also provide students with opportunities to explore mathematical modeling using graphing calculators, which will be important components of future STEM courses and careers.

This course will also provide more students with an opportunity to gain college credit while still in high school. Students who do not currently see themselves as pursuing STEM fields in the future will be able to earn their university's required math credits while at MHS. This will allow them to have more time to pursue their areas of interest and explore their passions when attending college.

### **Analysis of the Proposal:**

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

We believe that all students can learn at high levels, and we strive to increase the number of students enrolled in advanced math courses. The addition of AP Precalculus allows for more students to have the opportunity to engage in math courses of college-level rigor while still in high school, without requiring them to reach calculus. This course would also allow for more students to have the opportunity to explore and deepen their understanding of how mathematical modeling can help analyze and solve real world scenarios.

We want students to gain confidence in the STEM fields and this course will build students' self-confidence in their ability to successfully navigate problem-solving tasks that will be utilized in future courses. In creating familiarity around the AP system and rigor earlier in their careers, students can gain a stronger sense of self-assurance and persistence that will encourage them to continue to seek further opportunities to challenge themselves.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course will provide enrichment beyond the Minnesota Graduation Standards.

**3) What is the effect of the proposal on district resources?**

a) **Space: Where is space currently available for the activity?**

This course would replace Honors Precalculus, so no additional space is required.

b) **Time: Where will the activity fit in the daily schedule?**

This course would replace Honors Precalculus, so no additional time is required.

c) **Personnel: What staff will be necessary?**

Honors Precalculus currently has 9 sections split among 3 teachers. Future offerings of AP Precalculus would most likely be consistent with this year's numbers.

d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

Creating this course would require significant time allocated to researching and writing curriculum. Teachers of this course would be required to go to an AP Summer Institute seminar. As information is being shared by College Board, additional text resources may be required.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) How does the proposal expand, complement, or strengthen an existing program?**

AP Precalculus will strengthen the pathway from higher algebra to AP Calc and IB SL level math courses.

- b) How does the proposal affect existing programs?**

AP Precalculus will replace Honors Precalculus.

- c) Does this course/activity substitute for an existing program?**

**Could it be integrated into an existing course/activity?**

**Are there courses/activities that should be eliminated if this proposal is approved?**

AP Precalculus will need to be a separate course, but Honors Precalculus will be eliminated. No activities will be affected.

## New Course Proposal



### Course Title: Guitar Ensemble

Submitted by: Paul Rosen  
Department: Instrumental Music

### Description of the Proposal:

#### 1) What is the proposed course name (for Skipper Log)?

Guitar Ensemble

In this performance-based course, students will explore music performance using the guitar as the performance medium. Units will include note reading, tablature reading, basic music theory, guitar performance techniques, solo performance, and ensemble performance. All students are welcome regardless of prior music knowledge. One culminating public performance would occur at the end of each semester.

#### What grade levels can enroll? 9-12

#### Semester long course for 0.5 credits or full-year course for 1.0 credits?

Semester course for 0.5 credits.

#### One-part or two-part course?

Could be offered 1 semester or both.

#### Any pre-requisite courses?

No prerequisites.

#### In what subject will students earn this credit (English, Tech Ed, Art, Elective, etc.)?

Arts Credit / Elective

#### 2) How did this proposal originate?

The current high school instrumental music performance offerings (band and orchestra) do not easily allow students to join at the beginner level. Thus, students who are musical and wish to participate in music at the high school level, but do not already play a traditional school instrument, are unable to participate. This proposal originates from my desire to allow more students to participate in music at MHS.

#### 3) What is the anticipated level of participation? What information are you using to determine this level of participation?

15 - 20 students in the first semester offered. This is based on the participation of guitar ensembles in other districts.

#### **4) What is the rationale for the proposal? What need does it fulfill?**

Across the United States and in our school, it is estimated that 80% of students are not involved in traditional school music programs. Though not serviced through public education, music is an important part of their daily lives. Many of these students are active musicians and composers but are not able or willing to participate in our current performance ensembles. This course will allow both the traditional music student and the non-traditional student the opportunity to explore individual and group musicality and music performance through the use of guitars. The fundamentals of music will be taught while also teaching 21st century skills to students who are not currently serviced by our music program.

#### **Analysis of the Proposal:**

##### **1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

Guitar Ensemble will allow all students, regardless of prior education or performance experience, the opportunity to explore their passion for music during the school day. Guitars will be used as the performance medium to help students meet MN Academic Standards for the Arts and learn 21st century skills. An additional elective course may allow students the flexibility to meet their personal academic goals.

##### **2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course could help students meet the MN Graduation Requirements of 7 elective credits and 1 arts credit.

##### **3) What is the effect of the proposal on district resources?**

###### **a) Space: Where is space currently available for the activity?**

The Instrumental Music Rooms (1109 and 1107) are currently unused one period each day. The Music Multi-Purpose Room (1105) is also available.

###### **b) Time: Where will the activity fit in the daily schedule?**

Wherever it is possible!

###### **c) Personnel: What staff will be necessary?**

One staff member for one semester (0.1 FTE) or two semesters (0.2 FTE). A shared music instructor for MMW and MHS could add an additional 0.1 or 0.2 FTE at MHS to instruct this course.

###### **d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

16 hours of summer curriculum writing. 5 guitars (\$200.00 each), \$1,000.00 for students without access to an individual instrument. Textbooks at \$20.00 each per student. Storage space for equipment (cost unknown). Funds are not currently allocated and available for this activity.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement or strengthen an existing program?**

The current music program at Minnetonka High School offers band, orchestra and vocal performance ensembles, music theory, AP music theory, IB music courses, Music Technology and American Music History options. These offerings do not adequately meet the needs of the 80% of students who are not involved in performance ensembles. This Guitar Ensemble course will allow any student, regardless of prior education or performance experience the opportunity to explore their individual musicality and music performance outside of traditional performance music offerings at Minnetonka High School.

**b) How does the proposal affect existing programs?**

Existing programs will not be affected by this course as it is meant to service the students not participating in current Minnetonka High School music courses.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

The basic music material presented in this proposed course is covered in the content of other music performance classes. The medium of performance, guitar, is different and not found in other music offerings. The Guitar Ensemble course would be an addition to the curriculum, not a substitution for existing curriculum.

## New Course Proposal



### Course Title: Introduction to Computing Systems (CIS)

Submitted by: Nick Bahr  
Department: Computer Science

### Description of the Proposal: [One-Pager from the U of MN](#)

- 1) **What is the proposed course name?** Introduction to Computing Systems - Example [Course Syllabus](#)

**What grade levels?** Grades 9-12

**Semester?** Fall or Spring (one semester course)

**One-part or two-part course?** One-Part (one semester course)

**Offered in Semester 1; Semester 2 or both?** Both

[Recommended Class Schedule](#)

**Any pre-requisite courses?** Concurrent enrollment in Algebra II or higher, B+ or higher in a previous math course.

**In what subject will students earn this credit?** Computer Science (Elective)/

[MN College in Schools](#)

- 2) **How did this proposal originate?**

This proposal originated from the demand of the computer science students, teachers, and district administrators who would like to see additional opportunities for students to earn college credits, certificates, and external recognition for their CS studies.

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

We believe that this course will have multiple sections running during the school year based on previous course enrollment, and also the interest that will be generated with having the ability to earn college credit via the MN College in Schools program.

- 4) **What is the rationale for the proposal? What need does it fulfill?**

As stated previously this course will provide students with an opportunity to gain college credit, learn new CS content that is not currently offered at MHS, and expand the CS programming language scope to include C/C++ which is not currently offered at any grade level in Minnetonka schools.

### Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

This proposal will strengthen the credibility of the CS program and will also provide students with an opportunity to engage in a new curriculum while also having the ability to earn college credit.

- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**

This will fulfill the current elective requirement for MN graduation standards but will also provide the students the ability to earn college credit through the University of Minnesota.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
Loft / CS Classrooms
- b) **Time: Where will the activity fit in the daily schedule?**  
Single class period during regular school day
- c) **Personnel: What staff will be necessary?**  
Nick Bahr / CS teacher
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
This course requires a hardware-based lab kit. This needs to be provided by the high school or a lab fee.  
The [bill of materials](#) for this kit is available online. Some components may be shared between students.  
The estimated cost is around \$30-50 per student.  
Currently there are no funds being allocated for this course, however, I'd be happy to do additional work for funding via grants, external funding, etc.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement, or strengthen an existing program?**  
This proposal will expand the current CS offerings for the CS department and will also expand Minnetonka CIS offerings.
- b) **How does the proposal affect existing programs?**  
This will strengthen the existing CS program!
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
This will be a new course for the CS department, and due to the nature of the MN CIS program this cannot be integrated into an existing course.  
  
The existing "Introduction to Computer Science" course may be moved to online only or kept in-person based on final review and analysis of course content differences and curriculum content.

[Additional Supplemental Information](#)

## New Course Proposal



### Course Title: Lifetime Sports and Activities

Submitted by: Ismail Karon  
Department: Physical Education

### Description of the Proposal:

**1) What is the proposed course name?** Lifetime Sports and Activities

**What grade levels?** 9-12

**Semester?** Fall or Spring

**One-part or two-part course?** One Part

**Offered in Semester 1; Semester 2 or both?** Either

**Any pre-requisite courses?** No

**In what subject will students earn this credit?** PE - Wellness B

**2) How did this proposal originate?**

Desire to provide the students with an opportunity to participate in non-traditional sports. Not all students are interested in playing organized type sports such as football, basketball, and volleyball. The goal is to introduce students to games, sports, and activities that they can participate in for a lifetime. Some of the units will include spikeball, cornhole, kubb, golf, and pickleball.

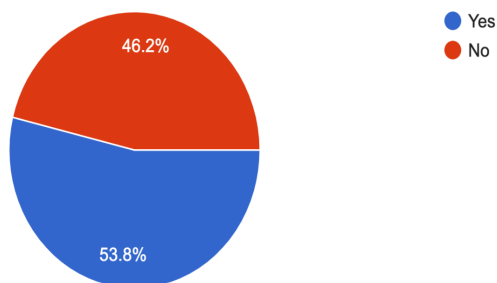
**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

Out of the almost 225 students surveyed, over 50% expressed interest in taking this course.

### Google Form Survey results

Lifetime sports and activities are things that you will be able to do for the rest of your life, they are not the traditional organized sports such as football... you might be interested in taking in the future?

223 responses



#### **4) What is the rationale for the proposal? What need does it fulfill?**

Lifetime activities are a part of the Minnesota state standards. The class will be focused on teaching sports, games, and activities that people can participate in for their lifetime.

This course will target the students looking for more activity than yoga, and less competitive than team sports. The course will offer a variety of activities that are popular outside of school for all ages. Activities include, but are not limited to: pickleball, cornhole, and golf.

#### **Analysis of the Proposal:**

##### **1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

This proposal allows students to build community through leisure sports and activities. A part of the district's mission states that it wants to transcend(s) traditional definitions of excellence. In this class we would transcend the traditional definition of sport. A lot of these games/sports are becoming so popular that they are being shown on ESPN, a nationally televised network. The average student can take this course, feel welcome and find success without feeling intimidated by their lack of sport specific athleticism. All the units in this course will be lifelong activities that students will be able to perform for the rest of their life.

##### **2) What is the relation of the proposal to the Minnesota Graduation Standards?**

The students will earn a PE credit that will go towards their graduation requirements. This course will also meet the Minnesota State Standard for lifetime activities.

##### **3) What is the effect of the proposal on district resources?**

###### **a) Space: Where is space currently available for the activity?**

All PE Spaces and outdoor space.

###### **b) Time: Where will the activity fit in the daily schedule?**

This course can take place any time during the day. We currently have the afternoon slotted as the best time.

###### **c) Personnel: What staff will be necessary?**

No additional staff is needed.

###### **d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

There will be no additional cost associated with this course outside of the PE budget.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement, or strengthen an existing program?**

This proposal will expand the PE curriculum, because it will be a class where the students can learn how to be active for a lifetime outside the traditional route of organized sports. This course will fill the gap between our organized sports classes and our individual yoga style classes.

**b) How does the proposal affect existing programs?**

It will complement the rest of our PE courses. This course will fill the gap between our organized sports classes and our individual yoga style classes.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

If this course is approved, we could eliminate the outdoor education course. We cannot properly run outdoor education due to equipment that was eliminated due to the remodel of the loft.

## New Course Proposal



### Course Title: Sports and Entertainment Marketing and Management

Submitted by: Kari Benson  
Department: Business

#### Description of the Proposal:

- 1) **What is the proposed course name?**  
**What grade levels?**  
**Semester?**  
**One-part or two-part course?**  
**Offered in Semester 1; Semester 2 or both?**  
**Any pre-requisite courses?**  
**In what subject will students earn this credit?**

Sports and Entertainment Marketing and Management already exists as a semester long business course but will be evolving to a partnership with the activities office. As a result, students will have “lab hours” that occur outside of the regular class period, working in various marketing and management tasks for events and activities at the high school. Ideally, this class would be offered in the spring and fall semesters to support activities throughout the school year-round.

- 2) **How did this proposal originate?**

After teaching in the VANTAGE program for several years and being consistently impressed by what students can do when given the opportunity, I have been looking for ways to bring more experiential learning opportunities to my other classes. I have also become aware that the Activities Office is looking for a way to involve more students in their operations, so partnering with the SEMM class seems like a logical fit.

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

Based on the popularity of the VANTAGE program and the current SEMM class, I anticipate similar enrollment numbers, if not more. SEMM typically offers two sections each school year.

