

SCHOOL BOARD MEETING

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

www.minnetonkaschools.org

December 7, 2023

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

- *Value and nurture each individual,*
- *Inspire in everyone a passion to excel with confidence and hope, and*
- *Instill expectations that stimulate extraordinary achievement in the classroom and in life.*

(All times are approximate)

- 6:20 Recognitions: District Service Center Honored Artists (Elementary Level); Boys Cross Country State Qualifiers; Girls Cross Country State Qualifiers; Boys Soccer State Qualifiers; Girls Swim & Dive State Qualifiers; Girls Tennis State Qualifiers; Girls Volleyball State Qualifiers; Middle School and High School Mountain Biking State Qualifiers; 2023 AP Scholars with Honor; MCEA and LERN awards for Minnetonka Community Education; Leaders and Site Coordinators for the Employee Charitable Giving Campaign
- 7:00 I. Truth in Taxation Hearing
- II. Public Comment on Hearing
- 7:15 III. World's Best Workforce Annual Meeting
- IV. Call of Regular Meeting to Order
- V. Pledge to the Flag
- VI. Adoption of the Agenda
- 7:30 VII. School Report: MMW
- 7:45 VIII. Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse.
- 7:50 IX. Adoption of 2023 Payable 2024 Property Tax Levy
- 8:05 X. Acceptance of FY23 Audit
- 8:35 XI. Update on Long-Term Financial Stability, including Enrollment Cap and Possible Future Budget Reductions
- 8:55 XII. Approval of New Course Proposals, Changes and Deletions
- 9:00 XIII. Approval of MCE Fees

- a. ECFE
 - b. Minnetonka Preschool
 - c. Explorers Club
- 9:15 XIV. Approval of Naming of Forum at VANTAGE/MOMENTUM Building
- 9:20 XV. Approval of 2024 Legislative Position Statements
- 9:25 XVI. Acceptance of Bid for MOMENTUM Aviation Construction
- 9:30 XVII. Approval of Sale of 2024A COP Bonds for MOMENTUM Aviation Construction
- 9:35 XVIII. CONSENT AGENDA
- a. Minutes of November 2 Regular Meeting and Closed Session; and November 16 Special Meeting
 - b. Study Session Summary of November 16
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Resolution Authorizing Issuance of Certificates of Election
 - h. Approval of Designated Combined Polling Places
- 9:35 XIX. Board Reports
- 9:40 XX. Superintendent's Report
- 9:45 XXI. Announcements
- 9:45 XXII. Adjournment to Closed Session
(to discuss negotiations with the Minnesota Teachers Association as provided by Minn. Stat.13D.03)

GUIDELINES FOR COMMUNITY COMMENTS

Welcome to the Minnetonka Schools Board Meeting! 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 regular School Board meeting during *Community Comments*.

1. Anyone indicating a desire to speak to an item included in the meeting agenda—except for the Consent Agenda and/or information that personally identifies or violates the privacy rights of an individual—during *Community Comments* 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 who 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 *Community Comments* the Board and administration listen to comments. Board members or the Superintendent may ask clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
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 or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

*School Board meetings are rebroadcast via a local cable provider.
 Please visit the "District/Leadership/School Board" page on our website for a current schedule.*

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

Truth in Taxation Hearing

Title: 2023 Pay 2024 Truth in Taxation Hearing

December 7, 2023

EXECUTIVE SUMMARY:

Minnesota Statutes have required since 1988 that every school district, city and county hold a Truth in Taxation hearing prior to adopting the annual property tax levy.

At the hearing, the School District must present information on the current year budget, information on the proposed levy, and explain major changes in the proposed levy. In addition, after the presentation, the School District is required to take public comment on the proposed levy.

The 2023 Payable 2024 Levy being presented for Certification by the School Board is \$65,877,698.30.

A school district can always lower the Final Levy Certification from the amount of the Preliminary Levy Certification in a particular category, but can never increase it from the Preliminary Levy Certification unless there is a voter-approved referendum for facilities, capital projects, or operations. On November 7, 2023, the voters of the District approved an extension of the Capital Projects Levy through the 2032 Payable 2033 Levy for Fiscal Year 2034 at the same rate of 6.569% of Net Tax Capacity, so that referendum approval does not increase the 2023 Pay 2024 Final Property Tax Levy above the 2023 Pay 2024 Preliminary Property Tax Levy.

The proposed final levy of \$65,877,698.30 is an increase of \$3,263,904.87 or 5.21% from the prior year amount of \$62,613,793.43.

The proposed levy will be discussed at the Truth in Taxation Hearing, along with FY24 budget summary information as required by statute.

RECOMMENDATION/FUTURE DIRECTION:

The Truth in Taxation Hearing presentation will be presented for the School Board's and the public's information.

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

Concurrence: 
David Law, Superintendent

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

Title: World's Best Workforce Annual Meeting

Date: December 7, 2023

OVERVIEW

Under Minnesota Statutes, Section 120B.11, school districts are required to hold an annual meeting regarding progress made toward World's Best Workforce (WBWF) goals. During the Annual Meeting, Director of Teacher Development Sara White will present the 2022-23 WBWF goals and results, along with the strategies and initiatives that the District engaged in to meet the goals. She will also present the District's 2023-24 WBWF goals and strategies to meet them.

The World's Best Workforce bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance – a long standing strategic focus for Minnetonka School District.

The World's Best Workforce legislation requires districts to set goals focused on five key areas:

1. All children are ready for school.
2. All third graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

Each district is required to create their own plan to align curriculum and instruction so that students are college and career ready – another strategic focus for Minnetonka School District. The success of each plan will be measured by:

- Local assessment data
- Closing the gap by student group
- Early childhood assessment data
- MCA scores
- College entrance exams

The scope of the legislation has evolved and now is the umbrella under which several programs fall, including staff development, teacher and principal evaluation, Q-Comp, and high potential. Reports on those programs are shared with the board periodically. Equitable access to excellent teachers is unique to this report alone.

2022-23 Goals and Results

In the fall of 2022, World's Best Workforce goals were created through coordination with various District stakeholders, Director of Assessment Matt Rega, and Director of Teacher Development Sara White.

Minnetonka sets District goals based on District start values, which often is significantly higher than other Minnesota districts. These goals are shared with sites to guide the development of their Q-Comp goals and professional learning plans. The goals from 2022-23 and their results follow.

All Children Ready for School

Goal 1: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from **82.4%** in fall 2022 to **85.0%** by October 2023.

Results: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener decreased from **82.4%** in fall 2022 to **80.6%** by October 2023.

2022-23 State Results: State comparisons are not available.

Analysis:

Based on the results of the FastBridge Early Reading Screener, school staff analyzed the results from each of the four subtests that comprise the overall composite score used to determine risk levels. The four subtests are letter names, letter sounds, concepts of print, and onset sounds. These early literacy concepts provide the foundation for students to learn to read. Teachers then use strategies to support student learning based on individual needs within the specific strands. For example, if a student did not demonstrate readiness within the letter sound strand, then the teacher would use instructional strategies to target letter sound recognition with this student.

All Third Graders Can Read at Grade Level

Goal: By June 1, 2023, **67.2%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2022 on the MCA-III Reading assessment, **64.8%** of Minnetonka Public Schools students met this goal.

Results: By June 1, 2023, **69.1%** of students in Minnetonka Public Schools in Grade 3, met or exceeded proficiency on the MCA-III Reading.

2022-23 State Results: By June 1, 2023, 47.1% of students in Minnesota schools in Grade 3 met or exceeded proficiency on the MCA-III Reading.

Analysis: With the increased focus on literacy beginning in 2022-23, reading proficiencies surpassed the goal. Students in grades K-3 are taught a range of foundational skills and strategies across the five pillars of literacy through District curriculum and apply these strategies within the context of specific classroom instructional experiences and practices. Teachers use benchmark and formative assessments to identify and respond to individual student learning needs.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: To close the proficiency gap in reading by 2026, **73.3%** of Non-White students will be proficient on the MCA III in Reading in 2023, an increase from **70.1%** proficiency in 2022. White students will increase proficiency from **74.1%** in 2022 to **76.5 %** in 2023. This will narrow the gap in proficiency from **4.0%** in 2022 to **3.2%** in 2023.

Results: On the MCA III in Reading in 2023, **69.5 %** of Non-White students met or exceeded proficiency, a decrease from **70.1%** proficiency in 2022. White students increased proficiency from **74.1%** in 2022 to **75.6%** in 2023. This widened the gap in proficiency from **4.0%** in 2022 to **6.1%** in 2023.

2022-23 State Results: Of the state's white students who took the MCA-III in Reading, **58.3%** were proficient. Of the non-white students, **35.2%** were proficient. The gap was **23.1%**.

Analysis: Setting goals around closing the achievement gaps is complex. To reduce a gap, the student groups must increase achievement at disproportionate rates. On the MCA III in Reading Non-White students experienced a slight decrease in their proficiency, and White students experienced a slight increase, widening the achievement gap. According to the results below, the gap increased by **2.1%**. Teachers used formative assessments to make timely adjustments in instruction in relation to the essential learnings aligned to state standards. In addition, through the MTSS framework, students with identified reading needs received intervention based on specific literacy skills. The needs were identified through assessments such as FastBridge CBM Reading, NWEA-MAP Reading, and MCA Reading. As needed, students were also assessed using the WIST and WADE, diagnostic assessments, to determine potential intervention for characteristics of dyslexia.

The tables below illustrate the trajectory of closing the achievement gap in Reading.

Table 1: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2022 Goal	2022 Actual	2023 Goal	2023 Actual	2024 Projected Target
White Students	78.7%	74.1%	76.5%	75.6%	83.6%
Non-White Students	72.7%	70.1%	73.3%	69.5%	82.1%
Proficiency Gap	5.0%	4.0	3.2%	6.1%	1.5%

A comparison of Minnetonka to the state of Minnesota from the past two years is provided below for perspective. The State of Minnesota experienced decreases in proficiency rates among all student groups. Minnetonka’s proficiency gap increased by **2.1%** from **4.0%** to **6.1%**, while the state gap increased from **23.0%** to **23.1%**. Minnetonka students in the White Student group increased by **1.5%**, while students in the Non-White group showed a decrease of **0.6%**. The table below illustrates that Minnesota’s proficiency gap, **23.1%**, continues to be much greater than Minnetonka’s proficiency gap, **6.1%**.

Table 2: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Minnetonka 2022	Minnesota 2022	Minnetonka 2023	Minnesota 2023
All Students	73.3%	51.0%	74.2%	49.7%
White Students	74.1%	59.3%	75.6%	58.3%
Non-White Students	70.1%	36.3%	69.5%	35.2%
Proficiency Gap	4.0%	23.0%	6.1%	23.1%

While the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows proficiency on the MCA III in Reading by student group as compared to the state proficiency rates.

Table 3: MCA III in Reading, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	Asian	Black	Hispanic	Two or More Races	White
Minnetonka 2023	81.5%	83.8%	39.3%	62.0%	75.5%	75.6%
Minnesota 2023	31.2%	44.1%	29.9%	29.1%	49.7%	58.3%

Goal 2: To close the proficiency gap in math by 2026, **72.0%** of Non-White students will be proficient on the MCA III in Math in 2023, an increase from **68.7%** in 2022. The percent of White students who will be proficient will increase from **73.7%** in 2022 to **74.5%** in 2023. This will narrow the gap from **5.0%** to **2.5%**.

Results: On the MCA III in Math in 2023, **70.8%** of Non-White students met or exceeded proficiency, an increase from **68.7%** proficiency in 2022. White students increased proficiency from **73.7%** in 2022 to **77.1%** in 2023. This widened the gap in proficiency from **5.0%** in 2022 to **6.3%** in 2023.

2022-23 State Results: On the MCA III in Math in 2023, **28.4%** of Non-White students were proficient and **55.1%** of White students were proficient, a proficiency gap of **26.7%**.

Analysis: Although both student groups increased their proficiency, the proficiency rates increased disproportionately resulting in an increase in the proficiency gap on the MCA III in Math. Overall, results for Minnetonka’s ethnic student groups show solid performances compared to the state.

Table 4: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2022 Goal	2022 Actual	2023 Goal	2023 Actual	2024 Projected Target
White Students	73.5%	73.7%	74.5%	77.1%	81.5%
Non-White Students	71.4%	68.7%	72.0%	70.8%	79.5%
Proficiency Gap	2.1%	5.0%	2.5	6.3%	2.0%

A comparison of Minnetonka to the state of Minnesota is provided below for perspective.

Table 5: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Minnetonka 2022	Statewide 2022	Minnetonka 2023	Statewide 2023
All Students	72.7%	44.6%	75.8%	45.3%
White Students	73.7%	54.2%	77.1%	55.1%
Non-White Students	68.7%	27.7%	70.8%	28.4%
Proficiency Gap	5.0%	26.5%	6.3%	26.7%

Again, while the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. The table below shows proficiency on the MCA III in Mathematics by student group as compared to the state proficiency rates. In the table below, it is evident that student groups in Minnetonka have much higher proficiency rates than their peers at the state level. The proficiency gap between Minnetonka’s student groups and Minnesota’s student groups ranged from **12.4%** (African-American student group) to **55.7%** (American Indian).

Table 6: MCA III in Math, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	Asian	African- American	Hispanic	Two or More Races	White
Minnetonka 2023	78.6%	88.3%	32.5%	59.2%	78.3%	77.1%
Minnesota 2023	22.9%	42.0%	20.1%	22.6%	42.7%	55.1%

Recognizing that the connection students feel towards their teachers, schools, and communities is integral to student learning and development, the District continued its commitment to excellence and belonging. In order to ensure each student experiences a sense of belonging as a valued member of our school community, the District provided professional learning for teachers and administrators. In the 2022-23 school year, the District continued its efforts on developing a foundation for each student to experience belonging through the Search Institute’s Developmental Relationships Framework.

Developmental Relationships activities and strategies were provided to teachers throughout the school year. The activities and approaches align with the five elements of the Developmental Relationships Framework: Express Care, Challenge Growth, Provide Support, Share Power, and Expand Possibilities. Principals identified focus areas for their sites based on feedback from students and staff members.

All Students Are Ready for Career and College

Goal: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT will increase from **62.9%** in 2022 to **63.9%** in 2023.

Results: The percentage of all students in Grade 12 at Minnetonka High School in 2022-23 who took the ACT who met or exceeded the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT decreased from **62.9%** in 2022 to **61.0%** in 2023.

2022-23 State Results: The percentage of all students in Grade 12 in Minnesota in 2022-23 who took the ACT who met or exceeded the readiness for college level coursework in all four areas was **26.7%**.

Analysis:

With a decreased emphasis from post-secondary schools requiring or making admission decisions based on ACT scores, fewer Minnetonka students have participated in the ACT. Last year, there were **637** Minnetonka test takers, which was a significant drop compared to pre-COVID years (2019: **726**, 2018: **760**). The decrease in the number of test takers is a result of colleges/universities communicating that they would not be requiring an ACT score. This affected the number of students taking the test as well as those taking the test multiple times. There was a slight rebound in ACT participation in the past two years in which participants increased from **587** to **637**, increasing the percentage from **72.9 percent** to **76.5 percent**. Of the **915** students in the Class of 2023, only **456** took the test their junior year, which is the lowest percentage of students who have taken the test since the state required the test be offered to all Eleventh Graders. Also, for many Minnetonka students, this was the one and only time they took the ACT during their high school career.

Finally, the drop in overall composite is mainly due to the higher percentage of students scoring at lower levels, which has been a phenomenon since the state requirement for all juniors to be scheduled to take the ACT according to state legislation.

All Students Graduate from High School

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **96.4%** in 2021 to **97.1%** in 2022.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March of the following year.

Results: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education increased from **96.4%** in 2021 to **96.6%** in 2022.*

2021-22 State Results: In Minnesota, **83.6%** of students in the Class of 2022 graduated in 2022.

The Minnesota Department of Education prefers that districts use their graduation rates in the World's Best Workforce report. The four-year graduation rates for the past year are not available in the early fall so these goals are based on the previous sets of years. As of October 20, 2023 Minnetonka's 4-year graduation rate according to the Minnesota Report Card increased from **96.4%** in 2021 to **96.6%** in 2022. The Minnesota graduation rate in 2022 was **83.6%**.

The MDE identified that **1.9%** (16 students) of Minnetonka High School's class of 2022 are continuing their education, **0.7%** (6 students) dropped out, and **0.8%** (7 students) are unknown.

Table 7: 2022 Graduation Rates by Student Group*

Student Group	Minnetonka Graduation Rate	Minnesota Graduation Rate
Asian	100.0%	87.2%
Black	84.8%	73.5%
Hispanic or Latino	95.5%	69.3%
White	97.1%	88.4%
Two or More Races	97.0%	79.2%

*American Indian/Native Alaskan student group had too few students to be reported.

Analysis:

In the 2022-2023 school year, Minnetonka High School counselors and administrators continued their efforts to ensure that all students graduate. They increased communication with both families as well as individual students. Students who were at risk for not graduating met weekly with their counselor or administrator. Knowing how important school attendance is in both meeting learning goals as well as graduating, counselors and administrators monitored attendance closely.

Equitable Access to Effective and Diverse Teachers

World's Best Workforce requires districts and charters to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The Minnesota Department of Education defines these categories as follows:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

In the 2022-23 school year, there were no Minnetonka teachers on performance plans due to not meeting professional teaching standards as defined in the Minnetonka Growth and Evaluation Model (M-GEM), Minnetonka's teacher development and evaluation program. Of the **106** teachers new to Minnetonka in 2022-23, **44** of them had three or fewer years of experience. These teachers worked in a range of content areas and grade levels, none disproportionately impacting low-income families, students of color, or American Indian students.