- 4) **What is the rationale for the proposal? What need does it fulfill?**

The proposed changes to this course are an addition to what has been previously taught in the class. Students will also receive training and (credentials with a passed test) to operate the new scoreboard over Einer Anderson Field. In addition, with a passed test, students will have the opportunity to apply and interview with the Activities Office for a paid position working the scoreboard for athletic events. Because Minnetonka’s new scoreboard operates on the same system as many local professional sporting teams’, students will also have an employable skill for a potential career path beyond their work in the district.

## **Analysis of the Proposal:**

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**  
Minnetonka is known for excellence, innovation, and its VANTAGE program. With the received version of SEMM, students will no longer do theoretical projects of fantasy teams and events but will be able to work with real teams and events happening within the school community.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**  
Students will be working toward the same standards as they were in the current SEMM course but will now apply them in a real context. Students will also earn 0.5 elective credits toward graduation.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
Same as current course.
- b) **Time: Where will the activity fit in the daily schedule?**  
Same as current course. Both sections of SEMM for this school year are in the spring but moving forward there would ideally one section each semester.
- c) **Personnel: What staff will be necessary?**  
Same as the current course.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
Same as the current course.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement, or strengthen an existing program?**  
This proposal takes the current SEMM course and applies the content to actual activities happening throughout the school.
- b) **How does the proposal affect existing programs?**  
Same as the current course.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
The current version of SEMM will no longer need to be taught.

## New Course Proposal



### Course Title: **Beginning Orchestra/Beginning Band**

Submitted by: Michael Janning  
Department: Instrumental Music

### Description of the Proposal:

- 1) What is the proposed course name (for Skipper Log)?** Beginning Orchestra/Beginning Band (the courses would run separately if numbers permit).  
**What grade levels can enroll?** Sixth Grade  
**Semester long course for 0.5 credits or full-year course for 1.0 credits?** Full year for 1.0 credits.  
**One-part or two-part course?** One-part  
**Offered in Semester 1; Semester 2 or either/both?** Both, year-long  
**Any pre-requisite courses?** No  
**In what subject will students earn this credit (English, Tech Ed, Art, Elective, etc.)?** Music Elective  
**Will you be asking that this course carries a weighted grade?** No

- 2) How did this proposal originate?**  
Department members, Innovation

- 2) What is the anticipated level of participation? What information are you using to determine this level of participation?**

Up to 50 sixth grade students. This is the number of sixth grade students new to the district this school year (2022-23) at MMW that did not have the opportunity to participate in orchestra starting in fourth grade or band starting in fifth grade. There are also a number of sixth grade students that express interest in joining an instrumental ensemble every year.

- 4) What is the rationale for the proposal? What need does it fulfill?**

There is currently not any formalized path for students to join orchestra or band in middle school besides relying on outside private lessons, if students can afford them. This course would align with district efforts surrounding excellence and belonging.

### Analysis of the Proposal:

- 1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

"Tailor learning experiences to the needs of individual learners. Create positive, enjoyable learning environments. All people have a right to live and work in a safe environment. All people deserve the opportunity to pursue their individual potential. Personal fulfillment comes from pursuing one's passion." These are excerpts taken from the vision and beliefs list on the website. This course is aligned with the mission statement because it nurtures student passions through a positive learning environment. Students in this course would benefit from mutual connection and a curriculum that fulfills their needs.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

Students need an arts credit and elective credits. Students can acquire these through our instrumental program at the high school if they have already begun learning an instrument in middle school. Students cannot join orchestra or band at the high school without previous experience.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
Space is available in the existing music classrooms at each middle school.
- b) **Time: Where will the activity fit in the daily schedule?**  
Students would have this scheduled during their music elective time.
- c) **Personnel: What staff will be necessary?**  
Existing staff may be used at the expense of our lessons program. If lessons are to continue at the middle school, additional staff will be needed.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
Funds are currently available for this program. Resources used for the existing ensemble programs can be used for this proposed course. The only additional cost would be at the staffing level.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement or strengthen an existing program?**  
This course would offer middle school students a chance to learn an instrument in a supportive environment with other new students. The intention of this course is to bring the new students to a level comparable to their peers within one year.
- b) **How does the proposal affect existing programs?**  
This course would bolster instrumental enrollment numbers from middle school to high school by adding an additional point of entry for students.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
This would not eliminate other existing courses.  
In the current model, students can only join band/orchestra as a beginner placed into a large ensemble of students with 1-2 years of experience. Students struggle to learn in this environment, and it is difficult for teachers to meet one-on-one with them each class period to explain basics such as how to hold an instrument. Students have a higher workload to catch up, do not have a gradual learning process necessary for beginners, and additionally it can affect their social experience in middle school.

This process is rarely successful for band or orchestra students. Most students in this situation switch to classroom music or choir within the first few weeks of school. Students who are successful usually need to reach out to outside teachers/organizations for additional tutoring to be successful.

The proposal is an accelerated course for beginning students, where all students can learn in a scaffolded environment dedicated to their needs. The proposal would include one section for band and one section for orchestra.



**Course Title: Tonka Online Astronomy**

Submitted by: Ben Stanerson and Russ Durkee  
Department: Science

**Description of the Proposal:**

This course has run successfully as a science elective and is now proposed for Tonka Online.

**1) What is the proposed course name?** Tonka Online Astronomy

**What grade levels?** 10-12

**Semester?** Fall or Spring (0.5 credits)

**One-part or two-part course?** One Part (0.5 credits)

**Offered in Semester 1; Semester 2 or both?** Both

**Any pre-requisite courses?** None

**In what subject will students earn this credit?** Science Elective

**2) How did this proposal originate?**

We are proposing this course with the goal to offer more science electives to online students. In addition, Astronomy provides the opportunity for students to explore an interest in space and develop a better understanding of the natural world while developing analytical and critical thinking skills.

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

We anticipate that this course will meet a need for full time online students seeking additional electives, and also students who are interested in the topic but cannot fit it into their current schedules.

**4) What is the rationale for the proposal? What need does it fulfill?**

To provide more elective opportunities for online students.

To provide more courses that align with student interests.

## New Course Proposal



### Course Title: Tonka Online Engineering Design Fundamentals

Submitted by: Mitch Burfeind  
Department: Technology Education/Tonka online

### Description of the Proposal:

- 1) **What is the proposed course name?** Tonka Online Engineering Design Fundamentals  
**What grade levels?** 9-12  
**Semester?** Semester  
**One-part or two-part course?** One Part  
**Offered in Semester 1; Semester 2 or both?** Offered summer and during school year  
**Any pre-requisite courses?**  
**In what subject will students earn this credit?** Technology Education

- 2) **How did this proposal originate?**

We have been looking to add electives in Tonka online. This course will add more variety in the course offerings for Tonka Online. This elective will be beneficial for all students considering engineering.

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

Since this is Tonka Online, we have the ability to offer it to any number of students, small or large group.

- 4) **What is the rationale for the proposal? What need does it fulfill?**

This proposal will add elective variety to the Tonka Online Course offerings. This course will be a strong engineering design fundamentals course with something for each student interested in engineering. It will fulfill .5 elective credit in Technology Education.

### Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

This course will align with the Minnetonka teaching and learning instructional framework. It will contain Authentic and Real-world Learning, Collaboration, Communication, and a high level of Creativity.

- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**

This course is an elective credit.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
This course will be offered online. Some enrichment activities will be offered in room 1303 when needed.  
Example: 3-D printed projects
- b) **Time: Where will the activity fit in the daily schedule?**  
This course will be offered through Tonka Online
- c) **Personnel: What staff will be necessary?**  
One of the Technology Education teachers will teach the course.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
This course will use basic supplies and resources currently available through the Technology Education Budget.  
Students will pay a small lab fee for some of the materials used in this course.  
There will be curriculum writing to create the Tonka Online course.  
The equipment needed for the course is already in the tech ed department.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement, or strengthen an existing program?**  
This course will allow us to offer more choices for students to take the first class in an engineering pathway.
- b) **How does the proposal affect existing programs?**  
This course will add a new engineering course for those students who desire more engineering. It will allow students to learn more about engineering and the industry as well as design, and prototyping fundamentals.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
This course does not substitute for an existing program. It will enhance the engineering offerings at Minnetonka High School and also allow online students to participate in Minnetonka's engineering program.

## New Course Proposal



### Course Title: Tonka Online Exploring Science Through Literature

Submitted by: Patricia Price and Ben Stanerson  
Department: Science

### Description of the Proposal:

1) **What is the proposed course name?** Tonka Online Exploring Science Through Literature

**What grade levels?** 10-12

**Semester?** Fall or Spring 0.5 Credit elective course; condensed version summer

**One-part or two-part course?** One Part

**Offered in Semester 1; Semester 2 or both?** Both

**Any pre-requisite courses?** None

**In what subject will students earn this credit?** Science Elective

2) **How did this proposal originate?**

We are proposing this course with a goal of helping students explore science utilizing the strengths of critical thinking, thoughtful discussion, reading and writing. The course design will be project-based, and students will explore the origins of scientific discoveries and advancements in a context of non-fiction texts. These texts will provide the opportunity for students to consider multiple viewpoints on topics that are relevant to our daily human experiences and interactions. The non-fiction texts chosen for the course will contain a combination of personal narrative, historical context, and science content, in an effort to provide an avenue for the development of a deep understanding of major scientific advancements.

3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

Estimated 1-2 sections (including summer)

4) **What is the rationale for the proposal? What need does it fulfill?**

To provide more science elective opportunities for online students.

To provide a science elective focused on project based / evidence-based learning.

### Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

This course will provide students with an opportunity to explore their passions in the areas of both science and literature. Student voice will be amplified throughout the course experience, including a focus on the consideration of scientific topics from multiple perspectives. Moreover, students will explore the societal impacts of scientific advancements and think critically about the resulting societal impacts.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course will be an elective course for science.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?** Online
- b) **Time: Where will the activity fit in the daily schedule?** Online
- c) **Personnel: What staff will be necessary?** Instructor for the course and course build.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
Copies of 3-4 texts for students participating in the course. These texts would likely range from 9-15 dollars each.

40 Curriculum writing hours

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement, or strengthen an existing program?**  
Strengthen the elective options for Tonka Online and provide more options for students to access science context in various contexts.
- b) **How does the proposal affect existing programs?**  
It would increase the overall number of elective options for students in grades 10-12.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
With our current standards, it would be challenging to incorporate these texts into existing courses. The goal is to study each text in depth and provide ample time for students to read, discuss and analyze. Current course options should not be eliminated.

## New Course Proposal



### **Course Title: Tonka Online Sports and Entertainment Marketing and Management**

Submitted by: Kari Benson  
Department: Business

### **Description of the Proposal:**

- 1) What is the proposed course name?  
What grade levels?  
Semester?  
One-part or two-part course?  
Offered in Semester 1; Semester 2 or both?  
Any pre-requisite courses?  
In what subject will students earn this credit?**

The proposed course is a Tonka Online Version of the already existing Sports and Entertainment Marketing and Management Course. It will be a semester-long course for incoming grades 10-12 and offered primarily over the summer, though will also extend into the beginning of the fall semester. Students will receive 0.5 business credits at the end of the fall semester with completion of their lab hours during fall activities season. There are no prerequisites.

### **2) How did this proposal originate?**

Sports and Entertainment Marketing and Management already exists as a regular semester course and is in the process of partnering with the Activities Office to involve students in the marketing and management activities of events already happening throughout the school. However, because this course is only offered in the fall and spring semesters, students would be unable to participate in a lot of the fall sports and activities as they will just be getting started in their course. By offering a summer version of this course, students can learn the basics of SEMM through Tonka Online and be ready to start their lab hours with the Activities Office as early as August or September.

### **3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

Initially, the anticipated level of participation will likely be small. The other current Tonka Online course, Accounting, enrolls a handful of students each session, so I anticipate initial enrollment being similar. I do believe that enrollment will grow over time, as students become more aware of the how SEMM is being taught and the opportunity they have to work with fall activities by taking the summer course.

### **4) What is the rationale for the proposal? What need does it fulfill?**

This course enables students to earn an additional elective credit that they otherwise may have difficulty fitting into their schedules during the regular school year, given the graduation requirements and the constraint of the six-period day. In addition, it will enable students to be able to work alongside the fall activities for their entire season, as many of these activities start before the academic year.

## **Analysis of the Proposal:**

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**  
Minnetonka is known for excellence, innovation, and its VANTAGE program. With the received version of SEMM, students will no longer do theoretical projects of fantasy teams and events, but will be able to work with real teams and events happening within the school community.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**  
Students will be working toward the same standards as they were in the current SEMM course but will now apply them in a real context. Students will also earn 0.5 elective credits toward graduation.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
This course will be offered online.
- b) **Time: Where will the activity fit in the daily schedule?**  
This course will be offered over the summer so students can begin their “lab hours” work immediately in the fall.
- c) **Personnel: What staff will be necessary?**  
One instructor.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
No texts, equipment, or supplies beyond the use of Schoology would be necessary. Because this course is offered over the summer, funding would come from actual student enrollment.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement, or strengthen an existing program?**  
This proposal takes the current SEMM course and applies the content to actual activities happening throughout the school. In addition, it also enables students to be able to work alongside the activities office in the fall as they will have covered a lot of the material already in their summer studies.
- b) **How does the proposal affect existing programs?**  
N/A
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
N/A

**Course Title: International Relations Strand**



Submitted by: Roger Andre  
Department: VANTAGE

**Description of the Proposal:**

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

- **Name of course:** International Relations Strand
- **Grade Levels:** 11 and 12
- **Full-year**

International relations will focus on understanding the unique relationships that exist between various nations and cultures. These relationships can impact everything from international politics, law, and economics to security, diplomacy, and governance.

- International Relations courses
  - 1.0 social studies credit - MHS weighted grade
    - IB Global Politics S1 and S2 - This course is already taught at MHS as a Spanish Immersion course. VANTAGE IB Global Politics will be taught in English.
      - This course aims to develop international mindedness and an awareness of multiple perspectives while studying contemporary political issues around the world. Students will study real world examples and case studies to examine and experience the way political issues are addressed from different theoretical foundations and connected across different levels of global politics. At the conclusion of this course, it is expected that students will take the IB exam, for which there is a fee.
      - This course contains a common core entitled “people, power and politics” and consists of four core units:
        1. Power, sovereignty and international relations
        2. Human rights
        3. Development
        4. Peace and conflict
  - 1.0 English credit - MHS weighted grade
    - College Writing S1 and S2 ([EngC 1101: College Writing](#)) - Through concurrent enrollment at Normandale Community College.

- 4 college credits
- The course focuses on critical thinking and writing skills necessary in college and professional writing through text analyses and argument strategies. Students 1) study the writer's purpose, audience, and rhetorical structure in a variety of genres and college-level texts, 2) organize and develop clear, thesis-driven logical arguments in various personal and academic essays, 3) find sources, synthesize, and document information in research-based academic essays, and 4) demonstrate proficient command of English writing conventions.
- CIS University of Minnesota Twin Cities (they are full for the foreseeable future) and CITS University of Minnesota Duluth (not offering it through CITS) are not an options for the College Writing course.

## **2) How did this proposal originate?**

There is a consensus in the district and MHS leadership that we should continue to expand VANTAGE enrollment. Some of this growth will come from the expansion of the nine existing VANTAGE strands, and some of it will come from new strands.

As the power of the VANTAGE experience continues to draw more students into the program, this new strand will appeal to a diverse group of students. Focus groups with students led to the conclusion that VANTAGE International Relations is attractive to students who are passionate about the interaction of nation-states and non-governmental organizations. Focus groups revealed there is a deep interest in potential careers, from becoming a diplomat to specializing in policies in international trade, the environment, health care or other foreign roles.

Focus groups also concluded that academic rigor is important to the students. The concurrent enrollment option with Normandale was well-received by students in the focus groups, especially knowing this may fulfill one of their core requirements in their undergraduate degree.

## **3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

We hope International Relations will evolve into a popular VANTAGE strand with 30-50 students each year. In addition to offering this course to potential new VANTAGE students, students who previous enrolled in VANTAGE Global Business and VANTAGE Public Policy are good candidates to enroll in this course.

- We conducted a focus group with current VANTAGE Public Policy students who showed high interest. If they continued their senior year, this would allow them to fulfill a social studies and English requirement.
- There are students in VANTAGE Global Business who are also interested in the world of policy, diplomacy, international governance, and other international topics. Because they will have already taken AP Seminar, they can go right into VANTAGE International Relations and still fulfill a social studies and English requirement their senior year.
  - Students in VANTAGE Global Business are unable to enroll in Public Policy because AP Seminar is also offered in that strand.

The following are courses we see as potential “feeders” into International Relations

<b>Class</b>	<b>2022-23 Enrollment</b>	<b>Grade Offered</b>
American Studies	174	Grade 10
IB Language and Literature	174	Grade 11-12
AP United States History	147	Grade 10
AP Language and Composition	262	Grade 10
Debate	23	Grade 9-12

#### **4) What is the rationale for the proposal? What need does it fulfill?**

As the VANTAGE program has grown and added new strands over the years, we have yet tried to pick new options that are aligned with demonstrated student interests.

This proposal fills the need to provide experiential and inquiry-based learning to students in a non-business strand that might not have otherwise chosen VANTAGE.

We held meetings with the English and social studies department heads in order to help define the right combination of classes. Additionally, we conducted focus groups with students currently taking American Studies, IB Global Politics, and VANTAGE Public Policy.

#### **Analysis of the Proposal:**

##### **1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

The district has a priority to expand both experiential learning and inquiry-based learning. This new strand would directly address these priorities due to how the VANTAGE program is run. The students in this strand will have opportunities to work on projects for

the various professional entities that are in the business of setting or influencing public policy. These include non-profit policy-advocacy organizations, public relations functions in larger organizations, political organizations, and government entities at the city, county, regional, state and federal levels.

The district Vision includes 15 commitment statements related to being a world-class organization dedicated to child-centered excellence. This new strand directly supports many of them. Here are a few that are exceptionally supported:

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement” – we expect that more students will be drawn into the concurrent enrollment college-credit-earning English course, and into IB Global Politics.
- “Tailor learning experiences to the needs of individual learners.” – VANTAGE strands give students many choices about how they want to excel with the context of the overall experience.
- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.” – The background provided by this VANTAGE strand experience will set students up for accelerated success in many different fields.
- “Earn and maintain broad-based community support.” – VANTAGE creates many connections with the broader community through mentor relationships, projects, site visits, and guest instruction. This new VANTAGE strand opens the doors to partnering with a new array of companies, non-profits, NGOs, etc.

## **2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This strand includes one English credit that fulfills a graduation requirement as well as one social studies credit.

## **3) What is the effect of the proposal on district resources?**

### **a) Space: Where is space currently available for the activity?**

This strand will be held in the new VANTAGE/Momentum building.

### **b) Time: Where will the activity fit in the daily schedule?**

This can be either a morning or afternoon two-period strand. We will wait for enrollment numbers before making choices about when each VANTAGE strand will run.

**c) Personnel: What staff will be necessary?**

Unless enrollment exceeds our first-year expectations, we will need one social studies and one English teacher. The English teacher will need to qualify to teach a college-level course. There are a handful we have already identified that qualify.

**d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

We do not anticipate any incremental costs associated with this strand with the exception of additional transportation to site visits.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement or strengthen an existing program?**

This strand will continue to expand and open up the VANTAGE experience to another set of students, many of whom are second-year VANTAGE students as well as students at MHS who are looking for an experiential learning experience that is not business-related.

**b) How does the proposal affect existing programs?**

This strand would result in a shift in enrollment from existing English/social studies classes.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

## New Course Proposal



### Course Title: College Writing

Submitted by: Roger Andre

Department: VANTAGE

### Description of the Proposal:

#### 1) What new course/activity is being proposed? What grade levels? Semester? Full-year?

- **Name of course:** College Writing
- **Grade Levels:** 11 and 12
- **Full-year**

We will be introducing College Writing as part of the new VANTAGE International Relations strand. EngC1101: College Writing is a course offered through concurrent enrollment at Normandale Community College. The course focuses on critical thinking and writing skills necessary in college and professional writing through text analyses and argument strategies. Students 1) study the writer's purpose, audience, and rhetorical structure in a variety of genres and college-level texts, 2) organize and develop clear, thesis-driven logical arguments in various personal and academic essays, 3) find sources, synthesize, and document information in research-based academic essays, and 4) demonstrate proficient command of English writing conventions.

- 1.0 English credit - MHS weighted grade
  - College Writing S1 and S2 ([EngC 1101: College Writing](#)) - Through concurrent enrollment at Normandale Community College.
    - 4 college credits

#### 2) How did this proposal originate?

There is a consensus in the district and MHS leadership that we should continue to expand VANTAGE enrollment. Some of this growth will come from the expansion of the nine existing VANTAGE strands, and some of it will come from new strands. As the power of the VANTAGE experience continues to draw more students into the program, this new strand will appeal to a diverse group of students.

Focus groups concluded that academic rigor is important to the students. The concurrent enrollment option with Normandale was well-received by students in the focus groups,

especially knowing this may fulfill one of their core requirements in their undergraduate degree.

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

Because College Writing will be embedded into the International Relations offering, we hope International Relations will evolve into a popular VANTAGE strand with 30-50 students each year. In addition to offering this course to potential new VANTAGE students, students who previously enrolled in VANTAGE Global Business and VANTAGE Public Policy are good candidates to enroll in this course.

- We conducted a focus group with current VANTAGE Public Policy students who showed high interest. If they continued their senior year, this would allow them to fulfill a social studies and English requirement.
- There are students in VANTAGE Global Business who are also interested in the world of policy, diplomacy, international governance, and other international topics. Because they will have already taken AP Seminar, they can go right into VANTAGE International Relations and still fulfill a social studies and English requirement their senior year.
  - Students in VANTAGE Global Business are unable to enroll in Public Policy because AP Seminar is also offered in that strand.

The following are courses we see as potential “feeders” into International Relations

<b>Class</b>	<b>2022-23 Enrollment</b>	<b>Grade Offered</b>
American Studies	174	Grade 10
IB Language and Literature	174	Grade 11-12
AP United States History	147	Grade 10
AP Language and Composition	262	Grade 10
Debate	23	Grade 9-12

**4) What is the rationale for the proposal? What need does it fulfill?**

Offering a college-level English course allows one more option for students at MHS to earn college credit. It also creates a pathway for students already enrolled in AP Seminar through either Public Policy, Global Business or back in the traditional classroom to take a VANTAGE strand offering an English graduation requirement.

## **Analysis of the Proposal:**

### **1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

Offering this course aligns with our encouragement of students to try an advanced-level course.

The district Vision includes 15 commitment statements related to being a world-class organization dedicated to child-centered excellence. This new course directly supports many of them. Here are a few that are exceptionally supported:

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement” – we expect that more students will be drawn into the concurrent enrollment college-credit-earning English course, and into IB Global Politics.
- “Tailor learning experiences to the needs of individual learners.” – VANTAGE strands give students many choices about how they want to excel with the context of the overall experience.
- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.” – The background provided by this VANTAGE strand experience will set students up for accelerated success in many different fields.

### **2) What is the relation of the proposal to the Minnesota Graduation Standards?**

The English credit will fulfill a graduation requirement.

### **3) What is the effect of the proposal on district resources?**

#### **a) Space: Where is space currently available for the activity?**

This strand will be held in the new VANTAGE/Momentum building

#### **b) Time: Where will the activity fit in the daily schedule?**

This can be either a morning or afternoon two-period strand. We will wait for enrollment numbers before making choices about when each VANTAGE strand will run.

#### **c) Personnel: What staff will be necessary?**

Unless enrollment exceeds our first-year expectations, we will need one English teacher. The English teacher will need to qualify to teach a college-level course. There are a handful we have already identified that qualify.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
\$3,000 for a new class through Normandale. There is no per student cost.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement or strengthen an existing program?**

By offering a college-level English course, more students will have exposure to advanced curriculum.

This strand will continue to expand and open up the VANTAGE experience to another set of students, many of whom are second-year VANTAGE students as well as students at MHS who are looking for an experiential learning experience that is not business-related.

- b) **How does the proposal affect existing programs?**

This strand would result in a shift in enrollment from existing English classes.

- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

N/A

## New Course Proposal



### Course Title: Creative Marketing Design

Submitted by: Roger Andre  
Department: VANTAGE

### Description of the Proposal:

- 1) What is the proposed course name (for Skipper Log)?** Creative Marketing Design - this course will replace the course "Graphic and Product Design I & II"  
**What grade levels can enroll?** Grades 10-12  
**Semester-long course for 0.5 credits or a full-year course for 1.0 credits?** Full-year 1 credit  
**One-part or two-part course?** One-part course  
**Offered in Semester 1, Semester 2, or either/both?** Both  
**Any pre-requisite courses?** None  
**In what subject will students earn this credit (English, Tech Ed, Art, Elective, etc.)?** Art  
**Will you be asking that this course carries a weighted grade?** This course includes a University of Minnesota CIS course called "Creative Problem Solving" (DES 1111), earning 3 University of Minnesota credits and a University transcript. For this reason, this course should carry a weighted grade at MHS.
- 2) How did this proposal originate?**  
This proposal originated through collaboration between a VANTAGE teacher and the VANTAGE leadership team.
- 3) What is the anticipated level of participation? What information are you using to determine this level of participation?**  
The VANTAGE Design and Marketing strand has had an enrollment of 25-40 over the last five years. This course change is expected to possibly make the strand more popular because of the opportunity to earn U of M credit. We expect enrollment to be between 30-60 students.
- 4) What is the rationale for the proposal? What need does it fulfill?**  
Part of the mission of VANTAGE is to encourage more MHS students to stretch into college-level courses. By incorporating the CIS design course, the new course aligns with that mission. By incorporating the University of Minnesota's "Creative Problem Solving" CIS design class, this new course will expose MHS students to the most current methods of creative design.

## **Analysis of the Proposal:**

### **1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

These are the elements of the MSD vision that are most strongly addressed in this course proposal and how:

- **Challenge and support all students in the pursuit of their highest levels of academic and personal achievement.** By incorporating a fourth CIS course into the VANTAGE Design and Marketing strand, we expect to pull more students into college-level coursework while still at MHS.
- **Practice prudent and innovative management of public resources.** Students completing this course will have a University of Minnesota transcript and 3 credits towards graduation. The value of these credits is at least several thousand dollars. The cost to the district is less than \$150 per student.
- **Attract, develop, and support the highest quality teachers and other educational professionals.** MHS Art Teacher Jonathan Maki has already been approved by the University of Minnesota CIS Program as a U of M Teaching Specialist. He has started the training through the U of M. CIS organizes a cohort with a faculty advisor and provides annual training for all approved CIS Teaching Specialists. This development opportunity is only available through CIS and has been invaluable to the other VANTAGE teachers teaching CIS courses.
- **Create positive, enjoyable learning environments.** Creative Problem Solving is focused on experiential learning. Pairing it with Marketing I & II in the VANTAGE Design and Marketing strand will create an exceptional learning opportunity.
- **Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.** Like all VANTAGE strands, the revised VANTAGE Design and Marketing strand will emphasize professionalism and develop critical soft skills that will enhance future success. VANTAGE alumni and parent surveys indicate that VANTAGE prepares students well for post-HS academic success and for professional success.
- **Earn and maintain broad-based community support.** The VANTAGE program incorporates over 1,200 enthusiastic volunteers over the course of the school year. The overwhelming majority of these volunteers offer to return because they have had a great experience interacting with the VANTAGE students and our program. This community engagement builds strong support for our schools.