Minnesota's Professional Educator Licensing and Standards Board (PELSB) no longer recognizes non-licensed community expert waivers and limited licenses. PELSB created four (4) license tiers: Tier One, Tier Two, Tier Three and Tier Four. A Tier One candidate has a minimum of a bachelor's degree with supported evidence from an employing school district meeting requirements to teach in a specific content area. A Tier Two candidate must hold a bachelor's or master's degree and have advanced studies, experience or licensure from another state or country as certified by transcripts and verification forms. A Tier Three candidate must have a Bachelor's or Master's degree, passing scores on the MTLE tests (Minnesota Teacher Licensing Exams) and completion of an approved teacher preparation program in addition to two to three years of teaching experience. Finally, a Tier Four candidate meets all the requirements of a Tier Three candidate, plus has three full years of teaching experience in Minnesota and most recent summative evaluation must not have resulted in an improvement plan.

Teachers who will be teaching in an out-of-field area are required to work with their employing school district to obtain an “Out of Field Permission” or OFP. A teacher can have up to five (5) OFP’s in their teaching career. In Minnetonka in 2022-23 there were **27** teachers, or around **3%** of District staff, teaching one or more classes in an area outside of their underlying license. Nine (**9**) of the OFP teachers were either teachers in Minnetonka’s Immersion or English Language Learning program. In all of these cases, the teachers were licensed in the language (Chinese or Spanish or English language) and also teaching a content area (social studies or language arts or ELL) in the target language. In 2022-23, **1** teacher was teaching reading, **2** teachers were teaching preschool and **3** teachers were teaching secondary sciences, and another **8** were in technology, business, theater arts or family and consumer studies, which are very difficult areas to staff. Of the remaining OFP licensed teachers, **4** were working in special education roles (physical and health disabilities, work based learning, autism spectrum disorders, and academic and behavioral strategist). While these teachers had underlying licenses in special education, they did not have these specific licenses. These out-of-field teachers did not work disproportionately with low income families, students of color, or American Indian students.

Minnetonka prides itself on hiring the very best teachers to meet the needs of our students. In 2022-23, Minnetonka employed 900 classroom teachers across the district, and about **7.2%** identify as BIPOC; in addition **23.1%** of our students are from racially diverse backgrounds. In order to achieve better alignment between staff and student demographics, Minnetonka is actively focusing its recruiting efforts on these populations, while still seeking out the very best teachers in the market to join our team.

Minnetonka enrolled in MDE’s relaunched “Come Teach in MN” program which is aimed at attracting and retaining a racially, ethnically, and linguistically diverse teacher workforce. This program is targeted for FY24 and FY25 school years. More details about the program launch are still being discussed and will be released in the future.

Minnetonka Public Schools proactively recruited during 2022-23. Minnetonka hosted its first operations job fair focused on recruiting non-licensed positions, attended job fairs including those with a diversity focus and we partnered with a diversity recruiting agency, and to help increase staffing diversity through those actions and other initiatives. Minnetonka Public Schools received a certificate from Diversity Recruitment Partners acknowledging the District’s commitment to Diversity, Equity and Inclusion. The District actively recruited on LinkedIn and featured Minnetonka staff and re-stated the District’s commitment to attracting diverse talent. Minnetonka Public Schools continues to participate in Come Teach in Minnesota.

Advisory Committee

World’s Best Workforce plans and updates were shared regularly with the District Teaching and Learning Advisory Committee. Advisory Committee members provided feedback and insights into the plans. Those members were:

- Amy LaDue, Associate Superintendent of Instruction
- Christine Breen, Executive Director of Special Education
- Paula Calleja, MHS Student
- Maria Chopite, Minnewashta Spanish Immersion Teacher, Spanish Immersion Department Chair
- Amanda Fay, Director of Instructional Technology and Media Services
- Paule Hocker, Parent, Community Member
- Sara Hunt, Parent, Teacher on Special Assignment/Instructional Technology Coach
- Stephanie Johnson, Parent, Community Member
- Karen Jordan, Parent, Community Member
- Paige Koehnen, Teacher, Grade 1, Clear Springs
- Erin Kopischke, Reading Teacher-Spanish Immersion, Groveland
- Stephanie Nordstog, Parent
- Nicholas Quintana, MHS Student
- Matt Rega, Parent, Director of Assessment
- Emily Rosengren, MHS Assistant Principal
- Diane Rundquist, Parent, Director of Advanced Learning
- Meghan Selinger, School Board Member (2023 T&L Advisory Representative)
- Steve Urbanski, Director of Curriculum
- Lisa Wagner, School Board Member (2022 T&L Advisory Representative)
- Sara White, Director of Teacher Development

2023-24 Goals and Strategies

The goals for 2023-24 are developed collaboratively and include involvement of stakeholders including administrators, teachers, parents, and students.

Strategies to meet each goal have been developed and will continue to be refined throughout the 2023-24 school year.

All children are ready for school.

Goal 1: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from **80.6%** in fall 2023 to **82.6%** by October 2024.

Strategies

For the past two years, Minnetonka kindergarten students have taken the Fastbridge Early Reading Screener. On this assessment, students are identified as Low Risk, Some Risk, and High Risk. The fall screener score reflects an overall composite based on four subtests: letter sounds, onset sounds, concepts of print, and letter names. Students are reassessed in winter and spring to gauge growth.

Teachers will use the eduCLIMBER early warning system to respond to needs of students as early as kindergarten. In addition, teachers will be able to track student progress from preschool, if the student attended Minnetonka’s ECFE or ECSE preschool programs.

Parent education about kindergarten readiness can begin as early as preschool for many students in Minnetonka. In addition, elementary schools provide information to families regarding kindergarten readiness prior to entering kindergarten. The Minnetonka District is able to leverage this support to continue parent education with regards to supporting their students in preparation for entering kindergarten regardless of whether a student enters the English or Language Immersion programs.

Table 8: Percentages of Students by Risk Rate on the Fastbridge Early Reading Screener

Fall Screener	Percent at Low Risk (Green)	Percent at Some Risk (Yellow)	Percent at High Risk (Red)
2021-2022 All	82.4%	15.1%	2.4%
2021-2022 English	76.5%	19.5%	4.1%
2021-2022 Immersion	88.8%	10.5%	0.7%
Spanish	89.6%	10.0%	0.3%
Chinese	86.2%	11.9%	1.8%
2022-2023 All	84.6%	15.4%	0.0%
2022-2023 English	82.3%	17.7%	0.0%
2022-2023 Immersion	86.8%	13.2%	0.0%
Spanish	87.1%	12.9%	0.0%
Chinese	85.7%	14.3%	0.0%
2023-2024 All	80.6%	15.5%	4.0%
2023-2024 English	69.7%	22.7%	7.6%
2023-2024 Immersion	90.5%	8.8%	0.7%
Spanish	89.8%	9.6%	0.6%
Chinese	92.9%	6.1%	1.0%

To promote early literacy, Minnetonka Early Childhood and Early Childhood Special Education teachers will continue to deepen their understanding of the Early Childhood Indicators of Progress related to literacy. Working as a collective, teachers and administrators will identify the essential learnings for each preschool level. They will use common language and expectations to increase student literacy. Teachers will leverage their professional learning communities (PLCs) to discuss the data collected and how that data will inform practice. In addition, staff will expose students to pre-literacy activities through the use of evidenced based instructional practices and resources, as well as partnering with parents to promote early literacy development in the home environment for those students who are enrolled in ECFE or Early Intervention. To better understand

the impact Minnetonka Preschool has on pre-literacy development, the building leadership team is exploring alternative assessment options, such as the Individual Growth Developmental Indicators (IGDIs).

Data Sources:

Fastbridge Early Reading - English; Minnesota Report Card

All third graders can read at grade level.

This goal is no longer addressed through World's Best Workforce.

All racial and economic achievement gaps between students are closed.

Goal 1: To close the proficiency gap in reading by 2027, **72.4%** of Non-White students will be proficient on the MCA III in Reading in 2024, an increase from **69.5%** proficiency in 2023. White students will increase proficiency from **75.6%** in 2023 to **77.0%** in 2024. This will narrow the gap in proficiency from **6.1%** in 2023 to **4.6%** in 2024.

Goal 2: To close the proficiency gap in math by 2027, **73.5%** of Non-White students will be proficient on the MCA III in Math in 2024, an increase from **70.8%** in 2023. The percent of White students who will be proficient will increase from **77.1%** in 2023 to **78.1%** in 2024. This will narrow the gap in proficiency from **6.3%** in 2023 to **4.6%** in 2024.

Strategies

One tool that teachers will use is Renaissance's eduCLIMBER software. This is a tool that will help teachers identify students who are performing far below standards, performing slightly below standards, meeting standards, or exceeding standards. An important feature of this tool is to give teachers the ability to review multiple student data sources which may create a clear profile for each of their students related to a specific content area. Teachers will align what they learn from the FastBridge, MCA and NWEA results in a timely and user-friendly manner to determine students' instructional needs. Teachers will analyze the results, and then use the instructional resources available to them to be responsive to the students' needs based on the data.

In addition to using the eduCLIMBER software, teachers will have resources available to them from the University of Minnesota CAREI organization. Teachers will be using the MTSS framework and evidence based strategies, with an emphasis in the area of literacy development, to ensure student academic and social and emotional growth.

Additionally, professional development learning opportunities will be identified and offered throughout the year to further support teachers in literacy. This will include professional development sessions focusing on Tier I literacy and math intervention and intensive sessions focusing on Tier II and Tier III intervention, including Wilson Reading strategies. New intervention teachers will also receive more intensive coaching as they begin working with intensive intervention programs such as the Wilson Reading System.

Finally, in addition to the robust MTSS programming, supplemental programming such as tutoring and enrichment opportunities will be offered throughout the year for students.

The following tables illustrate the path to a zero percent proficiency gap:

Table 9: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2022 Actual	2023 Goal	2023 Actual	2024 Goal	2025 Target	2027 Target
White Students	74.1%	76.5%	75.6%	77.0%	78.0%	78.5%
Non-White Students	70.1%	73.3%	69.5%	72.4%	75.0%	78.5%
Proficiency Gap	4.0%	3.2%	6.1%	4.6%	3.0%	0.0%

Table 10: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2022 Actual	2023 Goal	2023 Actual	2024 Goal	2025 Target	2027 Target
White Students	73.7%	73.5%	77.1%	78.1%	78.8%	79.5
Non-White Students	68.7%	71.4%	70.8%	73.5%	75.7%	79.5
Proficiency Gap	5.0%	2.1%	6.3%	4.6%	3.1%	0.0%

Data Sources: MCA-III Reading; MCA-III Math; Minnesota Report Card

All students are ready for career and college.

Goal: Prior to graduation, **89.0%** of students at Minnetonka High School graduating in June 2024 will demonstrate readiness for post-high school studies and careers by meeting two of the three following benchmarks:

1. Demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT;
2. Demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses;

3. Demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course.

Of students graduating in 2023, **88.0%** met this benchmark. This year's goal is that of students graduating in 2024 from Minnetonka High School, **89.0%** will have met this threshold.

Strategies

In 2022-23, baseline data was collected for students demonstrating readiness for post-high school studies and careers in two of the three following benchmarks by the end of 12th grade: (1) demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT; (2) demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses; (3) demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course. Ultimately, these benchmarks will be predictive of student preparedness for post-high school studies and careers. Minnetonka students will be better equipped to pursue a fulfilling pathway after high school due to greater exposure to rigorous coursework, and a wider range of trades-based learning experiences.

The first step to guiding students in selecting courses that will best prepare them for college or career is to ensure that students understand the options available to them. Counselors are pivotal in this process. Through registration seminars - including registration seminars for incoming freshmen - counselors meet with every single student. In their 45-minute seminar, counselors highlight the many options available to them in Minnetonka's comprehensive school of opportunities. They encourage students to identify interests and passions that align with course offerings. They encourage students to reflect on both their life outside of school as well as their academic priorities so that they do not overextend themselves. They emphasize which courses may lead to college credit.

Minnetonka High School also introduced Launch: Strategies for Success. It is a workshop for all students taking an advanced course for the first time that assists students in developing skills in time management, organization, studying, wellness and more.

One strategy that was employed in the 2022-23 school year that has already shown great returns was the VANTAGE Diversity Task Force. VANTAGE students often talk about a "sense of community" as one of the important intangibles of the experience. Building a community with diverse students helps VANTAGE students embrace different perspectives, backgrounds, and heritage. A diverse student community benefits all students by promoting creativity, deeper learning, and critical thinking, to name a few.

Historically, Black and Hispanic students at MHS have not chosen the VANTAGE program at the same rate as students from other racial backgrounds. While Black and

Hispanic students are currently over **10%** of the student body at MHS, they represented only **4%** of the students at VANTAGE.

VANTAGE created a Diversity Task Force to help understand this issue and address the problem. They recruited five VANTAGE students of color and ran a series of discussions. They learned that one of the reasons students of color don't register for VANTAGE is simply because they don't know a lot of students of color in the program and didn't think it was a fit for them.

The Diversity Task Force ran information sessions with the Men of Color and Women of Color student groups. They explained that VANTAGE has been a great experience for them and that they have found it to be a very welcoming community. In the weeks following these info sessions, the students answered questions and provided guidance on the choices related to enrolling in VANTAGE.

As a result of the Diversity Task Force and the exposure to the Men of Color/Women of Color student groups, VANTAGE student of color enrollment grew **133%**. In 2022-23, **18** VANTAGE students were Black, Hispanic, or Native American. For the 2023-24 school year, **42** students from these backgrounds are enrolled. Although there is more work to do, students participating in VANTAGE are much closer to the racial demographics of MHS.

In addition to strategies with students, the District also strategizes increasing communication with families. Minnetonka Public Schools is committed to ensuring that all families have the knowledge and tools to support their children as they make decisions about their future plans. The District continues to support personalized pathways to success E-12. Beginning in middle school and extending through high school, students:

- Explore their strengths and interests with a variety of self-discovery assessments in the *Naviance Student* program
- Get involved in the planning of their future based on these strengths and interests
- Build a portfolio, complete online surveys, understand the intricacies of making decisions about colleges and careers
- Research colleges and careers
- Set goals for the future

Naviance Student has been foundational in creating a path for school counselors at the secondary level to engage with and support their students as they plan for college and career. Counselors developed unit plans and lessons based on developmental milestones for students. The following is a summary of the "touch points" at each grade level. In addition, counselors meet regularly with students to ensure that they understand pathways and course options, including, at the high school level, trades, technical schools, and higher education options.

High school counselors use information from the middle school assessments to facilitate student planning conversations throughout the year. Additionally, the Career Interest

Profiler in Grade Ten and the Game Plan Survey in Grade Eleven provide a road map for career and college. The Career Interest Profiler allows students to discover career clusters that are a good fit for them, and subsequent careers that they found interesting. This may also be used as a foundation for selecting courses or programs for junior and senior years. The Game Plan survey is designed to launch the post-high school process. In their senior year, students are also invited to participate in the National College Fair field trip. School counselors and administration continue to communicate how the Naviance tools and counseling programs support students, encouraging families to engage with the tools before, during and after key learning experiences.

In support of Minnetonka School Board Goals, the District has engaged in a careful exploration of student interests and needs surrounding post-secondary opportunities in the skilled trades. A comprehensive process involving student focus groups, a trades advisory board, staff and administrators has resulted in the creation of the Momentum: Minnetonka Design and Skilled Trades program and the following opportunities. As part of the MOMENTUM design and skilled trades program, students can look forward to rich learning opportunities, such as:

- Guest speakers & panel presentations
- Connections to local businesses
- Information about trade certifications
- On-ramps to trade and technical schools
- Senior Capstone experience for students who complete an advanced-level course

MOMENTUM pathways continue to expand with the introduction of new courses, such as Aviation I and II.

The District continues to prioritize personalizing learning for students and create multi-modal, inquiry-based, and experiential learning experiences for students. These experiences for students will continue to expand as new science standards, new courses, and updated curriculum and resources are introduced as part of the curriculum review process.

Data Sources: ACT; Skyward (for IB/AP/VANTAGE/MOMENTUM enrollment data); Naviance

All students graduate from high school.

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **97.1%** in 2022 to **97.3 %** in 2023.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March of the following year.

Strategies

Minnetonka High School administrators, counselors, teachers, and academic support staff are committed to ensuring that each student has the supports and scaffolds they need to find both academic and social success. To that end, high school counselors meet individually with each senior to gauge their progress towards graduation and identify any areas that may need additional support. As their senior year progresses, counselors provide increasing levels of support to students most vulnerable to not graduate. While this support typically starts with an individual conference between the counselor and student, it may escalate to include families and administrators. In addition to counselors monitoring student academic progress regularly to identify students who are struggling, individual teachers increase their communication with families when students struggle.

Additionally, MHS has affinity groups for traditionally marginalized student populations in order to create stronger connections to the school and to increase the sense of belonging.

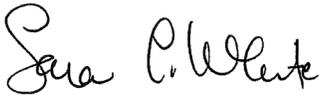
Data Sources: Skyward; MARSS; Minnesota Report Card

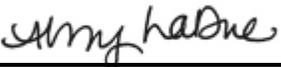
SUMMARY

The World’s Best Workforce legislation aligns with Minnetonka’s vision for all students’ extraordinary achievement in the classroom and in life. World’s Best Workforce provides a template for the District to report on its goals, strategies, and results. In 2022-23, Minnetonka met or partially met goals in one of the strategic areas. Goals and strategies for 2023-24 have been set.

RECOMMENDATION/FUTURE DIRECTION:

This report is submitted for the School Board’s information.

Submitted by: 
Sara White, Director of Teacher Development

Concurrence: 
Amy LaDue, Associate Superintendent

Concurrence: 
David Law, Superintendent

REPORT

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

Board Agenda Item VII.

Title: School Report: MMW

Date: December 7, 2023

EXECUTIVE SUMMARY

MMW Principal Freya Schirmacher will provide an update summarizing the first quarter highlights at MMW, as well as offering a snapshot of what is to come for the rest of the 2023-24 school year. This report will specifically highlight our Core Values in action, our ongoing work with our PLC and MTSS goals, and our continued focus on belonging, inclusion, and community at MMW. Members of the MMW community will also share about our revitalized student leadership opportunities.

Submitted by: _____



David Law, Superintendent

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

Board Agenda Item IX.

Title: Adoption of 2023 Payable 2024 Levy

December 7, 2023

EXECUTIVE SUMMARY:

Minnesota Statutes require that each school district certify a final property tax levy by December 30, 2023 for property taxes to be collected in calendar year 2024.

The 2023 Payable 2024 Levy being presented for Certification by the School Board is \$65,877,698.30.

A school district can always lower the Final Levy Certification from the amount of the Preliminary Levy Certification but can never increase it from the Preliminary Levy Certification unless there is a voter-approved referendum for facilities, capital projects, or operations. On November 7, 2023, the voters of the District approved an extension of the Capital Projects Levy through the 2032 Payable 2033 Levy for Fiscal Year 2034 at the same rate 6.569% of Net Tax Capacity, so that referendum approval does not increase the 2023 Pay 2024 Final Property Tax Levy above the 2023 Pay 2024 Preliminary Property Tax Levy.

The proposed final levy of \$65,877,698.30 is an increase of \$3,263,904.87 or 5.21% over the prior year amount of \$62,613,793.43. Certification of this levy amount will set this amount as the amount that the School Board will levy for the 2023 Payable 2024 levy.

ATTACHMENTS:

Levy Comparison – 2022 Payable 2023 to 2023 Payable 2024

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board certify the 2023 Payable 2024 Levy in the amount of \$65,877,698.30 and authorize administration to file the Certified 2023 Payable 2024 Levy with the Hennepin County Auditor, Carver County Auditor, and Minnesota Department of Education no later than December 30, 2023.

RECOMMENDED MOTION

Resolution to Certify 2023 Payable 2024 Property Tax Levy

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the 2023 Payable 2024 Property Tax Levy in the amount of \$65,877,698.30, and;

BE IT FURTHER RESOLVED, that the Deputy Clerk of Minnetonka Independent School District 276 is hereby directed to deliver a signed original of the 2023 Payable 2024 Levy Certification to the County Auditors of Hennepin and Carver Counties prior to December 30, 2023 and deliver a copy to the Minnesota Department of Education Program Finance Division no later than December 30, 2023.

Submitted by: 

Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 

David Law, Superintendent

Minnetonka Independent School District 276
 Levy Comparison - 2022 Pay 2023 to 2023 Pay 2024
 December 7, 2023 Final Levy

Line #		Final 2022 Pay 2023	Preliminary 2023 Pay 2024	Difference	Adjustments	Final 2023 Pay 2024
0	Total Levy	62,613,793.43	65,877,698.30 5.21%	3,263,904.87	-	65,877,698.30 5.21%
Individual Levy Components						
Major Levies						
1	Operating Ref Levy-\$2,202.89 Per Adjusted Pupil Unit In FY25-12,313.80 (\$91.92 Increase From \$2,110.97)	25,874,581.48	27,235,210.23	1,360,628.75		27,235,210.23
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY25 Less State Aid Of \$127,135.75	8,721,859.44	8,823,965.85	102,106.41		8,823,965.85
3	Capital Projects (Technology) Levy - 6.569% Of Net Tax Capacity Of Property Values	7,609,741.86	9,240,570.83	1,630,828.97		9,240,570.83
4	Equity Levy - \$50.00 Per Adjusted Pupil Unit	845,900.01	618,170.00	(227,730.01)		618,170.00
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,050,092.75	1,026,957.75	(23,135.00)		1,026,957.75
6	Operating Capital Levy - 51.96% Of Total Rev Of \$229.57 Per APU	1,236,844.58	1,474,799.41	237,954.83		1,474,799.41
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,554,553.27	2,554,393.27	(160.00)		2,554,393.27
8	Debt Service Levy + 5% Overlevy Less Debt Excess Fund Balance Usage	8,196,848.52	7,826,266.26	(370,582.26)		7,826,266.26
9	OPEB Bonds Levy-Debt Service Schedule	1,376,616.01	1,485,906.19	109,290.18		1,485,906.19
10	Subtotal Major Levies	57,467,037.92	60,286,239.79	2,819,201.87	-	60,286,239.79
Other Levies						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,998.66	19,163.27	164.61		19,163.27
12	Career Technical Ed Levy - 35% Of FY25 Estimated Budget	341,049.31	366,095.80	25,046.49		366,095.80
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	441,259.20	445,082.40	3,823.20		445,082.40
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	477,440.02	484,387.86	6,947.84		484,387.86
15	LTFM Health & Safety	600,000.00	600,000.00	-		600,000.00
16	Intermediate District 287 Lease Levy - Pass Through - Proportional Share Up To \$65 Per APU	-	221,561.19	221,561.19		221,561.19
17	Intermediate District 287 Safe Schools Levy - Pass Through - \$15 per APU	-	185,451.00	185,451.00		185,451.00
18	Reemployment Insurance Levy	10,000.00	10,000.00	-		10,000.00
19	Community Ed General Revenue Levy - \$8.12 x 2020 Census Population 42,181	303,139.85	342,368.18	39,228.33		342,368.18
20	Early Childhood Family Education Levy - 0.2% Of Adjusted Net Tax Capacity	305,505.16	294,782.10	(10,723.06)		294,782.10
21	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
22	Adult Handicapped Levy - 0.006% Of Adjusted Net Tax Capacity	7,500.00	8,831.45	1,331.45		8,831.45
23	Home Visiting Levy - 69.29% of \$3.00 x Under 5 Population - 2,815	3,952.24	5,828.46	1,876.22		5,828.46
24	Subtotal Other Levies	2,608,844.44	3,083,551.71	474,707.27	-	3,083,551.71
25	Total Before Prior Year Adjustments	60,075,882.36	63,369,791.50	3,293,909.14	-	63,369,791.50

Minnetonka Independent School District 276
 Levy Comparison - 2022 Pay 2023 to 2023 Pay 2024
 December 7, 2023 Final Levy

<u>Line #</u>		<u>Final 2022 Pay 2023</u>	<u>Preliminary 2023 Pay 2024</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final 2023 Pay 2024</u>
0	Total Levy	62,613,793.43	65,877,698.30 5.21%	3,263,904.87	-	65,877,698.30 5.21%
Prior Year Adjustments						
26	Transition Levy Adjustment - Prior Years	36.72	240.02	203.30		240.02
27	Equity Levy Adjustment - Prior Years	9,320.96	39,185.93	29,864.97		39,185.93
28	Local Optional Revenue Adjustment - Prior Years	(33,862.68)	112,111.40	145,974.08		112,111.40
29	General Fund Abatements	-	-	-		-
30	Referendum Levy Prior Years Adjustment	2,184,945.90	1,746,428.17	(438,517.73)		1,746,428.17
31	Q-Comp Levy Adjustment - Prior Years	33,956.02	(26,619.35)	(60,575.37)		(26,619.35)
32	Operating Capital Levy Adjustment - Prior Years	(3,282.15)	3,364.87	6,647.02		3,364.87
33	Reemployment Levy Adjustment - Prior Years (All FY22)	(10,000.00)	320,966.62	330,966.62		320,966.62
34	Safe Schools Adjustment - Prior Years	(637.56)	3,241.80	3,879.36		3,241.80
35	Health Benefits Adjustment - Prior Years	-	-	-		-
36	Achievement & Integration Adjustment - Prior Years	-	-	-		-
37	Career Technical Ed Adjustment - Prior Years	20,129.47	5,775.12	(14,354.35)		5,775.12
38	Health & Safety Adjustment - Prior Years	-	-	-		-
39	Community Education Limit Adjustment - Prior Years	291,252.71	262,857.80	(28,394.91)		262,857.80
40	Community Education Abatements	(1,672.10)	499.56	2,171.66		499.56
41	Abatement Adjustments - Prior Years	42,769.37	40,617.19	(2,152.18)		40,617.19
42	LTFM Equalization Adjustment - Prior Years	0.45	4,773.89	4,773.44		4,773.89
43	OPEB Debt Service Adjustment - Prior Years	1,692.40	1,538.62	(153.78)		1,538.62
44	Debt Service Adjustment - Prior Years	-	-	-		-
45	Debt Service LTFM Adjustment - Prior Years	(3,623.41)	(13,967.56)	(10,344.15)		(13,967.56)
46	Debt Service Abatements	<u>6,884.97</u>	<u>6,892.72</u>	<u>7.75</u>		<u>6,892.72</u>
47	Total Adjustments	2,537,911.07	2,507,906.80	(30,004.27)	-	2,507,906.80
48	Total Levy	62,613,793.43	65,877,698.30 5.21%	3,263,904.87	-	65,877,698.30 5.21%

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

Board Agenda Item X.

Title: Acceptance of FY2023 Audit

Date: December 7, 2023

EXECUTIVE SUMMARY:

The audit of the Fiscal Year 2023 Financial Statements has been completed by the auditing firm of CliftonLarsonAllen LLP and is ready for acceptance by the School Board at the December 7, 2023 School Board Meeting.

Lance Lauinger, CPA of CliftonLarsonAllen reviewed the main financial schedules in the audit at the November 16, 2023 School Board Study Session. The complete audit is ready for acceptance and approval. Upon acceptance and approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute.

Minnetonka Independent School District 276 will be receiving an unmodified opinion from CliftonLarsonAllen LLP which means the financial statements present fairly the financial position of the District on June 30, 2023.

The General Operating Fund Accounts produced an operating surplus of ongoing revenues over ongoing expenditures of \$460,853 for FY2023. Inclusive of all funds which roll up into the Comprehensive General Fund for the Annual Comprehensive Financial Report had a deficit of revenues to expenditures of (\$499,940.) This deficit was the result of the District incurring capital expenditures out of the Operating Capital Fund and the Capital Projects (Technology) Fund to purchase equipment for the VANTAGE MOMENTUM Building during FY2023 in preparation for its opening in mid-FY2024. According to Governmental Accounting Standards Board (GASB) and Minnesota Department of Education accounting requirements, the Comprehensive General Fund includes the District's General Operating Fund, as well as the Operating Capital Fund, Activities Fund, Fiduciary Fund, Arts Center Fund, Pagel Center Fund, Tonka Dome Fund and Capital Projects (Technology) Fund.

The District General Operating Fund Accounts for ongoing school site operations administration and extracurricular activities had an Unassigned Fund Balance of \$21,820,155 which is 14.5% of General Operating Fund expenditures for ongoing operations. The strength of the District's financial position is reflected in the School District maintaining an Aaa bond rating from Moody's Investors Service, which is held by only 90 out of 13,584 school districts in the country as of the latest information available to the District. The District's Unassigned Fund Balance is an important component that is considered by Moody's Investors Service when assigning bond ratings.

The Fiscal Year 2023 Audit will be published on the District's web site upon acceptance by the School Board.

The Annual Comprehensive Financial Report, Executive Audit Summary, and Schedule of Expenditures of Federal Awards And Other Required Reports will be delivered by CliftonLarsonAllen on December 7, 2023.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the Fiscal Year 2023 Audit.

RECOMMENDED MOTION

***Resolution To Accept The Fiscal Year 2023 Audit
For Filing With The Minnesota Department Of Education***

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the Fiscal Year 2023 Audit as performed by the auditing firm of CliftonLarsonAllen LLP and directs administration to file the audit with the Minnesota Department of Education.

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

Concurrence: 
David Law, Superintendent

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

Board Agenda Item XI.

**Title: Update on Long-Term Financial Stability, Including
Enrollment Cap and Possible Future Budget Reductions**

December 7, 2023

EXECUTIVE SUMMARY:

For almost two decades, starting with Fiscal Year 2007 (FY2007) and continuing through Fiscal Year 2024 (FY2024), Minnetonka Independent School District 276 (Minnetonka) has not had to go through a budget reduction process to balance its General Operating Fund Budget. This has made Minnetonka unique compared to every other school district in the State of Minnesota, where annual budget reduction processes to balance the budget are the norm, rather than the exception.

Indeed, prior to FY2007, Minnetonka was like every other school district in the State of Minnesota, with nearly yearly budget reduction processes to balance the General Operating Fund Budget.

In the early 1990s, the Minnesota Legislature enacted statutes that shifted more school district funding to State Aid. With that new funding system, Minnetonka went through a 12-year period that included seven years of significant budget reductions and three years of deficit spending.

All that changed because of three strategic decisions made by the School Board.

In the early 2000s, Resident Enrollment had been declining steadily from a peak of 7,645 in FY2000 to 7,245 by FY2007. The School Board made the decision to work to attract open enrollment as a way to increase revenues and take advantage of economies of scale to spread the cost of running the District over more students, thereby freeing up revenue to be spend on more instructional opportunities for students.

The School Board made the decision to offer a Spanish or Chinese Language Immersion Program at each elementary school in Minnetonka starting in FY2008. These high-quality programs differentiated Minnetonka from other school districts, which might have a single immersion elementary school, if any, to serve students.

The School Board made the decision to run an Operating Referendum Election in November 2007 to ask the voters of the District to fund an increase to an existing Operating Referendum up to the Operating Referendum Cap at that time which would provide \$4 million in additional annual operating funds to the General Operating Fund via the local property tax levy. Initial survey results done by Bill Morris Surveys indicated in April 2007 that voter sentiment was 60% against and only 40% in favor. However, at that time Minnetonka was doing Long-Term Facilities Maintenance on a cash-up-front basis of approximately \$4 million annually in local property taxes. Minnetonka switched to bonding for Long-Term Facilities Maintenance, since all those improvements are long-lived improvements. The switch in Long-Term Facilities Maintenance to bonding lowered the annual property tax levy by \$4 million. That in turn allowed Minnetonka to put forward the

Operating Referendum increase as a tax-neutral proposal, as the increase in the Operating Referendum property taxes were offset by the decrease in the Long-Term Facilities Maintenance property taxes. The voters of Minnetonka ultimately approved the Operating Referendum increase, with 65% voting yes and 35% voting no.

These three School Board decisions set the stage for the initial years of the 18-year run of no budget reduction process that continues through FY2024.

At that time, with facility additions added in the late 1990s with funding from the passage at 51.5% Yes-48.5% No of the 1996 \$33.0 Million Building Bond Referendum, Minnetonka had capacity for approximately 8,200 students. Filling to just that capacity would have meant that the revenue growth associated with Open-Enrolled students would end in approximately FY2010, after which Minnetonka would end up being back in a cycle of steady budget reductions as had been the case prior to FY2007.

The School Board approved a series of facility improvements on an annual basis that were funded out of existing Operating Capital revenue and Lease Levy revenue. As a result, no additional tax increases needed to be requested from the voters of the District. Using a combination of debt management and continuous refunding of bonds to lower interest rates to reduce their payments, the School Board has been able to approve facility additions of over 369,400 square feet which has given Minnetonka the ability to serve as many as 12,000 K-12 students. These facility improvements resulted in Minnetonka being able to have an average annual enrollment growth of 223 K-12 students through FY2022, which provided increased revenue for all students and the ability of the School Board to continue to offer students programs such as Elementary, Middle and High School Language Immersion classes, IP/AB programs, Minnetonka Research, VANTAGE Advanced Professional Studies, and MOMENTUM Design and Skilled Trades, among others.

In 2015, the Operating Referendum Cap had increased as a result of school district funding changes enacted by the 2014 Minnesota Legislature. The School Board decided to run an Operated Referendum Election to increase the Operating Referendum revenue per student. Study of the tax impact of increasing the Operating Referendum up to the new Operating Referendum Cap all at one time would result in a very large property tax increase to the voters of Minnetonka. As a result, Minnetonka developed an innovative two-step question whereby the voters of Minnetonka were asked to approve a modest increase of \$340 per pupil immediately and then a second modest increase of \$340 per pupil three years later, which had the effect of moderating the tax increase. At the November 3, 2015 election, the voters of Minnetonka approved this proposal at 71.6% Yes - 28.4% No.

The key strategic decisions of the School Board to pursue open enrollment, to run the tax-neutral November 2007 Operating Referendum election, to approve facility improvements funded out of the existing revenue streams of Operating Capital Revenue and Lease Levy Revenue, and to run the two-step November 2015 Operating Referendum election are the reasons why Minnetonka has been able to have an 18-year run of no budget reduction processes from FY2007 through FY2024 while all other school districts have had to enact repeated budget reductions.

All school districts in the State of Minnesota receive State Aid and Local Levy revenue to fund operations just like Minnetonka, but only Minnetonka has been able to compile the record of 18 consecutive years of no budget reductions. Those key strategic decisions to pursue open enrollment, to run the tax-neutral 2007 Operating Referendum Election, to increase facility capacity by using existing Operating Capital and Lease Levy Revenue streams, and running the

two-step 2015 Operating Referendum Election are the sole reasons why Minnetonka has been able to be different from all other school districts in the State of Minnesota in compiling that 18-year run of no budget reductions.

Two developments subsequent to the November 3, 2015 election have occurred that are producing challenges for Minnetonka going forward into FY2025 and later years, which absent any changes will break the 18-year string of Minnetonka not needing to do a budget reduction process.

The first development is the fact that the with the results of the November 3, 2015 election, Minnetonka is at the Operating Referendum Cap and so can only receive inflation increases yearly and is unable to ask for an additional large amount per pupil as was possible in 2007 and 2015.