### **2) What is the relation of the proposal to the Minnesota Graduation Standards?**

MHS students are required to have one full art credit to graduate. This course would fulfill that requirement.

**3) What is the effect of the proposal on district resources?**

**a) Space: Where is space currently available for the activity?**

MHS - no change

**b) Time: Where will the activity fit in the daily schedule?**

We plan to continue to run VANTAGE Design and Marketing periods 5 and 6.

**c) Personnel: What staff will be necessary?**

The teacher will not change, and he has already been approved by the University of Minnesota to teach this course.

**d) Financial: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

The U of M course fee will be about \$150 per student. If the student passes the course, they will earn 3 credits from the University of Minnesota. The value of these credits is over \$3,000 per student.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement or strengthen an existing program?**

This program strengthens the VANTAGE Design + Marketing strand by updating the curriculum and modernizing the course content.

**b) How does the proposal affect existing programs?**

It is expected to increase enrollment in this VANTAGE strand.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

Yes, this course replaces the existing curriculum for VANTAGE Design + Marketing.

**Course Title: Transportation Careers and Global Commerce**



Submitted by: Lee Berger and Brent Veninga  
Department: Momentum

**Description of the Proposal:**

- 1) **What is the proposed course name (for Skipper Log)?** Transportation Careers and Global Commerce or The Business of the Automobile: From Individualized Auto Services to Global Economic Impact (final title to be determined)

**What grade levels can enroll?** Grades 9 - 12

**Semester long course for 0.5 credits or full-year course for 1.0 credits?** Semester Course

**One-part or two-part course?** One part

**Offered in Semester 1; Semester 2 or both?** Both Semesters

**Any pre-requisite courses?** No

**In what subject will students earn this credit (English, Tech Ed, Art, Elective, etc.)?**  
Tech Ed and Social Studies

- 2) **How did this proposal originate?**

Innovation, parents/student, department members

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

Moderate. This class is a new strand of courses (similar to VANTAGE or MOMENTUM Physics of Home Reno) and with so many students taking the Social Studies GSE course, this would provide an option for students to learn about Global Studies and Economics through the lens of the automobile.

- 4) **What is the rationale for the proposal? What need does it fulfill?**

This course will introduce students to various automotive careers and provide curriculum and activities that introduce students to basic automotive services; plus, it also incorporates the current Global Studies and Economics

**Analysis of the Proposal:**

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

This proposal is directly related to recommendations from external consultant David Stillman to provide students with graduation "currency" and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This proposal provides an elective and core credit.

**3) What is the effect of the proposal on district resources?**

**a) Space: Where is space currently available for the activity?**

The teaching space will be in the new Momentum building. However, if accepted, and if successful, this space will be utilized by fewer students. For example, the Auto Bay at full capacity is 24 students X 6 hours = 144 students. The Auto Bay with three of these classes could potentially divide that number in half.

**b) Time: Where will the activity fit in the daily schedule?**

Classes will be part of the six-period day schedule, and will be a two-hour class.

**c) Personnel: What staff will be necessary?**

The necessary personnel are likely currently on staff.

**d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement or strengthen an existing program?**

This course will strengthen the Momentum department and will lead to another offering for Social Studies.

**b) How does the proposal affect existing programs?**

This course will provide an additional path for students who have taken other courses, such as Power and Energy. It will also impact the current GSE course at the high school.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

No courses will need to be eliminated. This course will be unique at MHS.

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

**Study Session Agenda Item #2**

**Title: MTSS Update**

**Date: November 17, 2022**

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**OVERVIEW:**

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

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

The most important aspect of an MTSS framework is an aligned system that ensures high quality core instruction for all students, which encompasses academics along with social and emotional development. Core instruction in these areas includes the learning all students engage in through district curriculum and programs to achieve Minnetonka essential learnings, State standards and District goals. In addition, the framework provides a system for consistent Tier 2 and Tier 3 instruction in academics, social and emotional learning, and behavioral supports.

Utilizing the findings from Phase 1 and 2 of the MTSS evaluation, priorities for the District, and considering next steps from the initial 2021-2022 action plan, a 3-year implementation plan was developed. The action plan for Year 1, the 2022-23 school year, is organized by three key elements: Infrastructure and support, Assessment and Decision Making, and Multi-level Instruction. Within each element areas of need and action steps are outlined.

**District Priorities 2022-23**

The District priority areas are aligned to the research-based elements of a comprehensive MTSS framework and plan.

- Infrastructure and Support
- Assessment and Decision Making
- Multi-Level Instruction
- Fidelity and Evaluation

The first element is infrastructure and support. This includes development of the team structure, a process guide that defines and outlines processes and practices as a resource to the various teams, development of a consistent districtwide SEL system, and aligned professional learning to develop a common foundation and shared understanding of the MTSS framework. This framework emphasizes core instructional practices, data-based decision making, and delivery of intervention and enrichment. The second research-based element of a comprehensive MTSS framework and plan is assessment and decision making. This includes the various types of assessments administered, the purpose of the assessments and how the data will be used to improve student outcomes at the district, building and classroom levels. The third element is multi-level instruction. This encompasses Tier 1 instruction, with an initial focus on literacy and SEL, Tier 1 intervention and extensions across all instructional areas, and deepening our understanding of best practices for Tier 1, Tier 2, and Tier 3 along with alignment of resources and tools. The final research-based element of a comprehensive MTSS framework and plan is to embed a system to measure and monitor fidelity of implementation of the framework with an emphasis on core instruction along with supplemental and intensive interventions and enrichment. Fidelity and evaluation measures are being incorporated into all processes as they are developed and implemented.

The purpose of this report is to provide an update on our progress in implementing Year One of the action plan during the initial part of this school year.

## **Infrastructure and Supports**

### *Teams*

The district has identified four levels of MTSS teams: District MTSS team (DLT), Building MTSS teams (BLTs), Grade Level Teams (PLCs), and Building Level Problem Solving Teams (SSTs). The purpose of the DLT is to lead, implement, monitor and evaluate district level organizational change. This may include the development, implementation, and refinement of the MTSS framework as well as data-informed resource allocation. The DLT team frames the rationale for implementing MTSS, identifies district-wide MTSS priorities and develops a strategic plan to achieve district goals. Minnetonka's DLT meets regularly to learn about the structures and best practices in MTSS and to provide guidance for the other teams. The district leadership team is responsible for establishing a strong unified vision for MTSS and for providing resources, structures and processes to guide evidence-based decisions, effective actions and systems improvement across all schools. One priority for the DLT this fall was to create a common agenda for BLT meetings. This ensures that BLTs understand the priorities the DLT has established and are able to implement this work at the building level with fidelity. Questions that may be posed at DLT include, but are not limited to:

1. What are the district's goals and priorities related to academic achievement and social emotional well-being for all students?
2. What universal screening data do we utilize and how frequently should we be reviewing?
3. Are there themes across buildings, grade levels, and student subpopulations based on student progress toward standards?
4. Are buildings implementing interventions with fidelity?

The Building Leadership Team (BLT) is structured to lead and promote the implementation, monitoring, and evaluation of the MTSS framework at their school which includes instructional effectiveness and resource allocation. They function as a collaborative, supportive, and solution-focused team. They use data to inform building-wide decisions to ensure that all students successfully meet high academic, social, emotional and behavioral expectations. They identify and implement action steps consistent with the district's strategic plan to achieve building goals. The teams consist of teachers and administrators who represent multiple perspectives and areas of expertise. BLT teams set norms to be actively engaged participants by listening to understand; by contributing ideas, recommendations and actions; by committing to problem solving and data analysis; and by completing assigned tasks. Questions that may be posed at BLT include, but are not limited to:

1. What are the proficiency rates in our building for reading/math/SEL/behavior for the different grade levels?
2. How is our system impacting different student communities?
3. To what extent are we allocating resources adequately across grade levels?
4. To what extent is Tier 1 (core) instruction meeting the needs of students (80% or more of students meeting proficiency?)
5. Are systems and processes established to support teams with regularly progress monitoring students receiving Tier 2 and 3 instruction or interventions?

In Minnetonka Professional Learning Communities, PLCs, serve as the grade level team. PLCs are organized by grade, content area, or job-similar responsibilities. PLCs have been foundational in improving instruction and increasing student achievement since introduced in 2007. PLC structures have evolved from a focus on a single student learning goal for the year to more frequent, more ambitious short-term goals focused on identified essential learnings. The goals are assessed using formative assessments and range of evidence of student learning: product, observation, or conversations. Through analyzing these common assessments, teachers know where their students are at that moment so that they can respond the next day. PLC teams are also encouraged to consider non-academic goals. They may write goals around emotional wellness, behavior, skills, and dimensions of the Teaching and Learning Framework.

PLCs spend their time responding to and reflecting on five essential questions:

1. What do our students need to know, understand, and be able to do? [Essential Learnings]
2. How will we know when they do? [Common Assessments]
3. What is the instructional platform to ensure learning? [Tier 1 Instruction]
4. How will we respond if they don't? [Tier 1 Interventions]
5. How will we respond if they come in already proficient? [Tier 1 Extensions]

This structure creates the conditions for PLCs to focus on Tier 1 instruction and intervention. The PLC one-stop-shop continues to iterate to address District priorities. This includes a tab for PLCs to identify the essential learnings and the formative assessments they will use to measure student progress towards that learning. Guiding questions and considerations are embedded into the one-stop-shop (Chart 1).

Chart 1: Excerpt from 2022-23 PLC One-Stop-Shop

The purpose of a PLC is to ensure EVERY student is learning at high levels.											
<p><b>Guiding Questions for Essential Learnings:</b>            What is critical for EVERY student to know and do by in our classes?            What learning and skills will we PROMISE for every student?</p> <p>VIDEO LINK: <a href="#">Get Insanely Clear About Essential Learnings</a>            LINK: <a href="#">Consider Transfer Goals (pgs 5-7)</a></p>	<p><b>Guiding Questions for Common Formative Assessments:</b>            How will we know students have these skills and knowledge?            What will we do to ensure learning happens? How will we respond?</p> <p>VIDEO LINK: <a href="#">How to use Common Formative Assessments</a>            LINK: <a href="#">The Power of a Common Formative Assessment Cycle</a></p>										
<p><b>Identified Essential Learnings - Semester 1</b>            Identify 3-5 essential learnings on which to focus your PLC work</p> <table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5	<p><b>How might we monitor progress towards this essential learning?</b>            Possible common assessments aligned to each Essential Learning</p> <table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
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5											
<p><b>Considerations for Essential Learnings:</b>            *What knowledge or skills have value beyond a single test date?            *What knowledge or skills have value in multiple disciplines?            *What knowledge or skills are necessary for success in the next unit or the next level of instruction?</p>	<p><b>Considerations for Common Formative Assessments:</b>            *What proficiency do we want EVERY student to achieve on our CFAs?            *How will we use the data of our CFAs to build teacher efficacy and help students achieve at higher levels?            *What interventions will we use for students that are "not there yet" and what extensions will we use for students that "got it"?</p>										

During the two-hour PLC meeting on the transition day between quarters, November 11, principals encouraged teams to reflect on their work in the first quarter and connect that work with District priorities related to belonging and academics. Below is a sample of the types of question principals asked.

1. When you analyze your data from Q1 (formative assessments, summative assessments, etc...), what student-specific patterns/trends have you noticed related to your results?
2. What teacher factors may have contributed to your results? (ex: frequency of strategy use, level of strategy implementation, modeling, routines, feedback, group size, etc.)
  - a. What did you notice about students that were successful? How did you go about connecting with students who were successful?
  - b. What did you notice about students that were not successful? How did you go about connecting with students who were less successful?
  - c. Did you notice any trends/patterns?
  - d. What might have prevented your students from regularly doing the things that lead to in-class success (barriers)? How might you respond to those barriers?

- e. What interventions did you provide for students that were not demonstrating success?
  - f. What extensions did you provide for students that demonstrated mastery of the content?
3. Considering your results, what might you do similarly next quarter? Why? What might you do differently? Why? How will you use your feedback/results from this quarter to assist in preparing for the rest of the year? In what ways could your formative assessments align better with your summative assessments?

The final team in an effective MTSS framework is the problem-solving team. In Minnetonka our Student Support Teams, SSTs, function as the problem-solving team. The purpose of the SST is to guide, monitor and evaluate Tier 3 interventions for individuals or groups of students in the areas of social emotional and/or academics. The team focuses on student level learning and outcomes. While there is a core team of 8-10 staff members with different areas of expertise, the needs of the student drive team membership. SST meetings occur weekly at each building, with teachers referring students not making progress even with support at Tier 1 and Tier 2. Questions that may be posed at SST include, but are not limited to:

1. What is the discrepancy between what is expected and what is occurring for this individual student?
2. Why is the problem occurring? What is causing the skill gap for this individual student?
3. What are we going to do to close the skill gap for this individual student? What is the plan to deliver intensive/individualized instruction?
4. How will the effectiveness of instruction be monitored for this individual student?
5. Was the intervention effective for this individual student? What is needed to support growth?

### *Professional Learning*

Adult professional learning is fundamental to successful implementation of the MTSS framework. Each team in the MTSS structure requires unique and essential learning experiences. Each teacher, as a part of one or more teams, is actively engaged in various learning experiences pertaining to implementing the MTSS framework.

The District Leadership Team continues to work with the team from CAREI quarterly to deepen their understanding of MTSS in both theory and practice. Most recently the team focused on understanding and developing a data analysis protocol for both BLTs and PLCs.