Projections of future budgets by administration in early 2017 indicated that in order for Minnetonka to continue offering its wide array of programs through 2030, it would be necessary to grow to between 11,500 and 11,600 students and to have the Minnesota Legislature increase the Operating Referendum Cap by at least \$600 per pupil no later than the 2023 Legislature so that the voters of Minnetonka could be asked to provide additional Operating Referendum revenue at the November 2023 election.

Increasing of the Operating Referendum Cap was proposed in November 2017 as a plank for the Minnetonka Legislative Position Statements for the 2018 Minnesota Legislative Session and was approved as such by the School Board in December 2017. This particular plank has been part of the Minnetonka Legislative Position Statements for each Legislative Session since that time. Unfortunately, Minnetonka has been unsuccessful to date in achieving an increase in the Operating Referendum Cap.

In October 2019, the School Board set a cap on K-12 in-person enrollment of 11,100 students. This cap is still in effect, but it has been modified to allow for Tonka Online enrollment in addition to the 11,100 K-12 in-person students.

For FY2025 which starts on July 1, 2024, the Operating Referendum Cap has not been raised and the 11,110 K-12 in-person enrollment cap is in place. Absent any changes, Minnetonka will have to enact budget reductions to balance the FY2025 General Operating Fund Budget.

The most recent budget projection for FY2025 is based on the FY2024 Interim Amended Budget with all changes through mid-October 2023. This projection estimates a deficit of ongoing revenues to ongoing expenditures of (\$1,677,260) in FY2025 followed by a larger deficit of (\$6,469,767) in FY2026. These deficits are certain to occur because Minnetonka is not able to get additional revenue from enrollment growth and is unable to request additional Operating Referendum Revenue for the voters of Minnetonka to consider.

The School Board does have the ability to adjust the K-12 in-person enrollment cap should it consider that appropriate. One option to consider is to increase the enrollment cap by 10 students per grade above the FY2024 K-12 actual in-person enrollment that came in at 11,120 after all final late enrollments were tabulated. This increase would result in 11 2/3 students per elementary school, 15 students per middle school, and 40 students at the high school for FY2025. This number of students could be absorbed across the district with no additional personnel costs added. As a result, the General Operating Fund would be at approximately break-even for FY2025 and it would buy the time of an additional year for Minnetonka and its lobbying group CASE to

continue efforts to get the Operating Referendum Cap raised. (Note – this projection does not include the ongoing impact of final MTA compensation increases for FY2024 and FY2025, which are not available as of the time of this writing.)

Increasing the K-12 in-person cap by 130 students would also lower the FY2026 projected deficit to (\$4,937,283), which is still substantial but greatly reduced. (Note – this projection does not include the ongoing impact of final MTA compensation increases for FY2024 and FY2025, which are not available as of the time of this writing.)

ATTACHMENTS:

- Budget Reduction (Cost Containment) History Since FY1996
- General Operating Fund Major Revenue Growth Sources During 18-Year Run Of No Major Budget Reductions
- Resident ADM Served In District To Total ADM History – Pre-K HDCP To Grade 12
- FY2024 Interim Amended General Operating Fund Budget And Projection For FY2025 Through FY2029
- FY2024 Interim Amended General Operating Fund Budget And Projection For FY2025 Through FY2029 – K-12 Enrollment Cap 11,250

RECOMMENDATION/FUTURE DIRECTION:

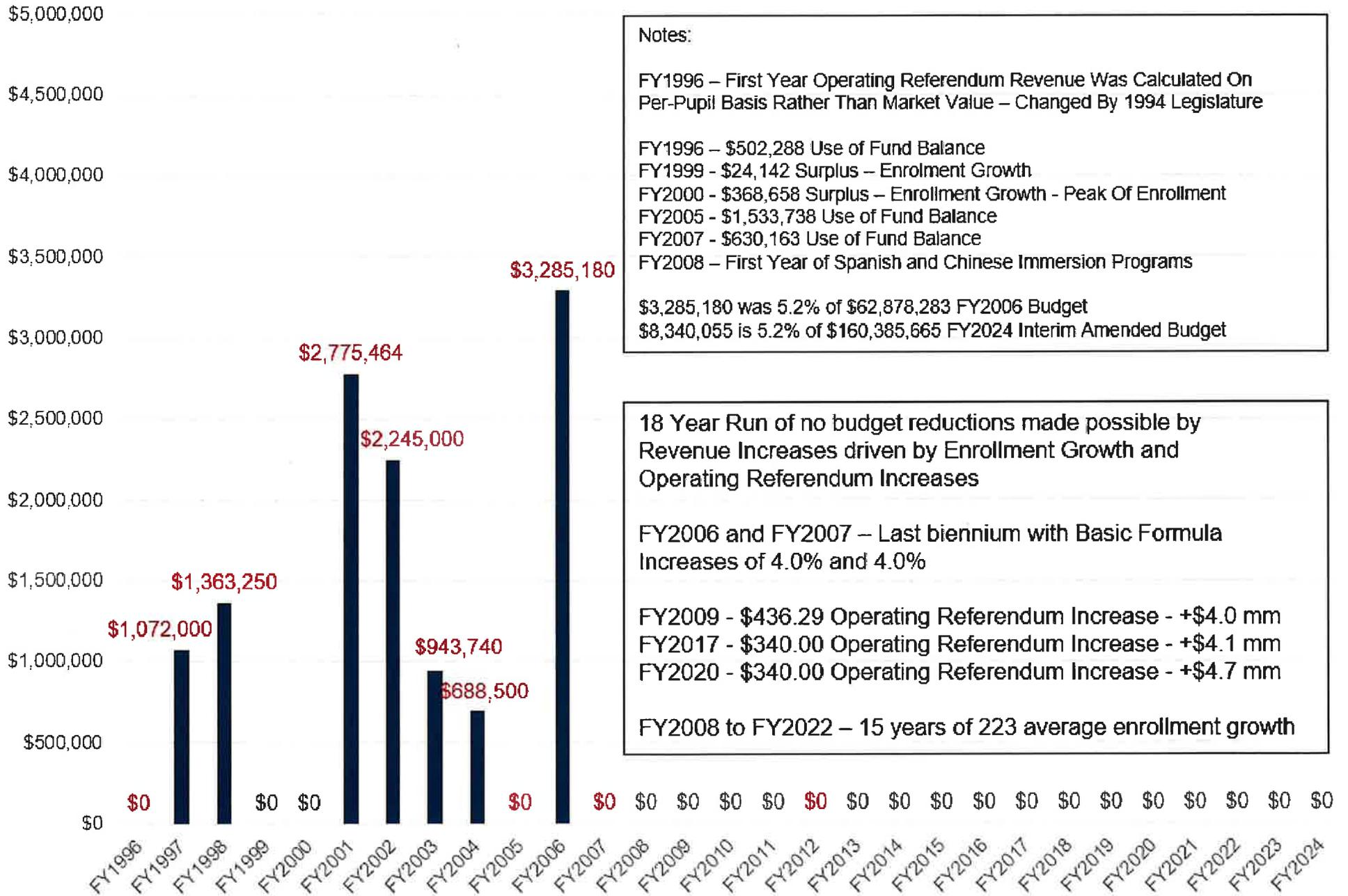
This information is presented for the School Board’s information and consideration.

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

Concurrence: 
David Law, Superintendent

Minnetonka Independent School District 276

Budget Reduction (Cost Containment) History Since FY1996



Notes:

FY1996 – First Year Operating Referendum Revenue Was Calculated On Per-Pupil Basis Rather Than Market Value – Changed By 1994 Legislature

FY1996 – \$502,288 Use of Fund Balance
 FY1999 - \$24,142 Surplus – Enrolment Growth
 FY2000 - \$368,658 Surplus – Enrollment Growth - Peak Of Enrollment
 FY2005 - \$1,533,738 Use of Fund Balance
 FY2007 - \$630,163 Use of Fund Balance
 FY2008 – First Year of Spanish and Chinese Immersion Programs

\$3,285,180 was 5.2% of \$62,878,283 FY2006 Budget
 \$8,340,055 is 5.2% of \$160,385,665 FY2024 Interim Amended Budget

18 Year Run of no budget reductions made possible by Revenue Increases driven by Enrollment Growth and Operating Referendum Increases

FY2006 and FY2007 – Last biennium with Basic Formula Increases of 4.0% and 4.0%

FY2009 - \$436.29 Operating Referendum Increase - +\$4.0 mm
 FY2017 - \$340.00 Operating Referendum Increase - +\$4.1 mm
 FY2020 - \$340.00 Operating Referendum Increase - +\$4.7 mm

FY2008 to FY2022 – 15 years of 223 average enrollment growth

General Operating Fund Major Revenue Growth Sources During 18-Year Run Of No Major Budget Reductions



Open Enrollment Growth
Of 223 Per Year Average

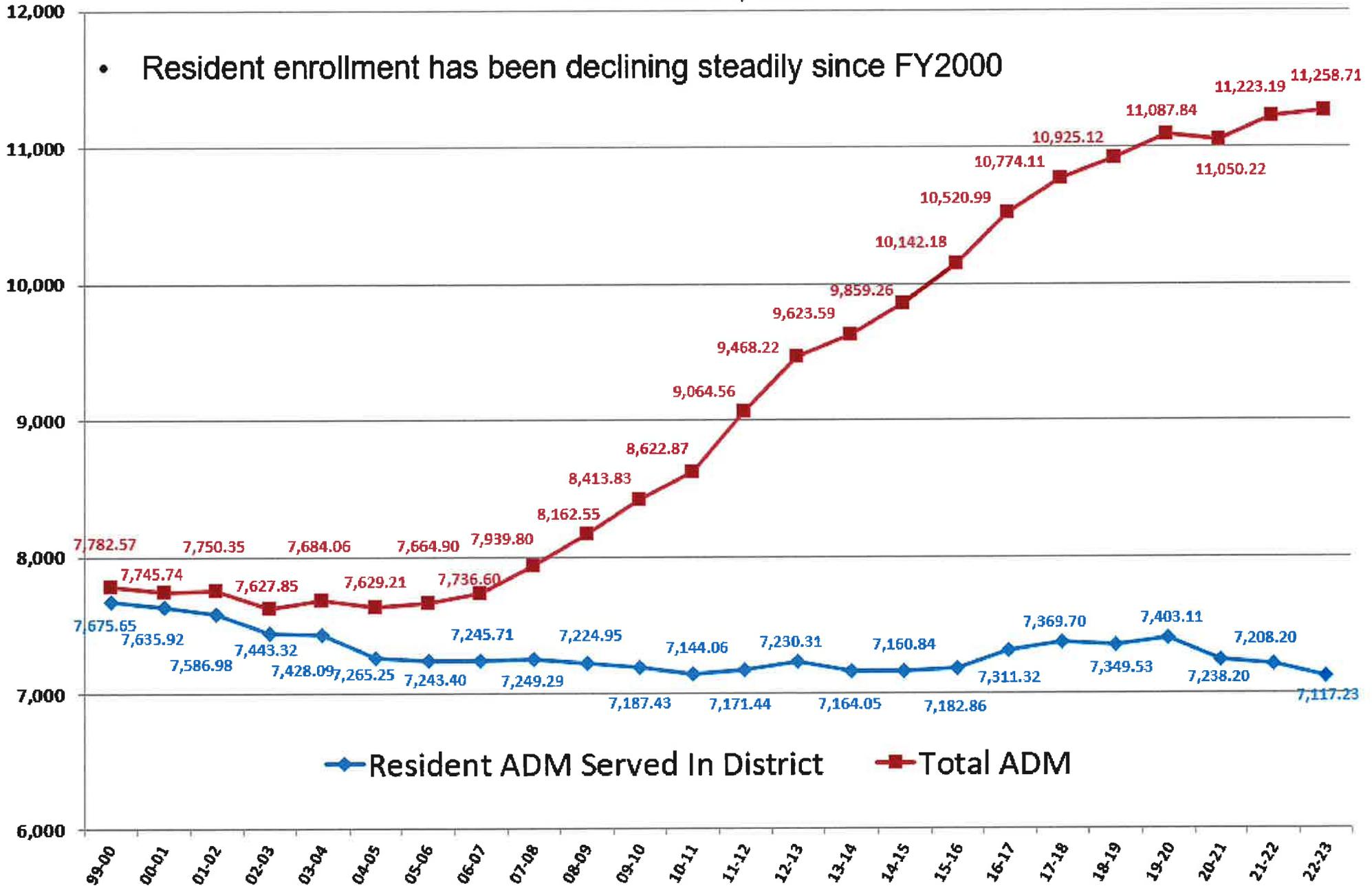
State Aid
Revenue Formulas

Local Levy
Revenue Formulas

Operating Referendum
Cap Increases
\$436 - \$340 - \$340

Minnetonka ISD 276
 Resident ADM Served In District to Total ADM History – Pre-K HDCP To Grade 12
 As Of June 30, 2023

- Resident enrollment has been declining steadily since FY2000



MINNETONKA INDEPENDENT SCHOOL DISTRICT 276
FY2024 INTERIM AMENDED GENERAL OPERATING FUND BUDGET AND PROJECTION FOR FY2025 THROUGH FY2029

General (01), Transportation (03), & Extra Curricular (11) Funds		+5.05 Tchr FTE*	+3.43 Tchr FTE	+3.09 Tchr FTE*	+2.07 Tchr FTE*	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE
K-12 Student Growth Oct Target Numbers (Actuals Thru FY23)		163	32	-6	36	0	0	0	0	0
October 1 K-12 Enrollment Target (Actuals Thru FY23)		11,174	11,206	11,200	11,242	11,242	11,242	11,242	11,242	11,242
Definitions	Actual 2021-2022	Actual 2022-2023	Adopted 2023-2024	Interim Amended 2023-2024	Projected 2024-2025	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029	
SOURCES OF REVENUE:	Gen Ed Rev - Resident	\$54,087,221	\$54,306,048	\$55,936,099	\$55,903,042	\$57,115,432	\$58,591,240	\$59,845,559	\$61,139,938	\$62,457,798
	Gen Ed Rev - Open Enroll	\$28,762,422	\$30,695,379	\$31,616,732	\$31,924,602	\$32,616,963	\$33,459,755	\$34,176,060	\$34,915,242	\$35,667,833
	Categorical	22,125,490	24,241,930	29,181,854	29,202,870	29,531,401	29,873,059	30,944,753	31,633,942	31,848,250
	Miscellaneous	3,472,364	5,058,977	4,253,840	4,798,840	4,535,000	3,735,000	3,635,000	3,535,000	3,535,000
	Federal	4,244,490	4,305,768	3,003,053	3,003,053	2,895,087	2,895,087	2,895,087	2,895,087	2,895,087
	Revenue Before Ref.	112,691,987	118,608,101	123,991,578	124,832,408	126,693,884	128,554,140	131,496,458	134,119,209	136,403,968
	Total Voter Approved Referendum Rev	23,007,370	23,151,349	28,059,527	28,059,527	28,981,638	27,983,320	28,705,713	29,435,895	30,124,908
	Local Option Revenue Tier 1	5,292,763	5,163,642	5,429,663	5,429,663	5,327,178	5,242,082	5,242,082	5,242,082	5,242,082
	Local Option Revenue Tier 2	3,489,811	3,545,655	3,541,958	3,541,958	3,581,885	3,581,885	3,581,885	3,581,885	3,581,885
	Total Revenue	\$144,481,932	\$150,468,746	\$161,022,727	\$161,863,556	\$164,584,585	\$165,361,427	\$169,026,138	\$172,379,071	\$175,352,842
USES OF REVENUE:	Salaries & Wages	\$98,311,029	\$101,936,550	\$106,519,637	\$107,323,830	\$111,584,474	\$115,545,237	\$119,643,541	\$123,884,025	\$128,271,481
	Benefits	30,769,754	31,860,123	33,468,615	33,679,830	34,922,656	36,018,034	37,167,740	38,360,809	39,640,695
	Purchased Serv.	7,234,495	7,291,213	7,015,105	7,420,385	7,197,709	7,220,668	7,346,311	7,474,709	7,605,935
	Supplies	4,534,112	3,267,029	4,926,418	4,933,793	4,951,687	5,000,704	5,050,211	5,100,213	4,898,262
	Transportation	6,004,090	5,898,407	7,192,749	7,192,749	7,728,925	8,094,681	8,478,257	8,728,179	8,985,535
	Transfers	591,230	569,608	650,155	650,155	669,660	689,749	710,442	731,755	753,708
	Transfer from OPEB Trust	(754,419)	(815,037)	(815,077)	(815,077)	(793,266)	(737,880)	(679,468)	(621,296)	(606,606)
	Total Expenses	\$146,690,293	\$150,007,893	\$158,957,602	\$160,385,665	\$166,261,845	\$171,831,193	\$177,717,034	\$183,658,394	\$189,549,010
BOTTOM LINE:	Ongoing Revenue Over (Under) Expenditures	(\$2,208,361)	\$460,854	\$2,065,125	\$1,477,891	(\$1,677,260)	(\$6,469,767)	(\$8,690,896)	(\$11,279,323)	(\$14,196,168)
FUND BALANCE:	Beginning	\$25,744,728	\$23,536,367	\$23,910,676	\$23,997,221	\$25,975,801	\$24,298,541	\$17,828,774	\$9,137,878	(\$2,141,445)
	Ongoing Revenue Over (Under) Expenditures	(\$2,208,361)	\$460,854	\$2,065,125	\$1,477,891	(\$1,677,260)	(\$6,469,767)	(\$8,690,896)	(\$11,279,323)	(\$14,196,168)
	One-Time Transfer from OPEB Fund (VANTAGE/MOMENTUM)	\$9,850,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	One-Time Transfer to Operating Capital/Construction Fund	<u>(\$9,850,000)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
	Ending	23,536,367	23,997,221	25,975,801	25,475,112	24,298,541	17,828,774	9,137,878	(2,141,445)	(16,337,613)
RECON. OF ENDING FUND BALANCE:	Assigned Fund Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Op Cap Deferred Use	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Assigned Fund Balance	\$436,430	\$533,560	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
	Q-Comp	\$111,162	\$59,981	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	Restricted Fund Balance	\$1,133,240	\$1,583,525	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
	3rd Party Billing	\$1,133,240	\$1,583,525	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
	Non Spendable Fd Bal	\$1,133,240	\$1,583,525	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
	Prepays & Inventories	\$1,133,240	\$1,583,525	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
	Total Assigned, Non Spendable or Restricted Fd Bal	<u>\$1,680,833</u>	<u>\$2,177,066</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>
	Total Unassigned Fund Balance	<u>\$21,855,534</u>	<u>\$21,820,155</u>	<u>\$25,065,801</u>	<u>\$24,565,112</u>	<u>\$23,388,541</u>	<u>\$16,918,774</u>	<u>\$8,227,878</u>	<u>-\$3,051,445</u>	<u>-\$17,247,613</u>
	Total Fund Balance as % of Expenditures	16.0%	16.0%	16.3%	15.9%	14.6%	10.4%	5.1%	-1.2%	-8.6%
	Unassigned as a % of Expenditures	14.9%	14.5%	15.8%	15.3%	14.1%	9.8%	4.6%	-1.7%	-9.1%

* 9.97 FTE Teacher staff are assigned to the Tonka Online Comprehensive eLearning Program

MINNETONKA INDEPENDENT SCHOOL DISTRICT 276
FY2024 INTERIM AMENDED GENERAL OPERATING FUND BUDGET AND PROJECTION FOR FY2025 THROUGH FY2029
WITH IN-PERSON K-12 11,250

General (01), Transportation (03), & Extra Curricular (11) Funds		+5.05 Tchr FTE*	+3.43 Tchr FTE	+3.09 Tchr FTE*	+2.07 Tchr FTE*	+0 Tchr FTE				
K-12 Student Growth Oct Target Numbers (Actuals Thru FY23)		163	32	-6	36	130	0	0	0	0
October 1 K-12 Enrollment Target (Actuals Thru FY23)		11,174	11,206	11,200	11,242	11,372	11,372	11,372	11,372	11,372
Definitions		Actual 2021-2022	Actual 2022-2023	Adopted 2023-2024	Interim Amended 2023-2024	Projected 2024-2025	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
SOURCES OF REVENUE:	Gen Ed Rev - Resident	\$54,087,221	\$54,306,048	\$55,936,099	\$55,903,042	\$57,116,198	\$58,592,014	\$59,846,359	\$61,140,754	\$62,458,632
	Gen Ed Rev - Open Enroll	\$28,762,422	\$30,695,379	\$31,616,732	\$31,924,602	\$33,650,099	\$34,519,579	\$35,258,578	\$36,021,174	\$36,797,603
	Categorical	22,125,490	24,241,930	29,181,854	29,202,870	29,583,462	29,925,850	31,002,052	31,691,242	31,905,550
	Miscellaneous	3,472,364	5,058,977	4,253,840	4,798,840	4,535,000	3,735,000	3,635,000	3,535,000	3,535,000
	Federal	4,244,490	4,305,768	3,003,053	3,003,053	2,895,087	2,895,087	2,895,087	2,895,087	2,895,087
	Revenue Before Ref.	112,691,987	118,608,101	123,991,578	124,832,408	127,779,847	129,667,529	132,637,076	135,283,257	137,591,871
	Total Voter Approved Referendum Rev	23,007,370	23,151,349	28,059,527	28,059,527	29,294,449	28,304,722	29,035,413	29,773,982	30,470,908
	Local Option Revenue Tier 1	5,292,763	5,163,642	5,429,663	5,429,663	5,387,386	5,302,290	5,302,290	5,302,290	5,302,290
	Local Option Revenue Tier 2	3,489,811	3,545,655	3,541,958	3,541,958	3,624,485	3,624,485	3,624,485	3,624,485	3,624,485
	Total Revenue	\$144,481,932	\$150,468,746	\$161,022,727	\$161,863,556	\$166,086,166	\$166,899,026	\$170,599,263	\$173,984,013	\$176,989,554
USES OF REVENUE:	Salaries & Wages	\$98,311,029	\$101,936,550	\$106,519,637	\$107,323,830	\$111,584,474	\$115,545,237	\$119,643,541	\$123,884,025	\$128,271,481
	Benefits	30,769,754	31,860,123	33,468,615	33,679,830	34,922,656	36,018,034	37,167,740	38,360,809	39,640,695
	Purchased Serv.	7,234,495	7,291,213	7,015,105	7,420,385	7,197,709	7,220,668	7,346,311	7,474,709	7,605,935
	Supplies	4,534,112	3,267,029	4,926,418	4,933,793	4,956,753	5,005,821	5,055,379	5,105,433	4,913,804
	Transportation	6,004,090	5,898,407	7,192,749	7,192,749	7,728,925	8,094,681	8,478,257	8,728,179	8,985,535
	Transfers	591,230	569,608	650,155	650,155	669,660	689,749	710,442	731,755	753,708
	Transfer from OPEB Trust	(754,419)	(815,037)	(815,077)	(815,077)	(793,266)	(737,880)	(679,468)	(621,296)	(606,606)
	Total Expenses	\$146,690,293	\$150,007,893	\$158,957,602	\$160,385,665	\$166,266,911	\$171,836,310	\$177,722,201	\$183,663,614	\$189,564,551
BOTTOM LINE:	Ongoing Revenue Over (Under) Expenditures	(\$2,208,361)	\$460,854	\$2,065,125	\$1,477,891	(\$180,745)	(\$4,937,283)	(\$7,122,938)	(\$9,679,601)	(\$12,574,997)
FUND BALANCE:	Beginning	\$25,744,728	\$23,536,367	\$23,910,676	\$23,997,221	\$25,975,801	\$25,795,056	\$20,857,773	\$13,734,835	\$4,055,234
	Ongoing Revenue Over (Under) Expenditures	(\$2,208,361)	\$460,854	\$2,065,125	\$1,477,891	(\$180,745)	(\$4,937,283)	(\$7,122,938)	(\$9,679,601)	(\$12,574,997)
	One-Time Transfer from OPEB Fund (VANTAGE/MOMENTUM)	\$9,850,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	One-Time Transfer to Operating Capital/Construction Fund	(\$9,850,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Ending	23,536,367	23,997,221	25,975,801	25,475,112	25,795,056	20,857,773	13,734,835	4,055,234	(8,519,763)
RECON. OF ENDING FUND BALANCE:	Assigned Fund Balance Op Cap Deferred Use	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Assigned Fund Balance Q-Comp	\$436,430	\$533,560	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
	Restricted Fund Balance 3rd Party Billing	\$111,162	\$59,981	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	Non Spendable Fd Bal Prepays & Inventories	\$1,133,240	\$1,583,525	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
	Total Assigned, Non Spendable or Restricted Fd Bal	\$1,680,833	\$2,177,066	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000
	Total Unassigned Fund Balance	\$21,855,534	\$21,820,155	\$25,065,801	\$24,565,112	\$24,885,056	\$19,947,773	\$12,824,835	\$3,145,234	-\$9,429,763
	Total Fund Balance as % of Expenditures	16.0%	16.0%	16.3%	15.9%	15.5%	12.1%	7.7%	2.2%	-4.5%
	Unassigned as a % of Expenditures	14.9%	14.5%	15.8%	15.3%	15.0%	11.6%	7.2%	1.7%	-5.0%
* 9.97 FTE Teacher staff are assigned to the Tonka Online Comprehensive eLearning Program										

APPROVAL

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

Board Agenda Item XII.

**Title: Approval of New Course Proposals,
Changes and Deletions**

Date: December 7, 2023

OVERVIEW

This report includes new course proposals and course revisions for the 2024-25 school year. The proposals have been reviewed by department chairs, program leads, 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 2024-25 school year. Course development and implementation funds will be allocated for each course based on sufficient enrollment.

COURSE PROPOSALS

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

Course Title	Grade(s)
Advanced Video Game Design – Tonka Online	9-12
Applied Mathematics—Momentum	10-12
CIS Principles of Microeconomics—VANTAGE	11,12
Earth Science	9
Engineering 3-D Computer Modeling—Tonka Online	9-12
Fashion Design II	9-12
Flight Training I: Private Pilot Operations—Momentum	10-12
Flight Training II: Instrument Pilot Operations—Momentum	10-12
Forensics II	11-12
Guitar Ensemble 2	9-12
Health Sciences II—VANTAGE	12
Human Performance—Minnetonka Research	10-12
IB Philosophy Standard Level	11,12
Interior Design II	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 Removal
Textiles and Applied Design
Outdoor Experience

COURSE TITLE CHANGES

Departments have recommended revising two course titles to reflect the content of the courses more accurately.

Proposed Title	Current Title
Child Development and Education	Child Development
VANTAGE Computer Science	VANTAGE User Experience (UX) Design

ATTACHMENT:

New Course Proposals

RECOMMENDATION/FUTURE DIRECTION:

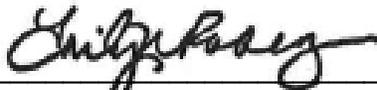
These course proposals are submitted for School Board approval.

Submitted by: _____



Steve Urbanski, Director of Curriculum

Submitted by: _____



Emily Rosengren, Assistant Principal

Concurrence: _____



David Law, Superintendent

New Course Proposal



Course Title: Advanced Video Game Design – Tonka Online

Submitted by: Nick Bahr

Department: Computer Science

Description of the Proposal:

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

Advanced Video Game Design – Tonka Online

What grade levels can enroll?

9 - 12

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

Semester long (0.5)

One-part or two-part course?

One-part

Offered in Semester 1; Semester 2 or either/both?

Both

Any pre-requisite courses?

TO / Video Game Design

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

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Parents/students

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

We normally have one to two sections of Video Game Design that run both in-person and online. The problem we run into is that there are fewer available sections of Advanced Video Game Design that run so students miss out on the opportunity to take the course. By offering the online option, students can take Advanced Video Game design if the in-person section cannot run when schedules are created.

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

This will expand the opportunities provided for students who wish to continue taking coursework in video game design.

Analysis of the Proposal:

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

This proposal follows the vision of not only our computer science department, but also the belief and mission that we offer are students the greatest amount of learning possibilities regardless if that takes place in person or online.

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

Elective credit.

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

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

N/A - It's online

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

Asynch - online

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

MHS CS department teachers

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?

The district already has procured the funding for the software, which is renewed on a yearly basis. The curriculum is already created and there is no need for additional texts, supplies, 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?**

Expand options in CS department for MHS and online students.

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

Should not impact existing programs, only expand the offerings available.

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 substitutes beyond offering the course both in person and online.

New Course Proposal



Course Title: Applied Mathematics – Momentum

Submitted by: James Donald
Department: Math

Description of the Proposal:

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

Applied Mathematics (Momentum)

What grade levels can enroll?

10-12

Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)?

Full year course 2.0 credits in combination with: Course: #M6456, S1 (renovation),
Course: #M6458, S2 (renovation)

Offered in Semester 1; Semester 2 or either/both?

Both

Any pre-requisite courses?

Successful completion of Higher Algebra

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

Math

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Administration, curriculum review, department members, parents/students.

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

Participation level would be between 20-50 students. This is based on the original enrollment and the fact that this course will now be a math graduation credit instead of an elective credit.

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

It fixes the issue about credit for graduation and will also be a class that NCAA will approve for NCAA clearinghouse.

Analysis of the Proposal:

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

N/A

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

Moves the credit from elective to math credit for graduation with a new curriculum specifically designed to support the class.

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

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

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

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

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?

Space, Time, and Personnel are all currently allotted for the course that this offering will replace. Only new costs will be for textbooks \$40 per student, and they can be reused for multiple years.

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 would potentially expand the Momentum program.

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?**

Math of Home Renovation would be eliminated with this new offering.

New Course Proposal



Course Title: CIS Principles of Microeconomics - VANTAGE

Submitted by: Roger Andre

Department: VANTAGE

Description of the Proposal:

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

VANTAGE CIS Principles of Microeconomics

What grade levels can enroll?

11, 12

Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)?

Full year. We will introduce CIS Principles of Microeconomics as a replacement for AP Microeconomics which is currently part of the VANTAGE Global Business strand. The University of Minnesota course catalog describes the course as covering “Economic behavior of consumers/firms in domestic/international markets. Demand, supply, competition. Efficiency, Invisible Hand. Monopoly, imperfect competition. Externalities, property rights. Economics of public policy in environment/health/safety. Public goods, tax policy.”

Offered in Semester 1; Semester 2 or either/both?

N/A

Any pre-requisite courses?

CIS Principles of Microeconomics (APEC 1101)

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

4 University of Minnesota credits

Will you be asking that this course carries a weighted grade?

1.0 MHS social studies credit - MHS weighted grade

2) How did this proposal originate?

We have been searching for an economics course to replace AP Microeconomics for years. While the topic of microeconomics relates well to the VANTAGE Global Business strand, the AP content is geared more toward academic economics and less towards applied economics. AP Micro is a fixed content set that is tested through a standardized, majority multiple-choice AP exam. Since most students enrolled in Global Business are there to learn about business, the more we can apply the economics class to the real world, the more it supports this priority.

The CIS Principles of Microeconomics course is offered through the University of

Minnesota Twin Cities Applied Economics Department. CIS Micro is more conceptual and emphasizes the application of economic principles. AP Micro is more academic and abstract and less applied to business. The descriptions of the two courses make these differences clear:

AP Microeconomics (College Board website)	CIS Principles of Microeconomics (CIS Syllabus)
<ul style="list-style-type: none"> ● Study the principles of economics that apply to the behavior of individuals within an economic system. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts. ● Define economic principles and models ● Explain given economic outcomes ● Determine outcomes of specific economic situations ● Model economic situations using graphs or visual representation 	<ul style="list-style-type: none"> ● Economics is not a collection of settled facts and statistics, to be memorized and recited. Rather, it is a way of thinking of the world we are in. ● Broadly speaking, the term microeconomics describes the study of choices that individuals make in a market or in related markets, and how those choices affect the well-being of the members of society as well as how those choices are affected by the underlying forces of society. ● Economists have developed some simple but widely applicable principles that are helpful for making rational decisions, ranging from the relatively straightforward consumption and production decisions that individuals make every day to highly complex public policy and international affairs decisions that have long-term, global and planetary implications.

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

VANTAGE Global Business has 182 students enrolled this year, growing steadily from about 60 students over the last six years. We expect healthy enrollment next year.

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

CIS Econ will better integrate with the other two VANTAGE Global Business courses (AP Seminar and IB Business Management) to create the type of integrated, cohesive experience we strive for at VANTAGE. The CIS course allows greater teacher choice and flexibility in demonstrating the microeconomics concepts experientially. As there is no (majority) fixed, multiple-choice exam with the CIS course the teacher will be able to incorporate more experiential learning such as guest instructors and site visits.

Many colleges and universities accept AP Micro (with a 3-4-5 exam score) for credit or for meeting a distributional requirement. According to the University of Minnesota website, even more schools accept the CIS course for credit or requirement coverage. Upon completing the CIS course, students who enroll at the beginning of the year will have a University of Minnesota transcript.

Analysis of the Proposal:

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

The district vision includes 15 commitment statements about 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” – CIS Principles of Microeconomics is a college-level course
- “Tailor learning experiences to the needs of individual learners.” – Replacing AP Micro with CIS Microeconomics will reduce the need to “teach to the test” that comes with the 60-question portion of the AP Micro exam that is multiple choice.
- “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 1.0 social studies 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 three-period strand. We will wait for enrollment numbers before deciding when each VANTAGE strand will run.
 - c) **Personnel: What staff will be necessary?**
Unless enrollment exceeds our expectations, we will need three economics teachers qualified to teach CIS Econ. We currently have one teacher qualified and two on the path to qualification. We are in dialog with the U of M CIS department to confirm that the two teachers will qualify to teach the CIS Econ course for the 2024-25 school year. If we cannot qualify the teachers this year, we will wait and make this change for 2025-26, when all three teachers will be fully qualified.
 - 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?**
The cost to the district is not minor. This year's per-student fee is \$150. If this stays the same and enrollment stays the same, the total cost will be \$24,300. While this is a large cost, earning the 4 credits at the University of Minnesota costs \$4,200 for a resident student. Thus, we are providing our families with \$4,200 value for the cost of \$150 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 will better serve the needs of students in the most popular strand in the VANTAGE program, VANTAGE Global Business. While student satisfaction is already very strong in this strand, this change will likely make this program even more popular.
- b) **How does the proposal affect existing programs?**
It will be an upgrade to the quality of the student experience in VANTAGE Global Business.
- 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 Microeconomics is only offered as part of the VANTAGE strand. There will be no effect on the MHS course catalog.

New Course Proposal



Course Title: Earth Science

Submitted by: Joe Cossette
Department: Science

Description of the Proposal:

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

Earth Science

What grade levels can enroll?

9

Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)?

Full Year 1.0 credit, 2 parts

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.)?

Science

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Change in state science standards and state graduation requirements.

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

All 9th grade students will take this course as part of the new state science standard.

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

N/A

Analysis of the Proposal:

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

This course will support students' overall understanding of science by covering subject matter that is not currently taught to every student at the high school level. Also, by

addressing the high school earth science standards, this course will allow Minnetonka to continue meeting the new Minnesota science standards when they go into effect for the graduating class of 2028.

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

It is required by the Minnesota Graduation Standard.

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

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

This course will replace 9th grade physical science, so it is envisioned the course will be taught in the same classrooms currently used for 9th grade science.