In the spring of 2022, building administrators identified the teachers and specialists who would participate in their building leadership teams. Those members were invited to a morning of learning on August 17 with the DLT and the CAREI team. The goal of this session was to ensure that each member of BLTs understood both the importance of implementing an MTSS framework as well as the structures, systems, and resources for an MTSS framework. Over 100 teachers and administrators gathered in Minnetonka High School's Black Box to learn, to collaborate, and to plan their initial implementation.

As a part of regular principal meetings, professional development is being provided to deepen their understanding of the framework as well as to support them with key learning to lead their BLTs and support their PLCs. At the October all-principals meeting assessment consultant Nicole Dimich shared the presentation “Balanced Assessment: Assessment that Builds Hope, Efficacy and Achievement.” This was well received by administrators and follow-up sessions at both the site and district level are anticipated. In November, principals reviewed, discussed, and made recommendations to adjust the common agenda that the DLT developed for BLTs.

Many sites participated in the MTSS Foundations with CAREI on November 1. The goal of this workshop was to provide a shared understanding of the core elements of the MTSS framework for all teachers. Dr. Gibbons shared an overview of MTSS, the quality components of Tier 1 instruction and reinforced the role of the collaborative PLC team. At the conclusion of the seminar, participants were asked to reflect on their learning through a Google form. Several themes emerged:

- Participants reported a good understanding of Tier 1 instruction and intervention.
- In terms of their use of common formative assessments, some reported using common formative assessments consistently to analyze and respond to student learning; some use formative assessment but not common; and some use only common summative assessments.
- There was some confusion regarding the difference between SST and MTSS.
- Many teachers expressed an interest in a data-base of evidence-based instructional practices.
- Many teachers expressed the need for additional time to do this important work.

Additionally, teachers identified future professional learning needs:

- Evidence-based effective universal instruction
- Examples of effective interventions (math, reading/literacy, SEL)
- Interventions in Spanish/Chinese
- More from CAREI
- More PLC time
- Scenario role-playing for situations
- Professional learning on how to challenge and differentiate for students in 90-99% percentile
- John Hattie’s research

Following the workshop, one teacher commented, “Today's presentation was powerful. Her excitement was contagious and it's important to ensure all teachers receive the same information. Digging deeper on how teachers and their PLCs can differentiate and support all students with Tier 1 interventions/extensions will be critical next steps.”

Principals have been provided with the feedback specific to their sites so that they may respond to the feedback accordingly.

On November 17, 2022, Dr. Kim Gibbons, Director of CAREI, will provide an overview on MTSS with the high school leadership team. This team will consist of administrators,

deans, department chairs, counselors and their building level MTSS team (BLT). The intentional focus will be on MTSS at the secondary level, supporting teachers in understanding Tier 1 instruction, how to differentiate at Tier 1 and utilize PLCs as the vehicle to do this work. Staff will be able to understand how to meet the needs of all learners through interventions and enrichment within core instruction. While essential components of MTSS are the same, how they are translated into effective practice and are integrated into a high school's processes differ. Honoring these differences and providing the foundational learning, framework, and structures to meet these unique needs will support all those within the system. Furthermore, this team will determine the next steps in implementation at Minnetonka High School.

## **Assessment and Decision Making**

### *Data Literacy Processes*

While data literacy has been a focus for years in Minnetonka, the shift to implementing the MTSS framework has required new learning and new ways to analyze and respond to assessment data. As a result of the CAREI report findings, the District made focused efforts to view NWEA-MAP data in a manner that is predictive of student MCA performance. The new data protocol was introduced to elementary staff during each site's fall data retreats, which took place in October, following fall NWEA-MAP testing. School staff were taught how to view their students' data in a manner that was aligned to the CAREI recommendations. Based on these new thresholds for predicted performance, teachers engaged in robust discussions about Tier 1 classroom instruction and intervention.

Furthermore, during the data retreat meetings at each elementary site, the effectiveness of a balanced assessment system was promoted. The message to staff centered around describing the purposes and uses for various types of assessments including, standardized assessments (MCAs), benchmark assessments (NWEAs, FAST), end of unit assessments (classroom summative assessments), common formative assessments, and formative assessments was discussed. While each type of assessment has a purpose, the latter three are the assessments teachers will use to make instructional decisions for their students. This message mirrored the principal learning work. During the data retreats, it became evident that shifting to using common formative assessments to respond to student learning offered the greatest opportunity to improve student outcomes.

In addition to staff participating in data retreats as part of their individual grade level meetings (PLCs), some staff are members of their respective Building Leadership Teams (BLTs). As a part of BLT meetings, teams focus on standardized assessment data over time. A portion of the new data protocol focuses on identifying student risk levels on standardized test data: Low Risk, Some Risk, and High Risk. These risk categories and the reading and math data associated with them were shared with BLTs in the fall, and teams discussed what the data reveal and how they could respond to the data to ensure Tier 1 support is provided in the classroom for all students.

In alignment with the District MTSS action plan, both the annual elementary data retreats and the newly structured BLT meetings provide a consistent process for data analysis that is aligned from the grade level to the site level, to the District level team.

### *Expansion of Universal Screening*

This fall the district is piloting the Cognitive Abilities Screener at the second grade level. This screener will provide additional information to classroom teachers about students' reasoning development in three areas: Verbal, Quantitative and Nonverbal. These results will inform instruction and, in combination with other data, help find those students who will benefit from the array of Advanced Learning opportunities including Tier 1 enrichment.

Significant progress was made with expansion of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) from the elementary into the secondary level. SAEBS is one of the only social-emotional-behavioral (SEB) universal screening tools built to align with a dual-factor model of student social-emotional functioning, which asserts that mental health should be defined by both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills). SAEBS is grounded within a conceptual model stating that a student's success in school is not only related to their academic achievement, but also success within multiple behavioral domains.

To plan this expansion, meetings were held with core stakeholders at the middle school and high school level. The counselors and psychologists, along with key team members from administration at the secondary levels, met regularly to discuss specifics and plan for the launch of the screener. Principals at the middle schools and high school presented the information to teachers regarding this universal screener, focusing on the benefits of having a brief, norm-referenced tool to help better understand what our students feel are the critical issues and factors (work completion, stress levels, interpersonal relations, peer engagement, etc.) influencing their social and emotional well-being.

To date, the SAEBS and mySAEBRS screener has been completed in grades 6 and 9. These grade levels were prioritized as these are key transition years for students. This screener provides staff with one additional piece of information to help identify students who may be experiencing challenges in school such as work completion, stress levels, interpersonal relations or engagement. Our goal in using this tool is to be responsive to student needs in a proactive and preventative model of supporting student well-being.

Further, data from the three SAEBS domains is being analyzed to identify trends and patterns. These results will be used to identify lesson needs and select appropriate SEL curriculum.

Feedback from the initial grades 6 and 9 screenings will be used to make decisions and recommendations for next steps for completing the screening at additional secondary grade levels, specifically as it relates to timing, frequency, analysis of the data, and ensuring the infrastructure is in place to respond to this additional information.

## Multi-level Instruction

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

To support Tier 1 instruction and Tier 1 intervention and extension, all teachers have participated in professional learning at the site level. Building administrators, keenly aware of the professional learning required to fully implement MTSS, were empowered to determine the structure and timing of the learning at their sites. Principals could leverage the early releases and late starts that are embedded into the calendar or could reimagine their staff meetings to include professional learning. Sites have professional learning chairs, teacher leaders, who collaborate with their administrators, to plan for these experiences. Highlights from each site's fall plans follow.

- Clear Springs Elementary: Tiered behavior interventions (September) and advanced learning interventions (November)
- Deephaven Elementary: Guided reading intervention best practices (September) MTSS Foundations with CAREI and differentiation within an MTSS system
- Excelsior Elementary: Understanding the FastBridge platform so that teachers better understand resources available to support MTSS (September); MTSS Foundations with CAREI and site based overviews from building leaders in advanced learning, literacy, math, and counseling
- Groveland Elementary: MTSS breakout session choices: The Gifted Learner, Reading Fluency, Math Interventions and Extensions, or Tier 1.5 Teacher Managed, Classroom Based Behavioral Interventions (November)
- Minnewashta Elementary: MTSS for Advanced Learners in Tier 1 classroom (September); MTSS Foundations with CAREI & Tier 1 Math & Interventions (November)
- Scenic Heights Elementary: MTSS/RTI through Global PD (September); MTSS Foundations with CAREI
- Minnetonka Middle School East: Literacy Data and How to Respond; Integrating SEL into Everyday Instruction (September); Literacy strategy sessions throughout the fall; Data & Intervention by department
- Minnetonka Middle School West: Engaging Students in Reading Nonfiction, Content Area Literacy (September); Nonfiction Signposts Reading Strategies, MTSS Foundations (November)
- Minnetonka High School: Removing Barriers to Learning; Reading Strategies for Challenging Texts (September)
- Minnetonka Community Education Center: Supporting Speech & Language Development in the Preschool Classroom, Teaching and Supporting Students in Solving Social Problems.

Teacher instructional coaches who work with individual teachers as well as support PLCs are learning new skills so that they may lead professional learning at their sites and at the District level. For example, this fall, several coaches participated in a Douglas Fisher and Nancy Frey two-part workshop on gradual release of responsibility, which is a research-based Tier One instructional practice. They are already developing a workshop to pay their learning forward.

### **Next Steps**

Implementation of the Year One action plan is ongoing. An update on progress will be provided in Spring of 2023.

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### **RECOMMENDATION/FUTURE DIRECTION:**

This report is provided for the Board's information.

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

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

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

## INFORMATION

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

### Study Session Agenda Item #3

Title: Review of FY22 Audit Financial Statements

November 17, 2022

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#### EXECUTIVE SUMMARY:

The audit of the Fiscal Year 2022 Financial Statements has been completed by the auditing firm of CliftonLarsonAllen LLP and is being readied for acceptance and approval by the School Board at the December 1 School Board Meeting.

Michelle Hoffman, CPA will review the Basic Financial Statements in the audit at the November 17, 2022, School Board Study Session prior to final approval of the complete audit report on December 1, 2022. Upon approval, the audited financial statements will be filed with the Minnesota Department of Education prior to December 30 as required by statute.

The Minnetonka Independent School District 276 will be receiving an unmodified opinion from CliftonLarsonAllen, which means the financial statements present fairly the financial position of the District on June 30, 2022.

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#### ATTACHMENTS:

FY2022 Basic Financial Statements

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#### RECOMMENDATION/FUTURE DIRECTION:

The draft Fiscal Year 2022 Basic Financial Statements are being presented for review prior to approval and acceptance of the complete audit and Annual Comprehensive Financial Report on December 1, 2022.

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

Concurrence:   
David Law, Superintendent

## **BASIC FINANCIAL STATEMENTS**

DRAFT

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF NET POSITION  
JUNE 30, 2022**

	Governmental Activities	
	2022	2021
<b>ASSETS</b>		
Cash and Investments	\$ 98,520,724	\$ 98,486,268
Cash with Fiscal Agent	10,544,346	3,849,144
Receivables:		
Property Taxes	28,486,942	27,764,238
Other Governments	14,643,628	12,248,943
Long-Term Leases	365,133	-
Other	226,364	188,777
Prepaid Items	1,860,440	1,484,373
Inventories	297,381	322,436
Capital Assets:		
Land and Construction in Progress	8,510,259	8,070,117
Other Capital Assets, Net of Depreciation and Amortization	163,572,653	156,455,837
Total Assets	<u>327,027,870</u>	<u>308,870,133</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Losses on Debt Refunding	1,231,476	1,499,529
Deferred Outflows - Pension Payments	50,079,245	52,811,334
Deferred Outflows - Other Postemployment Benefits	329,721	986,917
Total Deferred Outflows of Resources	<u>51,640,442</u>	<u>55,297,780</u>
<b>LIABILITIES</b>		
Salaries Payable	10,450,339	9,823,312
Accounts and Contracts Payable	5,659,803	5,146,213
Accrued Interest	2,380,480	1,590,124
Due to Other Governmental Units	(2,948)	150,118
Unearned Revenue	4,553,543	4,215,986
Long-Term Liabilities:		
Net Pension Liability	70,124,680	110,139,261
Other Postemployment Benefits Due Within One Year	870,423	870,423
Other Postemployment Benefits Liability Due in More Than One Year	7,666,062	10,109,400
Other Long-Term Liabilities Due Within One Year	11,844,564	9,531,510
Other Long-Term Liabilities Due in More Than One Year	174,818,802	165,395,280
Total Liabilities	<u>288,365,748</u>	<u>316,971,627</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Property Taxes Levied for Subsequent Year	52,112,842	50,989,649
Long-Term Leases	359,956	-
Deferred Inflows - Pensions	110,803,194	76,905,958
Deferred Inflows - Other Postemployment Benefits	1,348,429	167,544
Total Deferred Inflows of Resources	<u>164,624,421</u>	<u>128,063,151</u>
<b>NET POSITION</b>		
Net Investment in Capital Assets	16,716,121	17,088,790
Restricted for:		
General Operating Capital Purposes	802,841	148,862
State-Mandated Reserves	111,162	135,058
Food Service	2,929,938	1,354,312
Community Service	2,760,448	820,613
Capital Projects	13,771,231	6,338,634
Other Purposes	282,472	260,480
Unrestricted	(111,696,070)	(107,013,614)
Total Net Position	<u>\$ (74,321,857)</u>	<u>\$ (80,866,865)</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2022**