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

The course will fit in the daily schedule in place of the classes that are currently used for 9th grade science.

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

The same number of staff that are currently teaching physical science will be required to teach the course. Teachers may need to acquire an Earth Science teaching license depending on state licensing requirements.

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 would like to use the EDC Earth Science Textbook and Curriculum. Since this is a new course and a completely new subject area (and license area) of most of our staff, we desire to have the support of a fully developed curriculum. We have evaluated several texts and found the EDC curriculum to fit the kind of course we would like to see at MHS. It is written to support the NGSS science standards and is in close alignment with the Minnesota science standards. We would need to discuss how many textbooks would be useful and the quantity of supporting materials such as laboratory materials and student notebooks which are specific to this particular curriculum.

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 course will provide all students in our high school with a high-level exploration of earth and space science. Unlike the physical science course that this is replacing, this content will not overlap with any of the other science disciplines being taught. This will allow

students in the district more exposure to the possibilities available for future science careers after schooling.

b) How does the proposal affect existing programs?

Since physical science will still be taught in 8th grade, students in the district will still be exposed to similar subject matter but one year earlier than before. There are opportunities in the Earth Science curriculum to cover subject areas that could potentially impact our future 10th graders as they take chemistry. However, we are aware of these subject areas and intend to make adjustments to ensure that all students have the preparation to find success in the rest of their high school science careers.

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 will take the place of 9th grade physical science. Although MHS does have electives that cover some of the course material, we believe our electives with some crossover still provide the depth and breadth that is sufficient to justify keeping the current electives.

New Course Proposal



Course Title: Engineering 3-D Computer Modeling - Tonka Online

Submitted by: Mitch Burfeind

Department: Tech Ed

Description of the Proposal:

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

Engineering 3-D Computer Modeling - Tonka Online

What grade levels can enroll?

9-12

Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)?

0.5

Offered in Semester 1; Semester 2 or either/both?

Online

Any pre-requisite courses?

None

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

Tech Ed

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Department members, parents/students. 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?

This will be a Tonka Online class and we have the ability to offer it to any number of students, small or large groups.

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 designed for students that are interested in engineering 3-D modeling. This course would give students the 3-D Modeling background important to be successful as they pursue engineering at Minnetonka or in college.

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 dept.

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 3-D modeling class in an engineering pathway.

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

This course will add a 3-D modeling course for those students who may want to try engineering or will be going into engineering in college and did not have time in the day to take engineering courses. It will allow students to learn modeling 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: Fashion Design II

Submitted by: Mandie Wilder

Department: Family and Consumer Sciences

Description of the Proposal:

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

Fashion Design II

What grade levels can enroll?

9-12

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

Semester - 0.5

One-part or two-part course?

One part

Offered in Semester 1; Semester 2 or either/both?

Either

Any pre-requisite courses?

Fashion Design

In what subject will students earn this credit (English, Tech Ed, Art, Elective, etc.)? Elective (working on attaching art credit as well)

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Parents/students.

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

We're hopeful many Fashion Design students will take Fashion Design II as there are many requests for it.

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

Student success in Fashion Design and providing more opportunity for students to further their learning in the subject.

Analysis of the Proposal:

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

It is a real-world course tied to passion and possible profession for students interested in fashion or retail by providing innovative, current and high-level opportunities for students.

2) What is the relation of the proposal to the Minnesota Graduation Standards?
0.5 Elective.

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

- a) **Space: Where is space currently available for the activity?**
FACS department
- b) **Time: Where will the activity fit in the daily schedule?**
6 period schedule
- c) **Personnel: What staff will be necessary?**
FACS 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?**
Curriculum writing time (80 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?**
This course would expand possibilities and learning for students interested in fashion design and fashion related careers. It would dive deeper than Fashion Design 1 by offering more advanced technique, textiles, and fiber knowledge, merchandising and eventually adobe illustrator instruction aligned with fashion schools.
- b) **How does the proposal affect existing programs?**
Add depth to the fashion and design 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?**
None.

New Course Proposal

Course Title: Flight Training I: Private Pilot Operations



Submitted by: Alex Hinseth

Department: Momentum

Description of the Proposal:

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

Flight Training I: Private Pilot Operations

What grade levels can enroll?

10-12

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

FY 1.0

One-part or two-part course?

Two-part

Offered in Semester 1; Semester 2 or either/both?

Both

Any pre-requisite courses?

No

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

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Administration

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

We anticipate approximately 100 students participating next year. This is based on anecdotal conversations with students and the information below. Over 200 students are taking Aviation I or Aviation II this school year and those students span all grade levels. The logical next step for those students is Aviation III. Since there is no prerequisite for Aviation III, students who did not take an Aviation course this year are also eligible to register.

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

This course will be a comprehensive private pilot flight training course that will prepare

students for actual flight training. With the launch of introductory Aviation courses in 23-24, this course fulfills the demand that students have to continue their work with Aviation.

Analysis of the Proposal:

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

In line with the Aviation program, this course will take the next level to prepare and guide students into a career in aviation (with a focus on a pilot career). This course aligns with our emphasis on providing experiential learning experiences for students.

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

A wide variety of state standards are covered - mostly in the sciences (physics) and math.

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

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

This course would take place in a dedicated space at the new Vantage/Momentum Building.

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

During the traditional school day.

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

The current aviation teacher will teach this new course. To meet rising demand for Aviation courses, we anticipate additional FTEs in the future.

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 have been allocated to purchase flight simulators and other materials 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?**

This course will strengthen the Aviation Program, adding the next level for students wanting to go deeper.

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

This course will help strengthen the Momentum program offerings.

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.**

New Course Proposal



Course Title: Flight Training II: Instrument Pilot Operations

Submitted by: Alex Hinseth

Department: Momentum

Description of the Proposal:

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

Flight Training II: Instrument Pilot Operations

What grade levels can enroll?

10-12

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

FY 1.0

One-part or two-part course?

Two-part

Offered in Semester 1; Semester 2 or either/both?

Both

Any pre-requisite courses?

Yes, Flight Training I

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

Elective

Will you be asking that this course carries a weighted grade? No

2) How did this proposal originate?

Administration

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

We anticipate approximately 30 students participating next year. This is based on anecdotal conversations with students and parents. Over 200 students are taking Aviation I or Aviation II this school year and those students span all grade levels. Additionally, with the anticipated numbers for Aviation III, the next step for those students completing Aviation III is Aviation IV. Only students who have completed Aviation III would be eligible to take Aviation IV.

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

This course will be an advanced private pilot and instrument flight training course that will prepare students for actual flight training and enhance the learning for those students currently in-flight training and working on a pilot license.

Analysis of the Proposal:

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

In line with the Aviation program, this course will bring students to an advanced level to prepare and guide students into a pilot career in aviation.

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

A wide variety of state standards are covered - mostly in the sciences (physics) and math.

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

- a) **Space: Where is space currently available for the activity?**
This course would take place in a dedicated space at the new Vantage Building.
- b) **Time: Where will the activity fit in the daily schedule?**
During the traditional school day
- c) **Personnel: What staff will be necessary?**
The current aviation teacher will teach this new 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?**
Funds have been allocated to purchase flight simulators (also used with Aviation III)

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 Aviation Program and make Minnetonka among the premier high school aviation programs in the country.
- b) **How does the proposal affect existing programs?**
This course will further strengthen the Momentum 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?**
No

New Course Proposal



Course Title: Forensics II

Submitted by: Amanda Say

Department: Science

Description of the Proposal:

1) What is the proposed course name?

Forensics II

What grade levels?

11-12

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

Semester 0.5 credit

One-part or two-part course?

Second part of Forensics course (Forensics I already exists)

Offered in Semester 1; Semester 2 or both?

Both

Any pre-requisite courses?

Forensics I

In what subject will students earn this credit?

Science

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Department members

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

Forensics I has been offered for 2 years at MHS with about 300 students enrolling.

There has been a lot of interest from these students (and their parents) in offering another semester in the course. I think there will be 2-3 sections of Forensics II each year based on current enrollment of Forensics I.

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

Forensics was originally planned as a two-semester course, this is the natural progression to allowing it to be a full year. It fulfills the needs of students better for the two sections to be separate to better fit into their schedules. Additionally, Minnetonka is looking to expand its offerings to students that may be choosing an alternative to college after high school. This course would be more accessible to a number of

students that find the core science courses out of sync with their abilities and interests.

Analysis of the Proposal:

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

This course would fit into Goal 3/4 of the School Board as it allows for a group of students that may feel overlooked to find a science course they can become engaged in and find their highest potential.

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

In Minnesota, students are required to have 3 science credits, one of these must be Biology. The other credits can be a combination of earth science, physical science, chemistry, and physics. Forensic Science would be a science elective course.

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

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

Students taking this course would be using classroom space in MHS. There would not be a new dedicated room for this course.

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

This course would be part of the normally scheduled classes offered at MHS.

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

Science 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?

There are no funds currently allocated for this course. Forensics I has already established the foundation of the class and Forensics II would build on this. Forensics II would need an initial investment of approx. \$1500 to set up the reusable materials and additional monies would be needed (approximately \$200) every year for consumable materials. Consumable material cost would vary based on the number of students signing up for the 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 course offering would expand the Forensics program that currently exists at MHS. Science would be expanding their elective programs and able to meet more general students' needs by offering this course.

b) How does the proposal affect existing programs?

Extends opportunities within Forensics.

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 would not be integrated into an existing course, and none should be eliminated if approved.

New Course Proposal



Course Title: Guitar Ensemble 2

Submitted by: Paul Benjamin Rosen

Department: Music

Description of the Proposal:

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

Guitar Ensemble 2

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?

Offered in Semester 1; Semester 2 or either/both?

Any pre-requisite courses?

Successful completion of Guitar Ensemble 1, OR instructor approval.

In what subject will students earn this credit (English, Tech Ed, Art, Elective, etc.)? Music / Arts Credit / Elective

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Department members - Paul Rosen

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

50 students (2 sections) in first year, more to follow.

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

Guitar Ensemble 2 will allow all students the opportunity to further explore their passion for music during the school day. This is an extension of Guitar 1. Traditional Guitar Ensemble literature will be studied and performed. 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.

Analysis of the Proposal:

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

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 in the current performance program. This proposal originates from my desire to allow more students to participate in music at MHS. 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 with guitar. The fundamentals of music will be taught while also teaching 21st century skills to students who are not currently serviced by our music program.

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?

- c) **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.
- d) **Time: Where will the activity fit in the daily schedule?**
Wherever it is possible.
- e) **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.
- f) **Financial Costs: What is the cost to the district of this proposal?**
No additional funding, outside of staffing, is needed.

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, Guitar 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 2 course will allow students the opportunity to further 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, besides guitar 1. The Guitar 2 course would be an addition to the curriculum, not a substitution for existing curriculum.

New Course Proposal



Course Title: Health Sciences II - VANTAGE

Submitted by: Roger Andre
Department: VANTAGE

Description of the Proposal:

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

VANTAGE Health Sciences II

What grade levels can enroll?

12

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

Full year, 2-period VANTAGE strand

One-part or two-part course?

Offered in Semester 1; Semester 2 or either/both?

Any pre-requisite courses?

VANTAGE Health Sciences II will be offered to students who complete VANTAGE Health Science I as a junior and want to explore healthcare professions further.

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

Will you be asking that this course carries a weighted grade?

- Health Sciences II - 3 courses taught over 2 periods
 - Emergency Medical Technician (EMT)
 - 1.0 elective credit
 - Concurrent enrollment college credit (pending teacher/program qualifications)
 - EMT provides the medical training required to drive an ambulance or enter paramedic training. Students utilize the vocabulary and basic knowledge from NAR/EMR courses in VANTAGE HS I to understand better how to provide emergency care in a variety of situations. This course focuses on applying the knowledge and requires students to think critically as they assess their patients and develop a treatment plan. Our EMT class will include concurrent enrollment college credits and train students to earn their National Registry EMT Certification.
 - Human Anatomy and Physiology II
 - .5 elective science credit
 - Existing MHS course

- Medical Terminology
 - .5 elective science credit - MHS weighted grade
 - Concurrent enrollment college credit (pending teacher/program qualifications)
 - This is a new course at MHS but is widely used in other high school programs as a prerequisite for NAR, EMR, EMT, etc. Since VANTAGE Health Sciences II students will have already completed one of these courses, this will be offered in a different sequence from other schools. This course is included in this strand because the students enrolling in Health Sciences II are highly likely to be continuing into post-secondary health sciences education. This content will be very useful to their future education. Our Medical Terminology class will include concurrent enrollment college credits.

2) How did this proposal originate?

There is 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 ten existing VANTAGE strands, and some of it will come from new strands. For this reason, the VANTAGE administration is continually investigating course options.

The idea for this strand came from two students on the VANTAGE Student Advisory Board. These students suggested that a second year of Health Sciences would draw in the subset of Health Sciences I students who are unambiguously focused on medical field careers. They explained that business-oriented students have a great two-year path at VANTAGE and that health sciences-focused students do not. These students were confident that many of their peers in Health Sciences would be interested in a second year of VANTAGE Health Sciences.

After hearing this perspective, we conducted research with the 92 VANTAGE Health Sciences students from 2022-23. The goal was to learn:

- how many of them expect to develop a career in Health Sciences
- to what degree they were sure about their future career exploration path
- what career they had in mind
- whether they were juniors
- if they have taken, or do they plan to take other classes at MHS to prepare for a career in health care
- if they would have enrolled in VANTAGE Health Sciences II if it had been an option

Of the 92 students in Health Sciences in 2022-23, 82 students completed the survey. The survey was completed in late March after students had significant exposure to health sciences through VANTAGE. Here is what we learned:

- Most students enrolled in VANTAGE Health Sciences expect to work in health

care. 23 students gave themselves a 10 on the 1-10 scale of definitely not (1) to definitely (10). Another 40 students rate themselves an 8 or 9.

- All of the students who rated themselves 8 or above expect to work in a field that requires extensive post-high school education. The most popular roles were physician, nurse, physical therapist, EMT, and occupational therapist.
- 61 of the 82 students were juniors
- Almost all of the students are taking other health sciences-oriented courses at MHS. The most popular choices are Human Anatomy II, Neuroscience, EMT, IB SEHS, and Minnetonka Research.
- 67 of the students rated their likelihood of enrolling in Health Science II a 6-10 on a scale of definitely not (1) to definitely (10). 40 of the students rated themselves 8-10.

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

We estimate this new strand will draw between 25-35 students in the first year, and 30-40 in the following years. These estimates come from the survey results presented in the previous section. One additional data point is that VANTAGE Health Sciences I enrollment has been steady in the 85-95 range for the last five years and has been 70-80% juniors.

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

As shown in our survey results, many MHS students intend to pursue a career in health care. The roles they are aiming for are competitive and require significant post-high school education. This sequence of VANTAGE Health Sciences I followed by VANTAGE Health Science II will give our students the best possible high school-level preparation for these careers.

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 real projects for the various professional entities in the world of health care. 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 more students will be drawn into the concurrent enrollment college-credit-earning courses.

- “Tailor learning experiences to the needs of individual learners.” – VANTAGE strands give students many choices about how they want to excel within 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 unique array of companies, government entities, non-profits, and other types of organizations.

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

This VANTAGE strand is all electives, which is not the optimal way to draw students. Despite this, we expect solid enrollment. Students in the strand will earn college credits for $\frac{3}{4}$ of the curriculum. Our survey and focus groups found that students intending to go into health care are hungry for all the classes they can take to best prepare them for the competitive medical, nursing, PT, and OT programs they will be applying to.

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

- Space: Where is space currently available for the activity?**
This strand will be held in the new VANTAGE/Momentum building
- 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.
- Personnel: What staff will be necessary?**
We will need one science teacher and one teacher qualified to teach the EMT course.
- 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 fees for the concurrent enrollment programs for Medical Terminology and EMT. These fees may total \$5-7K if enrollment is 30 students.

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

- How does the proposal expand, complement, or strengthen an existing program?**
This strand will provide a second year of experiential exploration of

health care for a group of students focused on this field. It builds on the highly successful VANTAGE Health Sciences I strand.

b) How does the proposal affect existing programs?

This strand may cause a decline in enrollment in the other electives used to prepare for health sciences careers.

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: Human Performance - Minnetonka Research

Submitted by: Kim Hoehne and Kevin Burns
Department: Minnetonka Research

Description of the Proposal:

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

Minnetonka Research - Human Performance

What grade levels can enroll?

10-12

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

1.0 credits (we would consider a 0.5 but feel 1.0 gives students more opportunities)

One-part or two-part course?

One part course

Offered in Semester 1; Semester 2 or either/both?

Both

Any pre-requisite courses?

No pre-requisite

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

Will you be asking that this course carries a weighted grade?

No

2) How did this proposal originate?

Originated from Minnetonka Research Program leads/instructors.

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

Minnetonka Research is becoming a more popular course and we have students asking to be able to participate in a research experience. This course would allow greater accessibility to experiential learning through the lens of research.

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

Minnetonka Research is becoming a more popular course and students are interested in experiential learning and research but lack the pre-requisites of an AP/IB course. This course will allow students with or without AP/IB pre-requisites to access an experiential learning opportunity that also provides an opportunity to develop authentic research skills.

Analysis of the Proposal:

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

This course will provide a greater number of students an authentic experiential learning opportunity than what is possible with the current course offerings. Students in the Minnetonka Research program are provided the tools, experiences, and opportunities to develop key competencies that are essential for all learners. This course, within the program, would continue to foster and develop these skills through the experiences that such personalized learning offers.

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

Students will receive 1 science elective credit after successfully completing this course. The proposed course structure is one that matches the Next Generation Science Standards and newly adopted MN Science Standards well. In particular, the eight identified practices established under these standards (asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, engaging in argument from evidence, and obtaining, evaluating, and communicating information) mirror the course's proposed design and follows the tenets of what is delivered by the Minnetonka Research Program.