Functions	2022				2021	
	Expenses	Program Revenues			Net (Expense)	Net (Expense)
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Revenue and Change in Net Position	Revenue and Change in Net Position
					Total Governmental Activities	Total Governmental Activities
<b>GOVERNMENTAL ACTIVITIES</b>						
Administration	\$ 5,417,704	\$ -	\$ 382,756	\$ (32,850)	\$ (5,067,798)	\$ (4,649,975)
District Support Services	6,757,832	32,302	49,219	-	(6,676,311)	(6,960,153)
Regular Instruction	94,533,028	2,026,635	3,754,615	(816)	(88,752,594)	(96,212,052)
Vocational Education Instruction	1,219,336	-	32,750	-	(1,186,586)	(1,124,687)
Special Education Instruction	22,240,745	-	17,401,618	-	(4,839,127)	(6,206,183)
Instructional Support Services	7,105,307	219,356	772	-	(6,885,179)	(7,249,026)
Pupil Support Services	5,770,929	195,367	563,272	-	(5,012,290)	(4,648,367)
Sites and Buildings	13,212,250	-	839,116	1,728,179	(10,644,955)	(8,913,625)
Fiscal and Other Fixed Cost Programs	609,346	-	14,160	-	(595,186)	(424,004)
Food Service	4,821,519	1,293,199	5,266,716	-	1,738,396	(50,414)
Community Service	11,120,173	10,668,633	1,451,946	-	1,000,406	(1,302,017)
Transportation	5,217,071	-	311,567	-	(4,905,504)	(5,003,032)
Interest and Fiscal Charges on Long-Term Liabilities	4,364,906	-	-	-	(4,364,906)	(6,211,392)
Total School District	<u>\$ 182,390,146</u>	<u>\$ 14,435,492</u>	<u>\$ 30,068,507</u>	<u>\$ 1,694,513</u>	<u>(136,191,634)</u>	<u>(148,954,927)</u>
<b>GENERAL REVENUES</b>						
Property Taxes Levied for:						
General Purposes					45,906,033	44,827,510
Community Service					966,046	956,817
Debt Service					9,002,056	8,727,580
State Aid Not Restricted to Specific Purposes					87,219,564	83,977,491
Earnings on Investments					(1,814,251)	5,354,173
Miscellaneous					1,457,194	546,047
Total General Revenues					<u>142,736,642</u>	<u>144,389,618</u>
<b>CHANGE IN NET POSITION</b>					6,545,008	(4,565,309)
Net Position - Beginning					<u>(80,866,865)</u>	<u>(76,301,556)</u>
<b>NET POSITION - ENDING</b>					<u>\$ (74,321,857)</u>	<u>\$ (80,866,865)</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
BALANCE SHEET – GOVERNMENTAL FUNDS  
JUNE 30, 2022  
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2022	2021
<b>ASSETS</b>							
Cash and Investments	\$ 40,731,790	\$ 3,361,978	\$ 4,848,704	\$ 13,761,231	\$ 5,528,765	\$ 68,232,468	\$ 55,881,542
Cash with Fiscal Agent	1,267,064	-	-	9,277,282	-	10,544,346	3,849,144
Receivables:							
Current Property Taxes	23,037,297	-	490,172	-	4,718,410	28,245,879	27,653,082
Delinquent Property Taxes	241,063	-	-	-	-	241,063	111,156
Accounts and Interest Receivable	110,252	23,211	53,180	10,000	8,065	204,708	188,777
Due from Other Minnesota School Districts	197,357	-	111,567	-	-	308,924	166,469
Due from Minnesota Department of Education	10,925,340	5,639	39,473	-	75,716	11,046,168	10,306,927
Due from Federal through Minnesota Department of Education	2,506,164	205,814	-	-	-	2,711,978	1,482,301
Due from Other Governmental Units	551,042	-	25,516	-	-	576,558	293,246
Due from Other Funds	754,419	-	-	-	-	754,419	750,607
Long-Term Leases Receivable	365,133	-	-	-	-	365,133	-
Inventory	215,626	81,755	-	-	-	297,381	322,436
Prepays	1,384,201	1,160	13,755	-	984,611	2,383,727	3,285,871
<b>Total Assets</b>	<b>\$ 82,286,748</b>	<b>\$ 3,679,557</b>	<b>\$ 5,582,367</b>	<b>\$ 23,048,513</b>	<b>\$ 11,315,567</b>	<b>\$ 125,912,752</b>	<b>\$ 104,291,558</b>
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE</b>							
<b>Liabilities:</b>							
Salaries and Compensated Absences Payable	\$ 6,352,124	\$ 36,934	\$ 471,836	\$ -	\$ -	\$ 6,860,894	\$ 6,458,286
Payroll Deductions and Employer Contributions Payable	3,586,777	324	1,182	-	-	3,588,283	3,365,026
Accounts and Contracts Payable	2,277,297	8,662	158,339	1,121,405	-	3,565,703	2,798,882
Due to Other Governmental Units	(2,948)	-	-	-	-	(2,948)	150,118
Unearned Revenue	419,514	620,784	1,196,757	-	-	2,237,055	1,743,848
<b>Total Liabilities</b>	<b>12,632,764</b>	<b>666,704</b>	<b>1,828,114</b>	<b>1,121,405</b>	<b>-</b>	<b>16,248,987</b>	<b>14,516,160</b>
<b>Deferred Inflows of Resources:</b>							
Levied for Subsequent Year	41,698,949	-	980,050	-	9,433,843	52,112,842	50,989,649
Unavailable Revenue - Delinquent Property Taxes	105,815	-	-	-	-	105,815	111,156
Long-Term Leases	359,956	-	-	-	-	359,956	-
<b>Total Deferred Inflows of Resources</b>	<b>42,164,720</b>	<b>-</b>	<b>980,050</b>	<b>-</b>	<b>9,433,843</b>	<b>52,578,613</b>	<b>51,100,805</b>
<b>Fund Balance:</b>							
<b>Nonspendable:</b>							
Inventory	215,626	81,755	-	-	-	297,381	322,436
Prepays	1,384,201	1,160	13,755	-	984,611	2,383,727	3,285,871
<b>Restricted for:</b>							
Student Activities	36,446	-	-	-	-	36,446	7,615
Scholarships	246,026	-	-	-	-	246,026	252,866
Projects Funded by Certificates of Participation	-	-	-	48	-	48	3,844,002
Operating Capital	802,841	-	-	-	-	802,841	148,862
Community Education	-	-	1,820,785	-	-	1,820,785	153,886
Early Childhood and Family Education	-	-	532,075	-	-	532,075	397,857
School Readiness	-	-	281,722	-	-	281,722	243,114
Adult Basic Education	-	-	7,249	-	-	7,249	14,524
Long-Term Facilities Maintenance	-	-	-	5,337,007	-	5,337,007	4,592,399
Restricted for Other Purposes	-	2,929,938	118,617	16,590,053	897,113	20,535,721	2,546,186
Restricted for Medical Assistance	111,162	-	-	-	-	111,162	135,058
<b>Assigned for:</b>							
Q Comp	436,430	-	-	-	-	436,430	296,986
Athletic Equipment	489,392	-	-	-	-	489,392	382,534
Special Purposes	1,507,568	-	-	-	-	1,507,568	1,272,591
Capital Projects Tech Levy	3,022,485	-	-	-	-	3,022,485	445,258
<b>Unassigned</b>	<b>19,237,087</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>19,237,087</b>	<b>20,332,548</b>
<b>Total Fund Balance</b>	<b>27,489,264</b>	<b>3,012,853</b>	<b>2,774,203</b>	<b>21,927,108</b>	<b>1,881,724</b>	<b>57,085,152</b>	<b>38,674,593</b>
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Balance</b>	<b>\$ 82,286,748</b>	<b>\$ 3,679,557</b>	<b>\$ 5,582,367</b>	<b>\$ 23,048,513</b>	<b>\$ 11,315,567</b>	<b>\$ 125,912,752</b>	<b>\$ 104,291,558</b>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS  
TO THE STATEMENT OF NET POSITION  
JUNE 30, 2022  
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)**

	2022	2021
<b>Total Fund Balance for Governmental Funds</b>	<b>\$ 57,085,152</b>	<b>\$ 38,674,593</b>
Total net position reported for governmental activities in the statement of net position is different because:		
Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:		
Land	4,450,229	4,450,229
Construction in Progress	4,060,030	3,619,888
Land Improvements, Net of Accumulated Depreciation	12,097,911	13,065,807
Buildings and Improvements, Net of Accumulated Depreciation	138,346,481	136,028,985
Equipment, Net of Accumulated Depreciation	9,633,717	7,361,045
Leased Buildings and Equipment, Net of Accumulated Amortization	3,494,544	-
Some of the District's property taxes will be collected after year-end, but are not available soon enough to pay for the current period's expenditures and, therefore, are reported as unearned revenue in the funds.	105,815	111,156
When a bond defeasance occurs the difference between the amount paid to the refunded bond escrow and the principal of the defeased debt is expensed in the governmental funds. These expenditures are capitalized on the statement of net position as deferred charges.	1,231,476	1,499,529
Interest on long-term debt which is paid prior to it becoming due is recorded as a prepaid item in the governmental funds, but for the government-wide purposes the interest accrues over time and, therefore, the prepaid is removed and expensed.	(523,287)	(1,801,498)
Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due.	(2,380,480)	(1,590,124)
The District's net pension liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year-end are:		
Net Pension Liability	(70,124,680)	(110,139,261)
Deferred Inflows of Resources - Pensions	(110,803,194)	(76,905,958)
Deferred Outflows of Resources - Pensions	50,079,245	52,811,334
The District's OPEB liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year end are:		
Other Postemployment Benefits Liability	(8,536,485)	(10,979,823)
Deferred Inflows of Resources - Other Postemployment Benefits	(1,348,429)	(167,544)
Deferred Inflows of Resources - Other Postemployment Benefits	329,721	986,917
Long-term liabilities that pertain to governmental funds, including bonds payable, are not due and payable in the current period and, therefore, are not reported as fund liabilities. All liabilities - both current and long-term - are reported in the statement of net position. Balances at year-end are:		
Bonds Payable	(108,860,000)	(108,250,000)
Unamortized Premiums	(5,285,555)	(7,005,943)
Certificates of Participation Payable	(64,055,000)	(56,345,000)
Promissory Note Payable	(342,648)	(445,258)
Obligations Under Financed Purchases	(2,679,837)	(775,990)
Long-Term Leases Payable	(3,591,637)	-
Severance Benefits Payable	(487,496)	(560,935)
Compensated Absences Payable	(1,241,793)	(1,358,264)
Early Retirement Incentive Payable	(119,400)	(185,400)
Internal service funds are used by management to charge the costs of health and dental insurance services to individual funds. The assets and liabilities of the internal service funds are included in governmental activities in the statement of net position. Internal service fund net position at year-end is:	25,143,743	37,034,650
<b>Total Net Position of Governmental Activities</b>	<b>\$ (74,321,857)</b>	<b>\$ (80,866,865)</b>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND  
CHANGE IN FUND BALANCE – GOVERNMENTAL FUNDS  
YEAR ENDED JUNE 30, 2022  
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2022	2021
<b>REVENUES</b>							
Local Sources:							
Property Taxes	\$ 45,889,816	\$ -	\$ 967,846	\$ -	\$ 9,021,814	\$ 55,879,476	\$ 54,560,896
Earnings and Investments	294,214	7,192	13,602	2,999	18,611	336,618	480,612
Other	7,492,991	1,295,026	11,230,496	20,891	-	20,039,404	11,765,146
State Sources	104,214,361	169,552	491,568	-	752,954	105,628,435	101,768,804
Federal Sources	4,589,447	5,093,977	397,878	-	-	10,081,302	8,301,974
Total Revenues	162,480,829	6,565,747	13,101,390	23,890	9,793,379	191,965,235	176,877,432
<b>EXPENDITURES</b>							
Current:							
Administration	5,394,361	-	-	-	-	5,394,361	4,445,113
District Support Services	6,505,745	-	-	-	-	6,505,745	6,978,156
Elementary and Secondary Regular Instruction	89,872,882	-	-	-	-	89,872,882	88,480,898
Vocational Education Instruction	1,207,168	-	-	-	-	1,207,168	1,091,521
Special Education Instruction	22,906,881	-	-	-	-	22,906,881	21,516,900
Instructional Support Services	7,312,674	-	-	-	-	7,312,674	7,371,669
Pupil Support Services	5,877,683	-	-	-	-	5,877,683	4,579,385
Sites and Buildings	9,262,975	-	-	-	-	9,262,975	8,894,638
Fiscal and Other Fixed Cost Programs	609,346	-	-	-	-	609,346	468,403
Food Service	-	4,966,851	-	-	-	4,966,851	3,379,971
Community Service	-	-	11,243,290	-	-	11,243,290	9,196,975
Transportation	5,217,071	-	-	-	-	5,217,071	5,382,421
Capital Outlay	5,960,316	19,825	28,745	10,634,500	-	16,643,386	12,917,080
Debt Service:							
Principal	4,118,682	-	5,513	-	7,060,000	11,184,195	9,369,143
Interest and Fiscal Charges	2,154,754	-	531	-	3,808,332	5,963,617	6,064,297
Total Expenditures	166,400,538	4,986,676	11,278,079	10,634,500	10,868,332	204,168,125	190,136,570
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	(3,919,709)	1,579,071	1,823,311	(10,610,610)	(1,074,953)	(12,202,890)	(13,259,138)
<b>OTHER FINANCING SOURCES (USES)</b>							
Sale of Bonds	-	-	-	6,245,000	42,185,000	48,430,000	35,350,000
Bond Premium	-	-	-	227,727	1,087,797	1,315,524	1,114,656
Issuance of Certificates of Participation	-	-	-	9,725,000	-	9,725,000	1,290,000
Premium on Certificates of Participation	-	-	-	839,403	-	839,403	62,738
Long-Term Leases	2,919,343	-	-	-	-	2,919,343	1,160,001
Payment to Refunded Bond Escrow Agent	-	-	-	-	(42,465,821)	(42,465,821)	(26,499,378)
Transfers In	-	-	39,770	9,850,000	-	9,889,770	8,850
Transfers Out	(29,494)	-	-	-	(10,276)	(39,770)	(8,850)
Total Other Financing Sources (Uses)	2,889,849	-	39,770	26,887,130	796,700	30,613,449	12,478,017
<b>NET CHANGE IN FUND BALANCE</b>	(1,029,860)	1,579,071	1,863,081	16,276,520	(278,253)	18,410,559	(781,121)
<b>FUND BALANCES</b>							
Beginning of Year	28,519,124	1,433,782	911,122	5,650,588	2,159,977	38,674,593	39,455,714
End of Year	\$ 27,489,264	\$ 3,012,853	\$ 2,774,203	\$ 21,927,108	\$ 1,881,724	\$ 57,085,152	\$ 38,674,593

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE  
IN FUND BALANCE – GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2022  
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	2022	2021
<b>Net Change in Fund Balance - Total Governmental Funds</b>	<b>\$ 18,410,559</b>	<b>\$ (781,121)</b>
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. The amount by which capital outlays exceeded depreciation in the current period:		
Capital Outlays	12,686,562	10,849,573
Loss on Disposal of Capital Assets	(1,207)	(34,479)
Depreciation and Amortization Expense	(8,920,538)	(7,388,887)
Delinquent property taxes receivable will be collected this year, but are not available soon enough to pay for the current period's expenditures and, therefore, are unearned in the governmental funds.	(5,341)	(48,989)
Pension expenditures in the governmental funds are measured by current year employer contributions. Pension expenses on the statement of activities are measured by the change in the net pension liability and the related deferred inflows and outflows of resources.	3,385,256	(9,070,018)
In the statement of activities, certain operating expenses - severance benefits, compensated absences, and retirement incentives - are measured by amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (amounts actually paid).	255,910	(39,243)
Payments to the District's OPEB liability are recognized as expenditures at the fund level while the change in the OPEB obligation and the related deferred inflows and outflows of resources are recognized in the statement of net position.	605,257	(224,856)
The governmental funds report bond proceeds as financing sources, while repayment of bond principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. Also, governmental funds report the effect of premiums when debt is first issued, whereas these amounts are amortized in the statement of activities. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in treatment is as follows:		
General Obligation Bonds and Certificates of Participation Issued	(58,155,000)	(36,640,000)
Bond Premium or Discount	(2,154,927)	(1,177,394)
Promissory Note Issuance	-	-
Issuance of Long-Term Leases	(2,919,343)	-
Refunding Payments of Bonds and Certificates of Participation Payable	41,090,000	26,499,378
Bond Premium Included in Loss on Refunding	-	(1,804,378)
Repayment of Bond Principal	7,060,000	6,085,000
Repayment of Certificates of Participation Payable	2,415,000	3,284,143
Repayment of Financed Purchases	951,923	-
Repayment of Promissory Note	102,610	-
Repayment of Long-Term Leases	264,077	-
Change in Accrued Interest Payable	(790,356)	117,181
Change in Prepaid Interest and Principal Expensed	548,211	172,323
Amortization of Bond Premium	3,875,315	547,457
Amortization of Deferred Charges on Refunding Bonds	(268,053)	(339,679)
Internal service funds are used by the District to charge the costs of employee health and dental benefits to individual funds. The net revenue of the internal service funds is reported with governmental activities.	(11,890,907)	5,428,680
<b>Total</b>	<b>\$ 6,545,008</b>	<b>\$ (4,565,309)</b>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN  
FUND BALANCE – BUDGET AND ACTUAL – GENERAL FUND  
YEAR ENDED JUNE 30, 2022**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
<b>REVENUES</b>				
Local Sources:				
Property Taxes	\$ 45,495,054	\$ 45,495,055	\$ 45,889,816	\$ 394,761
Earnings and Investments	720,000	720,000	294,214	(425,786)
Other	5,707,107	6,077,197	7,492,991	1,415,794
State Sources	103,030,786	103,797,715	104,214,361	416,646
Federal Sources	2,510,487	4,786,434	4,589,447	(196,987)
Total Revenues	157,463,434	160,876,401	162,480,829	1,604,428
<b>EXPENDITURES</b>				
Current:				
Administration	4,664,837	5,328,333	5,394,361	66,028
District Support Services	7,581,042	6,274,744	6,505,745	231,001
Elementary and Secondary Regular				
Instruction	83,712,649	87,476,193	89,872,882	2,396,689
Vocational Education Instruction	1,060,339	1,227,249	1,207,168	(20,081)
Special Education Instruction	22,693,829	23,926,844	22,906,881	(1,019,963)
Instructional Support Services	7,367,650	7,502,743	7,312,674	(190,069)
Pupil Support Services	5,594,732	5,367,497	5,877,683	510,186
Sites and Buildings	8,160,302	8,562,647	9,262,975	700,328
Fiscal and Other Fixed Cost Programs	468,000	775,508	609,346	(166,162)
Transportation	4,913,349	5,583,489	5,217,071	(366,418)
Capital Outlay	5,205,718	5,621,401	5,960,316	338,915
Debt Service:				
Principal	2,190,000	3,152,303	4,118,682	966,379
Interest and Fiscal Charges	1,887,421	2,002,052	2,154,754	152,702
Total Expenditures	155,499,868	162,801,003	166,400,538	3,599,535
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	1,963,566	(1,924,602)	(3,919,709)	(1,995,107)
<b>OTHER FINANCING USES</b>				
Issuance of Long-Term Leases	2,855,770	2,855,770	2,919,343	63,573
Transfers Out	-	-	(29,494)	(29,494)
Total Other Financing Sources (Uses)	2,855,770	2,855,770	2,889,849	34,079
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$ 4,819,336</u>	<u>\$ 931,168</u>	(1,029,860)	<u>\$ (1,961,028)</u>
<b>FUND BALANCE</b>				
Beginning of Year			28,519,124	
End of Year			<u>\$ 27,489,264</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN  
FUND BALANCE – BUDGET AND ACTUAL – MAJOR FOOD SERVICE FUND  
YEAR ENDED JUNE 30, 2022**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Over (Under)</u>
	<u>Original</u>	<u>Final</u>	<u>Amounts</u>	<u>Final Budget</u>
<b>REVENUES</b>				
Local Sources:				
Earnings and Investments	\$ 8,500	\$ 8,500	\$ 7,192	\$ (1,308)
Other - Primarily Meal Sales	2,583,325	964,251	1,295,026	330,775
State Sources	129,666	65,000	169,552	104,552
Federal Sources	547,619	3,786,551	5,093,977	1,307,426
Total Revenues	<u>3,269,110</u>	<u>4,824,302</u>	<u>6,565,747</u>	<u>1,741,445</u>
<b>EXPENDITURES</b>				
Current:				
Food Service	6,311,443	5,269,229	4,966,851	(302,378)
Capital Outlay	142,500	117,000	19,825	(97,175)
Total Expenditures	<u>6,453,943</u>	<u>5,386,229</u>	<u>4,986,676</u>	<u>(399,553)</u>
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$ (3,184,833)</u>	<u>\$ (561,927)</u>	1,579,071	<u>\$ 2,140,998</u>
<b>FUND BALANCE</b>				
Beginning of Year			1,433,782	
End of Year			<u>\$ 3,012,853</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN  
FUND BALANCE – BUDGET AND ACTUAL – MAJOR COMMUNITY SERVICE FUND  
YEAR ENDED JUNE 30, 2022**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
<b>REVENUES</b>				
Local Sources:				
Property Taxes	\$ 964,493	\$ 964,493	\$ 967,846	\$ 3,353
Earnings and Investments	40,000	40,000	13,602	(26,398)
Other - Primarily Tuition and Fees	10,769,786	10,904,325	11,230,496	326,171
State Sources	560,671	551,827	491,568	(60,259)
Federal Sources	-	137,550	397,878	260,328
Total Revenues	12,334,950	12,598,195	13,101,390	503,195
<b>EXPENDITURES</b>				
Current:				
Community Service	12,464,906	12,568,086	11,243,290	(1,324,796)
Capital Outlay	74,750	73,500	28,745	(44,755)
Debt Service				
Principal	1,425	2,875	5,513	2,638
Interest and Fiscal Charges	-	-	531	531
Total Expenditures	12,541,081	12,644,461	11,278,079	(1,366,382)
Excess (Deficiency) of Revenues Over (Under) Expenditures	(206,131)	(46,266)	1,823,311	1,869,577
<b>OTHER FINANCING SOURCES</b>				
Transfers In	-	46,254	39,770	(6,484)
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$ (206,131)</u>	<u>\$ (12)</u>	1,863,081	<u>\$ 1,863,093</u>
<b>FUND BALANCE</b>				
Beginning of Year			911,122	
End of Year			<u>\$ 2,774,203</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276**  
**MINNETONKA PUBLIC SCHOOLS**  
**STATEMENT OF NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND**  
**JUNE 30, 2022**  
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	Governmental Activities - Internal Service Funds	
	2022	2021
<b>CURRENT ASSETS</b>		
Cash and Investments	\$ 30,288,256	\$ 42,604,726
Interest Receivable	21,656	-
Total Assets	30,309,912	42,604,726
<b>CURRENT LIABILITIES</b>		
Accounts Payable	1,862	2,065
Claims Payable - Medical	2,093,400	2,345,266
Due to Other Funds	754,419	750,607
Unearned Revenue	2,316,488	2,472,138
Total Current Liabilities	5,166,169	5,570,076
<b>NET POSITION</b>		
Unrestricted	\$ 25,143,743	\$ 37,034,650

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN  
NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND  
YEAR ENDED JUNE 30, 2022  
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	Governmental Activities - Internal Service Funds	
	2022	2021
<b>OPERATING REVENUES</b>		
Charges for Services:		
Health Insurance Premiums	\$ 15,665,169	\$ 15,639,172
Dental Insurance Premiums	1,249,050	1,185,258
Total Operating Revenues	<u>16,914,219</u>	<u>16,824,430</u>
<b>OPERATING EXPENSES</b>		
Salaries	121,538	113,863
VEBA Contributions	1,749,260	1,225,801
Wellness Payments	42,060	42,060
Health Insurance Claim Payments	11,866,724	11,866,724
Dental Insurance Claim Payments	1,168,649	1,168,649
OPEB Payments	754,419	750,607
General Administration Fees	1,101,607	1,101,607
Total Operating Expenses	<u>16,804,257</u>	<u>16,269,311</u>
<b>OPERATING INCOME</b>	109,962	555,119
<b>NONOPERATING INCOME</b>		
Earnings on Investments	(2,150,869)	4,873,561
Transfers to Other Funds	(9,850,000)	-
Total Nonoperating Income (Expenses)	<u>(12,000,869)</u>	<u>4,873,561</u>
<b>CHANGE IN NET POSITION</b>	(11,890,907)	5,428,680
Net Position - Beginning	<u>37,034,650</u>	<u>31,605,970</u>
<b>NET POSITION - ENDING</b>	<u>\$ 25,143,743</u>	<u>\$ 37,034,650</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276**  
**MINNETONKA PUBLIC SCHOOLS**  
**STATEMENT OF CASH FLOWS – PROPRIETARY FUND – INTERNAL SERVICE FUND**  
**YEAR ENDED JUNE 30, 2022**  
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)

	Governmental Activities - Internal Service Funds	
	2022	2021
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Receipts from Interfund Services Provided	\$ 16,736,913	\$ 17,125,514
Payments for Administrative Costs	(1,101,607)	(1,101,607)
Payments for Salaries	(121,538)	(113,863)
Payments for Medical Fees and Insurance Claims	(13,287,442)	(12,626,842)
Payments for Wellness	(42,060)	(42,060)
Payments to Employee VEBA Accounts	(1,749,260)	(1,225,801)
Payments for Retirement Benefits	(750,607)	(794,338)
Net Cash Provided (Used) by Operating Activities	(315,601)	1,221,003
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Interest Received	45,209	122,599
Proceeds from Sale of Investments	750,607	794,338
Net Cash Provided by Investing Activities	795,816	916,937
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	480,215	2,137,940
Cash and Cash Equivalents - Beginning	14,553,346	12,415,406
<b>CASH AND CASH EQUIVALENTS - ENDING</b>	<u>\$ 15,033,561</u>	<u>\$ 14,553,346</u>
Total Cash and Investments per Statement of Net Position	\$ 30,288,256	\$ 42,604,726
Less: Investments Included in Cash and Investments	(15,254,695)	(28,051,380)
Total Cash and Cash Equivalents	<u>\$ 15,033,561</u>	<u>\$ 14,553,346</u>
<b>RECONCILIATION OF OPERATING INCOME TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES</b>		
Operating Income	\$ 109,962	\$ 555,119
Adjustments to Reconcile Operating Income to Net Cash Provided (Used) by Operating Activities:		
(Increase) Decrease in Interest Receivable	(21,656)	-
Increase (Decrease) in Accounts Payable	(203)	(2,735)
Increase (Decrease) in Claims Payable	(251,866)	411,266
Increase (Decrease) in Due to Other Funds	3,812	(43,731)
Increase (Decrease) in Unearned Revenue	(155,650)	301,084
Total Adjustments	(425,563)	665,884
Net Cash Provided (Used) by Operating Activities	<u>\$ (315,601)</u>	<u>\$ 1,221,003</u>
<b>NONCASH INVESTING ACTIVITIES</b>		
Increase in Fair Value of Investments	<u>\$ (2,549,205)</u>	<u>\$ 7,432,446</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF FIDUCIARY NET POSITION  
JUNE 30, 2022**

	Custodial Funds
<b>ASSETS</b>	
Cash and Investments	\$ 560,547
Due From Other Governments	73,746
Total Assets	<u>634,293</u>
<b>LIABILITIES</b>	
Accounts and Contracts Payable	<u>-</u>
<b>NET POSITION</b>	
Restricted	<u><u>\$ 633,581</u></u>

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**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION  
YEAR ENDED JUNE 30, 2022**

	<u>Custodial Funds</u>
<b>ADDITIONS</b>	
Gifts and Donations	\$ 9,752
LCTS Grants	<u>196,231</u>
Total Additions	205,983
 <b>DEDUCTIONS</b>	
Grants Distributed	<u>268,221</u>
 <b>CHANGE IN NET POSITION</b>	 (62,238)
 Net Position - Beginning of Year	 <u>695,819</u>
 <b>NET POSITION - END OF YEAR</b>	 <u><u>\$ 633,581</u></u>

DRAFT

## INFORMATION

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

### Study Session Agenda Item #4

Title: Review of 2023 Legislative Position Statements

November 17, 2022

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#### EXECUTIVE SUMMARY:

Each year during the fall the Finance Advisory Committee works with District administrative staff and the citizens lobbying group Community Action for Student Education (CASE) to develop a platform of position statements for use in communicating District priorities to legislators during the subsequent legislative session.