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

- a) **Space: Where is space currently available for the activity?**
Flexible Classrooms, potentially the research classroom depending upon class registrations next year.
- b) **Time: Where will the activity fit in the daily schedule?**
Regular Minnetonka High school Schedule with some potential offsite opportunities.
- c) **Personnel: What staff will be necessary?**
Current Minnetonka High School Staff alongside mentors or professionals to partner with on various projects.
- 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?**
Estimated Funds: Unlike Minnetonka Research, there are fewer consumables that need to be purchased for this course, but there are more capital expenditures that may arise for equipment that can be used long term. Some of the equipment can be jointly utilized by both this course and by students in the Minnetonka Research program. There would need to be an investment in equipment and curriculum writing hours to map out and write curriculum for this course.

Estimated Costs: Equipment: \$5000, Curriculum Writing: 4 teachers x 40 hours each to develop curriculum, standards, and assessments.

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 will expand the Minnetonka Research and experiential learning programs in Minnetonka. It will provide research and experiential learning opportunities to a more diverse student population.
- b) **How does the proposal affect existing programs?**
This is an elective course and could also be considered an alternative pre-requisite for Scientific Research through Minnetonka Research.
- 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 is not a substitute for anything else and there are no courses that should be removed.

New Course Proposal



Course Title: IB Philosophy Standard Level

Submitted by: Cheryl Duncan
Department: Social Studies

Description of the Proposal:

1) What is the proposed course name?

IB Philosophy Standard Level

What grade levels?

11 and 12th

Semester?

Two semesters

One-part or two-part course?

One full-year course

Offered in Semester 1; Semester 2 or both?

One full-year course

Any pre-requisite courses?

No

In what subject will students earn this credit?

Social Studies

Will you be asking that this course carries a weighted grade?

Yes

2) How did this proposal originate?

As a current teacher of IB Theory of Knowledge, I've come to see how many students are fascinated by the philosophical aspects of that course. For a number of years students have asked why we don't offer a philosophy course at Minnetonka High School, so it makes sense to look into the IB course. Area IB teachers who teach IB Philosophy have also described its excellent curriculum and indicated that there is strong student engagement in the course.

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

One or two sections can be anticipated in the first year this is offered. A number of students in the IB program will choose this as their "elective" senior year after having taken Theory of Knowledge junior year. In addition, there is a philosophy club now at school, so there is interest in the topic. Most IB social studies elective courses enroll one year-long section.

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

In addition to the rationales outlined above, this would give IB Diploma students an additional choice of Standard Level elective for fulfillment of their full IB requirements. For non-IB Diploma students, this year-long course could provide an excellent opportunity to approach learning with the depth and rigor of an IB course.

Analysis of the Proposal:

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

The IB Philosophy course would be fully compatible with the mission of the Minnetonka School District “to ensure all students envision and pursue their highest aspirations while serving the greater good.” This course aims to develop an intellectually curious way of thinking and encourages students to identify philosophical issues present in everyday life. In addition, the emphasis on ethics in the core theme “being human” will support the vision of the Minnetonka Schools to “foster the development of good character and social responsibility” and support the notion that “each person has fundamental, intrinsic worth.” Finally, through units such as “philosophy of science” and “political philosophy,” students will be able to make connections to other disciplines of study they have encountered in their Minnetonka education.

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

This course would count towards the 3 ½ year Social Studies requirement or could serve as one of the 7 elective courses required for graduation in Minnesota.

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

- a) **Space: Where is space currently available for the activity?**
This course could be placed in any classroom in the high school.
- b) **Time: Where will the activity fit in the daily schedule?**
This course could be placed at any time in the daily schedule.
- c) **Personnel: What staff will be necessary?**
.2 or .4 FTE depending on enrollment.
- 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?**
IB Training: approximately \$1100 + travel costs for one teacher
Textbooks: approximately \$100/student in textbooks Funds are currently allocated for these purposes through the IB 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 and strengthen our offerings in the IB Program, both for Diploma Candidates and for other junior and senior students interested in the subject of philosophy and ready to take an IB course. In addition, this course would add to our Social Studies elective curriculum for 11th and 12th graders.

b) How does the proposal affect existing programs?

This will add an elective option for both our IB Diploma Candidates and other juniors and seniors interested in taking an IB 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?

No - this would simply add an option and enrich our offerings in the IB Program and the Social Studies Department.

New Course Proposal



Course Title: Interior Design II
Submitted by: Tammy Picha
Department: Family & Consumer Science (FACS)

Description of the Proposal:

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

Interior Design II

What grade levels can enroll?

9-12

Semester long course for 0.5 credits or full-year course for 1.0 credits? .05 One-part or two-part course?

Part 2 (2nd level course)

Offered in Semester 1; Semester 2 or either/both?

Semester 2

Any pre-requisite courses?

Interior Design I

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

Will you be asking that this course carries a weighted grade?

No

How did this proposal originate?

Parents/students, department members

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

The anticipated level of participation for this course is an average of 1-2 sections. Interior Design I has seen an increase in student enrollment in the last few years ranging between 3-4 sections each year. Every year, there are students & parents that request what they can do to explore & learn more; and what course they should take next that relates to their interest in Interior Design.

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

The rationale for adding this level II Interior Design course, is driven from student request. There are many students that have expressed interest in this as a career opportunity someday & their own personal interest. It will provide students with hands-on learning experiences that include creativity, problem-solving and collaboration as they work on both team & individual design projects.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district? This proposal is an opportunity for Minnetonka students to explore & find their passion while in high school & apply to real life experiences in the field of Interior Design. It promotes creativity in an area that students have a passion for.

2) What is the relation of the proposal to the Minnesota Graduation Standards? By offering a 2nd course in Interior Design, it will give students the opportunity to learn more about this career pathway as they learn & investigate a deeper understanding of the many aspects that are part of this field of study. It will provide students with a broader understanding of applying the principles & elements of design that align with the MN Graduation Standards for FACS curriculum. It will provide another course opportunity for students to earn a MN Art credit for their graduation requirement.

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

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

classroom 1007

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

daily schedule S2

c) Personnel: What staff will be necessary?

FACS 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?

The financial cost of adding this course would include curriculum writing time, and perhaps additional design supplies that are already used for Interior Design I.

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?

b) How does the proposal affect existing programs?

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?

Interior Design II would be an expansion to the design pathway in the FACS curriculum. It would complement the Interior Design course that is offered & give another opportunity for students to fulfill a MN Arts credit in an area that they are interested in. It would allow for the expansion of design areas in the commercial realm beyond the residential that is addressed in Interior Design I. This would be a positive addition to the growth of the FACS curricular area & would not take away from existing design courses in FACS.

ACTION

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

Board Agenda Item XIII. a

Title: 2024-25 Fee Increase Proposal for ECFE

Date: December 7, 2023

EXECUTIVE SUMMARY

Executive Director for Minnetonka Community Education, Tim Litfin and Minnetonka Preschool/ECFE/Junior Explorers Coordinator Molly Bahneman will present program data, registration and fee proposal information for ECFE for the 2024-25 school year.

Key statistics for ECFE are:

- Our 0-4 reportable census number to MDE is due on December 1. This year's number is not available at the time of this board report, it will be shared at the School Board meeting. Our previous 0-4 number was 2,408.
- Minnetonka ECFE participation this school year is 93 paid enrollments. In addition to these paid enrollments, we offer monthly free ECFE opportunities both at MCEC and in the community.
- The ECFE levy was increased by the 2023 legislature from \$120 per 0-4 year old to \$164.17.

Context:

Each year, in December, the Minnetonka School Board receives fee recommendations from the Superintendent and MCE Administration for Minnetonka Preschool, ECFE and Explorers. These fees have also been presented to the Minnetonka Preschool/ECFE PTO leadership. Fee recommendations are for the succeeding school year. Marketing materials need to be prepared for January mailings and Open House events. The Board's early input and approval allows for these key District programs to be marketed and planned for in an efficient manner.

ECFE Overview:

Minnetonka Community Education’s Early Childhood Family Education (ECFE) program provides a variety of classes and services to families with young children. Parent/child classes meet in a variety of formats throughout the year. Fees are assessed on a state mandated sliding fee scale based on family annual household income. The scale ranges from 0% to 100%. Residents and non-residents pay the same fee.

We are proposing a 0% increase in ECFE fees with no change to the sliding fee scale dollar amounts.

ECFE Fee and Sliding Fee Scale Proposal:

2023-24 Sliding Fee Scale Annual Household Income (no change)	Percent of Class Fee Responsibility	2023-24 Class Fee	Percent of Current Families in Income Bracket	2024-25 Proposed Fee (0% increase)
Under 40,000	0% (No Fee)	No Fee	18%	No Fee
40,000 – 59,999	40%	263	8%	263
60,000 – 79,999	55%	361	8%	361
80,000 - 99,999	70%	459	8%	459
100,000 – 129,999	85%	558	6%	558
Over 130,000	100%	655	51%	655

Budget:

The 2023-24 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of \$1,702,635 along with projected expenditures of \$1,646,233. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

I met with the Preschool/ECFE PTO leadership team on November 13. The leadership team includes Dustin Tauer (Chair), and Bryn Atherton (Vice Chair). The purpose of the meeting was to receive their advice and opinions on the proposed 2024-25 fees. They were both supportive of a 0% fee increase in ECFE. Dustin said, “with more families selecting the higher fee, and the reality that the ECFE levy was finally increased we should be fine next year with a 0% fee increase in ECFE.”

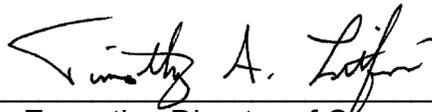
Fee Increase History:

Program Year	ECFE
2005-06	5%
2006-07	0%
2007-08	4%
2009-10	0%
2008-09	3%
2010-11	0%
2011-12	0%
2012-13	0 - 6 - 8% (avg. 5%)
2013-14	2% classes (no change to scale)
2014-15	0% classes (no change to scale)
2015-16	4% classes (+5K on sliding fee)
2016-17	0%
2017-18	0%
2018-19	0%
2019-20	2.7% and realignment of sliding fee scale
2020-21	7%
2021-22	5%
2022-23	5.5%
2023-24	4.5%
2024-25	0%
Per Year Average 2005-2025	2.4%

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the 0% fee increase proposal for Minnetonka ECCE for 2024-25.

Submitted by: _____



Tim Litfin, Executive Director of Community Education

Concurrence: _____



David Law, Superintendent

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

Board Agenda Item XIII. b

**Title: 2024-25 Fee Increase Proposal for
Minnetonka Preschool**

Date: December 7, 2023

EXECUTIVE SUMMARY:

Executive Director for Minnetonka Community Education Tim Litfin and Minnetonka Preschool/ECFE/Junior Explorers Coordinator Molly Bahneman will present program data and registration fee proposal information for Minnetonka Preschool for the 2024-25 school year.

Context:

Each year, in December, the Minnetonka School Board receives fee recommendations from the Superintendent and MCE Administration for Minnetonka Preschool, ECFE and Explorers. These fees have also been presented to the Minnetonka Preschool/ECFE PTO leadership. Fee recommendations are for the succeeding school year. Marketing materials need to be prepared for January mailings and Open House events. The Board's early input and approval allows these key District programs to be marketed and planned for in an efficient manner.

Minnetonka Preschool Overview:

- Minnetonka Preschool offers 20 sections of preschool at the Minnetonka Community Education Center. Of the 304 students on November 20, there are 33 students on scholarship. One year ago, at this time, we had 333 students in preschool and 30 students on scholarship.

Comparing similar programs throughout the West Metro area, our rates are very competitive. We are traditionally the first to propose fees in the West Metro for the following school year, thus 2024-25 comparisons are not possible. Fee proposals are reviewed each year with the Minnetonka Preschool/ECFE PTO leadership team.

Withdrawals/Adds:

Minnetonka Preschool, like many other programs, experiences withdrawals during the school year for a variety of reasons. Though no program likes to have a withdrawal, it is worthwhile noting that they allow us to move new students into the program. We have added 8 new preschool students since the beginning of the school year.

The majority of withdrawals occur because parents register in early February to hold a spot and then their plans change.

Recent withdrawal history in Minnetonka Preschool is as follows:

- 2021-2022 21 (as of Nov. 23)
- 2022-2023 16 (as of Nov. 23)
- 2023-2024 18 (as of Nov. 23)

Budget/School Calendar:

The 2023-24 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of \$1,702,635 along with projected expenditures of \$1,646,233. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

I met with the Preschool/ECFE PTO leadership team on November 13. The purpose of the meeting was to receive their advice and opinions on proposed 2024-25 fee increases and a potential change of the school year calendar for Minnetonka Preschool. The leadership team includes: Dustin Tauer (Chair) and Bryn Atherton (Vice Chair). Bryn said that the change in the number of weeks from 37 to 40 is something the entire PTO will be supportive of.

Minnetonka Preschool school year programming currently runs 37 calendar weeks. We are proposing to extend the school year to 40 calendar weeks for the 2024-25 school year. The school year will still begin one week after the K-12 year as it traditionally has. However, it will conclude similarly to the K-12 year.

The PTO leadership team was in support of the proposed 12.5% fee increase. Dustin commented that, "parents understand that Minnetonka Preschool needs to meet costs. The value is there. Families care deeply about all that MCE and Minnetonka Preschool does for them."

Minnetonka Preschool Parent Survey.

Question: Why did you choose Minnetonka Preschool? The top six responses:

2022		2023
#1	Part of Minnetonka Public Schools	#1
#3	Minnetonka Preschool's Reputation	#2
#2	Licensed Teachers in the Classroom	#3
#4 TIE	MCEC Location and Facilities	#4
#5	Options for Wrap-Around Care	#5
#4 TIE	Scheduling Options	#6

Minnetonka Preschool Current and Proposed Monthly Fees:

Staff and benefit increases are real across MCE, including Minnetonka Preschool. A fee increase this year will be necessary in Minnetonka Preschool to keep pace with inflationary pressure, and teacher wage increases. We are proposing a 12.5% increase in Minnetonka Preschool Fees for 2024-25. Please refer to the table below to better understand our sections and our proposed 2024-25 fees.

<u>Class</u>	<u>Days/ Week</u>	<u>2023-24 Monthly Fees</u>	<u>2024-25 Proposed Monthly Fee (12.5%)</u>
Pre 3's (31-35 months)	2	248	279
3's	2	248	279
3's	3	337	379
3's	4	425	478
4's	3	362	407
4's	4	495	557
4's	5	587	660

Preschool Hourly Fee Comparison:

Public and private based preschools follow varied paths and formulas to meet the needs of their families and budgets, which is why program to program comparisons are difficult. In an effort to more realistically compare programs, we began presenting data in an average hourly rate format several years ago. The chart below reflects regional school district and private programs and compares them in several key categories. This chart is helpful to us and I am hopeful that it will also be helpful for you.

2023-24 Preschool Hourly Fee Comparison:

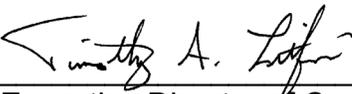
	MDE Teacher License Required	Days Per Week	Avg. Hourly Rate	Est. Calendar	Est. Class Length	Registration Fee	4 Star Parent Aware Rated
All Saints Preschool	No	1,2,3,4,5	\$8.46	37 weeks	3 hours	\$75	No
Eden Prairie	No	3,4	\$10.16	41 weeks	2.5 – 3.25 hours	\$75	Yes
Edina	No	2,3,4,5	\$10.81	39 weeks	2.5-3 hours	\$0	Yes
Excelsior Covenant	No	2,3,4,5	\$8.91	37 weeks	2.5 hours	\$60	No
Hopkins CE	No	2,3,4,5 + Saturdays	\$9.57	39 weeks	2.5-3 hours	\$30, and deposit of one month's fee	Yes
2023-24 Minnetonka Preschool	Yes	2, 3, 4, 5	\$10.44	37 weeks	2-3 hours	\$100	Yes
2024-25 Minnetonka Preschool Proposed Fees	Yes	2, 3, 4, 5	\$12.10	40 Weeks	2-3 hours	\$100	Yes
Mount Calvary	No	2,3,4,5	\$8.85	40 weeks	2.5 hours	\$60	Yes
Our Savior	Yes	2,3,4,5	\$6.31	38 weeks	3 hours	\$50, and \$200 towards tuition	No
St. David's Center	No	2,3,4,5	\$12.79	40 weeks	6 hours	\$125-1 st child, \$75 2 nd child and thereafter	Yes
St. John's Excelsior Montessori	No	4, 5	\$11.09	40 weeks	3 hours	\$150	No
St. Therese	No	2,3,4,5	\$6.75	38 weeks	3 hours	\$70	No
Wayzata CE	No	2,3,4,5	\$10.45	40 weeks	2.5-3.75 hours	\$75	Yes

Fee Increase History:

Program Year	Preschool
2005-06	10%
2006-07	0%
2007-08	4%
2009-10	2% & 7% (avg. 5%)
2008-09	1.6, 3.3 & 3.8% (avg. 2.9%)
2010-11	0 - 3% (avg. 2%)
2011-12	1.9 - 4% (avg. 2.5%)
2012-13	5% (on 30 weeks, but spread to 32 weeks)
2013-14	3 - 5% (avg. 4%)
2014-15	2.6 - 6% (avg. 4.3%)
2015-16	0-5% Reg fee to \$75 for 1st child (avg. 4.4%)
2016-17	4%
2017-18	Increase only to cover the following: 32-34 weeks & longer hours
2018-19	Increase only to cover the 2-day alignment of fees
2019-20	4.22-5.49% (avg 4.85%)
2020-21	7%
2021-22	4.86-5.18% (avg 5.02%)
2022-23	5.5%
2023-24	5.5%
2024-25	12.5%
Average per year for 2005-2025	4.4%

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the 12.5% fee increase for Minnetonka Preschool for 2024-25, as well as increase the length of the Minnetonka Preschool year from 37 to 40 calendar weeks.