The attached draft 2023 Legislative Position Statement document articulates key areas in which Minnetonka ISD 276 requires support from the Legislature in order for the District to continue to deliver high performing citizens into society in future years.

The 2023 Legislative Position Statements focus on the need for the Legislature to provide sufficient funding for key funding formulas that are the backbone of programmatic stability for Minnetonka ISD 276.

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#### ATTACHMENTS:


Draft 2023 Legislative Position Statements

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#### RECOMMENDATION/FUTURE DIRECTION:

The draft 2023 Legislative Position Statements are presented for the School Board's review and consideration.

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

Concurrence:   
David Law, Superintendent

Over the past two decades, Minnetonka Independent School District 276 has consistently increased standards for student achievement and continues to innovate to meet those standards. The District has maintained high standards for accountability, parent satisfaction and community support. The District has maintained these standards through prudent financial management, relying on various funding alternatives including budget efficiencies, cost containment, voter approved referendums and modest increases in state funding for selected revenue allocations. To ensure each student achieves their full potential, it is crucial that the State of Minnesota provide adequate funding at a consistent level that both covers inflation of expenses and increasing requirements. Absent that ability from the State of Minnesota, it is incumbent on the State of Minnesota to make available to local school boards mechanisms for additional referendum to make up for the great disparities in State Aid per school district that exist in Minnesota.

The following revenue items are crucial for not only Minnetonka ISD 276, but all school districts in Minnesota, to enable them to meet the needs of all students.

### **Increase the Basic Formula Revenue to Combat the Effects of Inflation – 5% and 5%**

The Minnesota Legislature has not funded Basic Formula Revenue at the rate of inflation since 4.0% was provided in FY06 and 4% in FY07 after three consecutive years of 0% increases. Over the past 20 years FY03-FY22 inflation in Minnesota increased a cumulative 45.84% including 8.12% in FY22 alone. Meanwhile, the Basic Formula was increased only a cumulative 35.48% or \$1,762, which is \$514 below the rate of inflation over that time. For FY23 the State funded a 2.0% increase in the Basic Formula while 8.0% inflation for FY23 is a very distinct possibility. If inflation continues at an 8.00% pace, the shortfall of the Basic Formula to actual inflation will have increased to \$777 by the end of FY23. The Basic Formula should be raised to \$7,206 for FY24 and \$7,566 for FY25 to eliminate 90% of the loss of purchasing power from the consistent State shortfall in Basic Formula ongoing revenue funding to inflation over the past 21 years.

### **Increase Special Education Formulas by the Rate of Inflation to Reduce the General Fund Cross Subsidy of Special Education**

Mandated services for Special Education have steadily increased over both the rate of inflation and the rate of dedicated funding for those services. The appropriation for Special Education services should be increased by the CPI rate of inflation plus 1% in each year of the FY24-FY25 biennium to ensure that the cross subsidy of Special Education is reduced during the biennium and going forward.

### **Approve Third-Tier Local Optional Revenue to Give School Boards Added Local Control to Offset Basic Formula Funding Shortfalls – \$362 Per Adjusted Pupil Unit**

Local Optional Revenue has given Local School Boards flexibility to try to offset annual shortfalls to inflation from the various State Funding formulas. Over the long term, it is reasonable to expect that there will be future funding shortfalls similar to the shortfalls of the past 20 years. The Legislature should approve Third-Tier Local Optional Revenue in the amount of up to \$362 per district, with the amount being at the discretion of the local school board as an optional third tier to make up for future shortfalls as needed. Local school boards would have the discretion to use as much or as little of the levy authority as they deem appropriate, from \$0 up to \$362 per pupil.

### **Increase Operating Referendum Cap for FY2023 And Thereafter to Reduce the Impact of Disparities in State Aid - \$600 Per Adjusted Pupil Unit**

Basic Revenue is the main source of funding for school districts at between 55% and 60% of total revenues. The annual inflation adjustment has lost \$1,263 in purchasing power to inflation since FY2003. As a result, many districts find it necessary to utilize Operating Referendums to ask the local public for additional resources to make up for any deficiencies in State Aid. The referendum cap, currently at \$2,110.97 for FY24, should be increased by \$600 per Adjusted Pupil Unit, to allow school districts to have the opportunity request their local populace to make up for the chronic shortfall in State Basic Revenue Aid and other State Aid disparities. This should be effective for FY23 to allow school districts to do a makeup levy on the 23 Pay 24 Property Tax Levy if their voter-approved referendum cap exceeds the prior cap limit.

## INFORMATION

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

### **Study Session Agenda Item #5**

**Title: Facilities and Traffic Improvement Update**

**Date: November 17, 2022**

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#### **EXECUTIVE SUMMARY:**

The traffic issues at MMW have been the “Gordian Knot” of challenges at MMW for at least the last 15 years and possibly longer. The single entry and the design of the parking lot with a very, very short car queue contribute to challenging traffic situations for drivers at drop off time and pick up time as they attempt to enter and exit the site. The short car queue results in automobiles and buses backing up out of the driveway and onto State Highway 41 to the north, with backups occurring all the way to the crosswalk to the north on occasion.

The District has made numerous attempts over the years to try to improve the situation. A request for a traffic light that would be operating during drop off and pick up times and flashing caution at other times was not approved by MNDOT. A reduced speed zone during drop off and pick up times was approved and implemented. Restriping of State Highway 41 in the vicinity of the driveway to make traffic single lane in each direction with extended turn lanes was approved and implemented. These changes have moderately improved conditions but have not solved the problem.

Two years ago in February 2020, the District and City of Chanhassen authored a co-signed letter of support that petitioned local Legislators Senator David Osmek and Representative Kelly Morrison for funds to construct a roundabout on State Highway 41 at the MMW driveway.

In April of 2022, the District was notified by the City of Chanhassen that there were State funding grants available of \$2.2 million, but the funds would need to be expended by calendar year 2025. An estimate of the roundabout cost is \$2,800,000 with State funds picking up \$2.2 million, the City of Chanhassen willing to pick up \$200,000, and a request of the District for \$400,000.

At that time there were three significant concerns:

1. A roundabout by itself will not solve the problem, because with the short MMW car queue, auto and bus traffic will back up into the car queue and jam it up, which would be worse than the current situation where cars and buses wait in the turn lanes before crossing traffic.
2. The District Operating Capital Funds are very limited, and two projects related to converting the remaining part of the Scenic Heights original gym into a classroom and converting the Excelsior staff lounge that is currently being used for a small classroom into a regular-sized classroom would use up all the available Operating Capital funds in summer 2023.

3. There is no legal mechanism for the District to spend capital funds for school facility capital improvements outside the property boundaries of school facilities, i.e. we do not have funding sources for road or street construction off of school parcels.

However, there is a significant chance that construction of the roundabout, in concert with rearranging of the MMW parking and driveway areas to create a separate drive queue for buses and a separate 1,600-foot-long queue for autos would likely solve the traffic safety concerns for the long term.

However, in order to solve that issue, it is necessary to “move the chess pieces about on the financial chessboard,” but it is possible to make that happen, as follows:

#### Financial Resources Available To Solve The Problem

The District has \$450,000 available in the FY24 Operating Capital Budget for use in summer 2023.

\$250,000 has been designated to going towards the Scenic Heights ½ Remaining Multipurpose Room Conversion to a Classroom Project that were set in motion in June 2022 for which the School Board has already accepted a bid for construction in summer 2023.

\$200,000 has been designated to going towards building any new walls in the Excelsior Staff Lounge to Classroom and Small Group Rooms Project, which will come before the School Board initially as part of this agenda item, but with a possible change in funding sources to bond funding proposed.

The District has \$600,000 available in FY24 Long Term Facilities Maintenance, of which \$530,000 was initially going to fund replacement of plumbing, cabinets, lighting, electrical, ceiling, flooring and painting replacement for the Excelsior Staff Lounge to Classroom and Small Group Rooms Project, and \$70,000 is savings from bids coming in under budget.

The District has the factor of time that comes with the ability to issue a bond to spread payments over time in our Operating Capital Budget.

The District has the ability to squeeze in one more COP Bond payment into the annual Operating Capital revenue stream. Initially, the District was going to use that “final for now until future refundings” bond payment capacity to issue bonds for the Parking Lot Over The Pond for VANTAGE MOMENTUM parking capacity.

However, the City of Minnetonka terminated that project by declaring the pond an unregulated wetland that cannot be filled in. While that stopped the parking lot project, that action freed up that payment capacity for other uses. That payment capacity is still available to make payments on one more COP Bond. The payment capacity can support a COP Bond of \$1.85 million at current rates.

#### Facility Needs That Can Be Solved With The Resources Available

Following are the list of facility needs that can be covered in the plan as we allocate and reallocate the available resources to pay for them.

Scenic Heights ½ Multipurpose Room Conversion To Classroom	\$300,000
Excelsior Staff Lounge Conversion to Classroom & Breakout Rooms	\$700,000
MMW Parking Reconfiguration For Car Queuing	\$450,000

Then, as this is probably the last COP Bond we will issue for several years, it is prudent to consider replacing two temporary-partition rooms in the MME and MMW media centers that really should be converted to full walls for proper instruction to be able to take place.

The costs for these two projects would be:

MMW Temporary Space to Small Classroom	\$225,000
MME Temporary Space to Small Classroom	\$175,000

The total of all these projects is \$1,850,000.

#### \$1,850,000 COP To Fund These Five Projects

Utilizing the remaining COP Payment Capacity in Operating Capital to fund these five projects is possible to do with a single Certificate of Participation even though they are five separate locations.

We would use two techniques that we have done in the past and so we know are able to be done.

The first technique is to have multiple ground leases for the COP bond. We have taken this approach for many COPS in the past, particularly with elementary school additions. We have had summers where all six of our elementary schools were getting additions.

The second technique is to “condo-out” the existing buildings and do a ground lease only under the footprint of the area of the building being worked on. The District used this technique for the 2016F COPs issued for the science research area and three science rooms on the upper floor of the east wing of MHS. In fact, the District requested of our bond counsel Dorsey & Whitney to check into not only condoing-out that portion of the building, but also to do an “air lease” for the second floor “condo” where the facilities were to be constructed. They investigated it and came back with a “yes we can” answer, so that is what the District did.

The District would do the same thing for this 2023A COP – condo-out the footprints under the SCH, EXC, MME and MMW work areas for those ground leases, and then also do a ground lease for the MMW parking lot where the reconfiguration work will take place.

The average payments on a \$1.85 million net-to-construction-fund COP at current interest rates plus 75 basis points are \$142,175 at an estimated rate of 6.25-6.35%.

The bond design will include a 5-year call date on February 2, 2028 so that we can refinance the remaining COP coupons when interest rates drop down again. However, it is important to note that in the 1990s and early 2000s, interest rates in the 5%-7% range for these type of bonds were common, so we are not doing anything that in the past would

have been considered risky, but actually was normal “business as usual” for bond transactions during those time periods.

It is important to note that the District has been able to bond for facilities projects out of the Operating Capital Fund because we have a robust Capital Projects Levy. In addition, bond payments tend to be flat or go down over time as bonds are refunded, and the Operating Capital Fund revenues will increase every year both from any moderate student growth that we may have in the future plus annual modest increases in the funding formula that is driven by building square footage age.

#### MMW Traffic Issues – Solving For The Long Term

What all those financial “chess moves” result in, in addition to meeting the needs of the five projects, is the freeing up of \$600,000 in Long Term Facilities Maintenance and \$450,000 in Operating Capital for other uses.

The \$600,000 in Long Term Facilities Maintenance can be used to do a mill and overlay of the MMW parking lots and driveways after they have been reconfigured with new islands and drive aisle. This will enable new clear striping of the reconfigure lot and drive aisles as well.

The \$450,000 in Operating Capital is available to fund \$400,000 in driveway changes that will occur on the MMW land parcel related to the roundabout construction on Highway 41. This would enable the School Board to commit the funds to the project and the project can then go forward. The City of Chanhassen should be asked to bill us for the \$400,000 cost after July 1, 2023, in Fiscal Year 2024 when the funds are available.

This information is being provided for the School Board to consider whether this course of action is prudent and in the best long-term interests of the students, staff, parents and community at all of the facilities that would be involved and for the District overall.

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#### **ATTACHMENTS:**


None – A PowerPoint will be presented at the Study Session with visual depictions of the various site conditions and the projects represented above.

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#### **RECOMMENDATION/FUTURE DIRECTION:**

This information is presented for the School Board’s information and consideration.

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

**Concurrence:**   
David Law, Superintendent