Submitted by: 
Tim Litfin, Executive Director of Community Education

Concurrence: 
David Law, Superintendent

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

Board Agenda Item XIII. c

Title: 2024-25 Fee Increase Proposal for Explorers

Date: December 7, 2023

EXECUTIVE SUMMARY

Executive Director for Minnetonka Community Education Tim Litfin, Assistant Director for MCE Jenny Bodurka and Minnetonka Preschool/ECFE/Junior Explorers Coordinator Molly Bahneman will present program data and registration fee proposal information for the 2024-25 Explorers program.

Context:

Each year, in December, the Minnetonka School Board receives fee recommendations from the Superintendent and MCE Administration for Minnetonka Preschool, ECFE and Explorers. Fee recommendations are for the succeeding school year. Marketing materials need to be prepared for January mailings and Open House events. The Board's early input and approval allows for these key District programs to be marketed and planned for in an efficient manner.

Overview:

Enrollment: Explorers provides high-quality before- and after-school care for children in grades K through 5 at all six Minnetonka elementary schools as well as partial and full-day care for three to five year-olds in our Junior Explorers program at Minnetonka Community Education Center.

November 20 Enrollment Comparisons:

- 2019-20 1,898
- 2020-21 806
- 2021-22 1,245
- 2022-23 1,360
- 2023-24 1,407

Junior Explorers: Since 2009, Explorers has offered all-day care at MCEC for three to five year-olds including wrap-around care for children attending Minnetonka Preschool. Wrap-around care was made possible by the renovation and expansion of MCEC in 2009, and made better again with the addition in 2020.

The Junior Explorers wrap-around program has enabled hundreds of families to enroll in Minnetonka Preschool. 81% of our Junior Explorers students are also enrolled in Minnetonka Preschool. Currently there are seven students on the Juniors wait list.

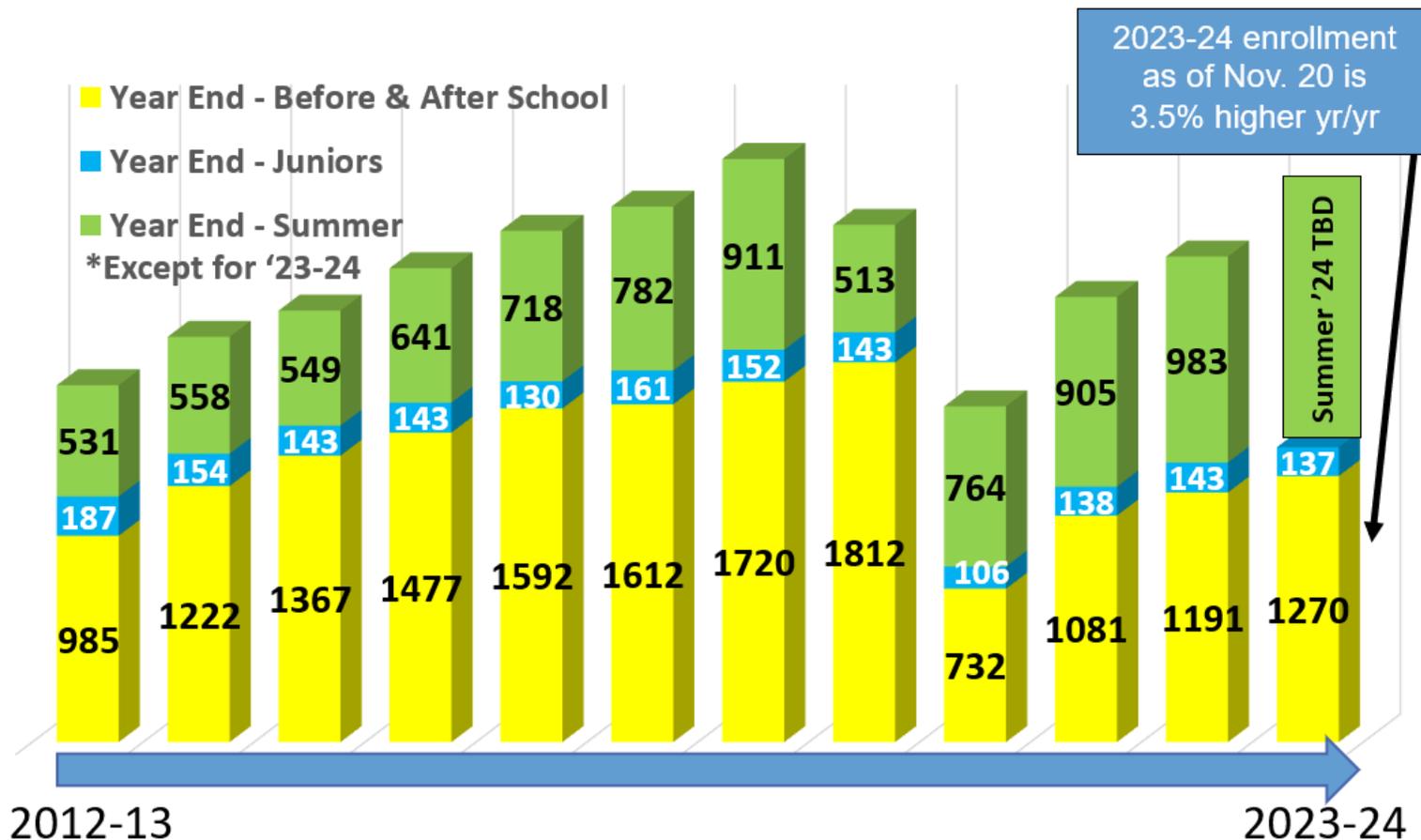
The Junior Explorers program partners with ECSE, ECFE and Minnetonka Preschool in curriculum development and staff training. Junior Explorers staff are utilizing the Pyramid Model for supporting social emotional competence in young children. Junior Explorers has a Four-Star (highest possible) rating by Parent Aware.

Parent Survey/Enrollment:

Our semi-annual Explorers survey was sent out this past Spring. Our survey was sent to all families that participated in the program last school year. Survey results include the following:

- 92% of our responding families rated their experience good to excellent.
- 96% of our responding families agreed their child has made a meaningful connection with an Explorers staff member.
- 88% of our responding families recommend Explorers to others.

Explorers Enrollment



Fees:

For 2024-25, we propose a 4.5% increase in Explorers fees. Explorers fees continue to be extremely competitive in our community.

A registration fee is collected at the time of registration for each program. This amount is proposed to remain the same for Junior Explorers & K-5 Explorers for 2024-25.

2023-24 Explorers Hourly Fee Comparisons:

	Before School	After School	Before and After School	Non-School Days	1/2 Day (Juniors at MCE)	Full Day (Juniors at MCE)	Reg Fee
Eastern Carver Schools Club Care	14-15	16-17	28	N/A	N/A	50	50
Eden Prairie CE/ Eagle Zone	11.50-14	18-19.50	N/A	54-60 (late reg)	N/A	N/A	50-75
Edina CE Kids Club/Wise Guys	8.55-13.40	14.45-29.65	N/A	55.50	N/A	N/A	55
Goddard (Minnetonka)	N/A	N/A	N/A	N/A	N/A	82.58	200 Deposit
Hopkins CE Kids & Company	10-18	17-27	N/A	50-56	N/A	N/A	40-70
Kindercare (Minnetonka)	N/A	N/A	N/A	N/A	N/A	82	200 Deposit
Minnetonka 2023-24	12.60-14.57	16.08-18.05	30.65	59.50	35.65	64.10	K-5,100 Jrs,200
Proposed Minnetonka 2024-25	13.17-15.23	16.80-18.86	32.03	62.18	37.25	66.98	K-5,100 Jrs,200
New Horizon (Minnetonka)	N/A	N/A	N/A	N/A	N/A	76.30	N/A
Primrose	N/A	N/A	N/A	N/A	N/A	84.80	N/A
St. Therese School of Deephaven	N/A	15-20	N/A	55-60	N/A	N/A	25-40
Wayzata CE Kids (Formerly Bright Start)	8.75-13.25	12.25-25.75	N/A	55	N/A	N/A	N/A

Proposed Annual Fees for 2024-25:

- At proposed rates, school year fees for a K-5 child enrolled in before-school and after-school care 5 days each week would be:
\$5,541.19 (173 days x \$32.03 per day)
- At proposed rates, school year fees for a child enrolled in full-day Junior Explorers 5 days each week would be: \$11,319.62 (169 days x \$66.98 per day)
- At proposed rates, school year fees for a child enrolled in half-day Junior Explorers, that wraps around either a 5 day per week morning or afternoon session of Preschool would be:
\$12,894.70 (169 days x (\$37.25 + 39.05 per day))

Rationale for Fee Increase:

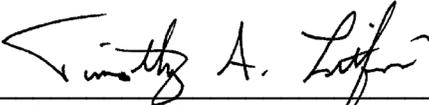
The 4.5% increase will offset the increases in staff wages and benefits, nutrition services, custodial services and supplies.

Fee Increase History:

Program Year	Explorers
2005-06	14%
2006-07	7.5%
2007-08	6.5%
2009-10	5 - 13% (avg. 9%)
2008-09	5 - 15% (7 sessions) (avg. 10%)
2010-11	0%
2011-12	0 to 5% (avg. 2%)
2012-13	2.5 - 5% (avg. 3.5%)
2013-14	1.50%
2014-15	2% - 6.5% (avg. 4.25%)
2015-16	4 - 5 - 7% (avg. 5.5%)
2016-17	3%
2017-18	0%
2018-19	1.95-2.39% (avg. 2.17%)
2019-20	3.04-4.14% (avg. 3.59%) Reg Fee Increase to \$45
2020-21	7%
2021-22	3.8-4.69% (avg. 4.2%) Reg Fee Increase to \$75 (K-5) and \$100 (Jrs)
2022-23	4%
2023-24	4.5%
2024-25	4.5%
Average per year for 2005-2025	4.8%

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the proposed fee increase of 4.5% for Explorers in 2024-25.

Submitted by: 
Tim Litfin, Executive Director of Community Education

Concurrence: 
David Law, Superintendent

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

Board Agenda Item XIV.

**Title: Approval of Naming of Forum at
VANTAGE/MOMENTUM Building**

Date: December 7, 2023

EXECUTIVE SUMMARY:

Minnetonka District Policy 809: Naming of Schools and Sites, states: *“Schools and sites shall normally be given names which are indicative of the areas in which they are located. Schools may be named for individuals who have achieved significant places in America, Minnesota or School District life, when appropriate or entities which have contributed significantly to the District.”*

In addition: *“Portions of school facilities, such as media centers, gymnasiums and athletic fields, shall be named according to their educational purpose; however, names of individuals or entities may also be associated with these facility sub-units upon designation by the Board. Criteria for nomination include evidence of distinguished service, special school contributions (fiscal or service), or other honors earned which reflect well upon the education received in the District. Nominations shall be submitted to the Superintendent who will duly inform all board members at the time of nominations and who will maintain a current file..”*

The Minnetonka Public Schools Foundation recently committed \$250,000 to support the technology used in the VANTAGE/MOMENTUM building forum. As a long-standing partner to the district enhancing educational programming at every school site, the foundation has proven itself as an entity that has provided significant, special contributions to the district. After receiving several nominations to recognize this gift, and with support from the foundation board of directors, this is a recommendation to name the Forum room at the new VANTAGE/MOMENTUM building the “Minnetonka Public Schools Foundation Forum” or the more commonly used the “Foundation Forum.”

RECOMMENDATION/FUTURE DIRECTION:

Recommend naming the Forum room at the new VANTAGE/MOMENTUM building the “Minnetonka Public Schools Foundation Forum” or the more commonly used the “Foundation Forum.”

Submitted by: _____



David Law, Superintendent

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

Board Agenda Item XV.

Title: Review of 2024 Legislative Position Statements

December 7, 2023

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 2024 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 2024 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.

The District has been working since 2017 before the 2018 Legislative Session to attempt to convince our Legislators of the need for their support of these initiatives in order for the District to maintain all of its programs to 2030 and beyond. To date the District has been unsuccessful in that endeavor.

Success in the 2024 Legislature in getting these initiatives enacted into law is vitally and critically important to maintaining the programs the District is operating in FY24 into FY25 and beyond.

ATTACHMENTS:

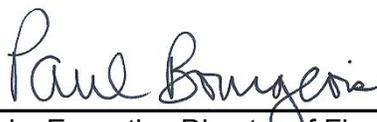
2024 Legislative Position Statements

RECOMMENDATION/FUTURE DIRECTION:

The 2024 Legislative Position Statements are presented for the School Board's approval.

RECOMMENDED MOTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the 2024 Legislative Position Statements and directs administration to utilize these position statements as the Minnetonka ISD 276 Platform for communications with the Governor and State Legislature during the 2024 Legislative Session.

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

Concurrence: 
David Law, Superintendent

MINNETONKA INDEPENDENT SCHOOL DISTRICT 276 2024 LEGISLATIVE POSITION STATEMENTS

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 FY25 Basic Formula Revenue By 2% to 4% to Combat the Effects of Inflation

The Minnesota Legislature's 4.0% increase in Basic Formula Revenue for FY2024 was the first increase at or above 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 22 years since the General Education Levy was eliminated, FY03-FY25 inflation in Minnesota increased a cumulative 73.92%. Had the Basic Formula increased with the rate of inflation, it would have increased \$3,671 from \$4,966 in FY03 to \$8,637 for FY25. Meanwhile, the Basic Formula has actually increased only a cumulative 46.61% or \$2,315, which is \$1,356 below the rate of inflation over that time. The gap has more than doubled and increased 125% from FY21 to FY25. Inflation continues to run above the 2.0% increase provide for FY25. The Basic Formula for FY25 should be increased by an additional 2% (\$144) for FY25 from \$7,281 to \$7,425.

Increase the Special Education Cross Subsidy by an Additional 10% to 54%

The 2023 Legislature Increased the Special Education Cross Subsidy Aid to 44% of the actual amount. This has been great progress after many years of requested relief. If additional State revenues are collected from higher tax receipts, the Special Education Cross-Subsidy should be increased to 54%.

Approve Third-Tier Local Optional Revenue to Give School Boards Added Local Control to Offset Basic Formula Funding Shortfalls and Reduce the Impact of the Great Disparity in State – \$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. In addition, there is a very large disparity in State Aid to school districts, with the bottom quartile of school districts receiving significantly less by \$1,000 or more than the State Average for State Aid. 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 the very large disparity in State Aid and partially alleviate future shortfalls as needed. Local school boards should 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. For school districts such as Minnetonka ISD 276, which annually receives over \$1,500 less per pupil in State Aid than the average Minnesota school district, having additional local authority is the only way to partially offset that large disparity in State Aid.

Increase Operating Referendum Cap for FY2025 And Thereafter to Reduce the Impact of Disparities in State Aid - \$750 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 \$1,356 in purchasing power to inflation since the State took over full funding of the Basic Revenue in 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 \$2,202.89 for FY25, should be increased by \$750 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 FY25 to allow school districts to do a makeup levy on the 24 Pay 25 Property Tax Levy if their voter-approved referendum cap already exceeds the prior cap limit. For school districts such as Minnetonka ISD 276, which annually receives over \$1,500 less per pupil in State Aid than the average Minnesota school district, having additional local authority is the only way to partially offset that large disparity in State Aid.

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

Board Agenda Item XVI.

Title: Acceptance of Bid for MOMENTUM Aviation Construction December 7, 2023

EXECUTIVE SUMMARY:

In preparation for the startup of the MOMENTUM Aviation Pilot Training courses in September 2024, the District is installing a second floor in the south wing of the VANTAGE MOMENTUM Building and finishing internal construction and equipping of the spaces to house those courses.

The south wing of the VANTAGE MOMENTUM Building was constructed for future unidentified programs when the design for the building was completed in fall of 2021, and as part of that design, the space was originally configured to function as one very tall space for any potential program that might need a tall space for future construction-type courses, but also was able to have a second floor installed for future courses that would need a second floor. Subsequently, the Aviation Pilot Training courses have come to the fore and therefore the second floor installation is necessary.

The budget estimate provided by ATSR Architects for the construction portion of starting up the Aviation Pilot Training courses is \$1,139,420.

Bids were opened at 2:00 PM on Tuesday, December 5, 2023. _____ (X) bids were received for the project as follows:

Vendor 1 \$ _____
Vendor 2 \$ _____

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of _____ in the amount of \$ _____ for MOMENTUM Aviation construction.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of _____ in the amount of \$ _____ for MOMENTUM Aviation construction.

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

Concurrence: David Law
David Law, Superintendent

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

Board Agenda Item XVII.

Title: Approval of Sale of 2024A Certificates of Participation Bonds December 7, 2023

EXECUTIVE SUMMARY:

At the School Board Meeting of October 5, 2023, the School Board authorized the sale of the \$1,765,000 Par Value 2024A Certificates of Participation Bonds to fund the design, planning and construction of the second floor space in the VANTAGE MOMENTUM Building to house the MOMENTUM Aviation program, which is scheduled to start instruction in September 2024. The estimated interest rate of the bonds at that time was 6.50%.

The 2024A Certificates of Participation Bonds were sold on Tuesday, November 28, 2023 at a Total Interest Cost of 5.06%.

The attached resolution approving the sale of the 2024A Certificate of Participation Bonds was prepared by the District's bond counsel Dorsey & Whitney.

ATTACHMENTS:

RESOLUTION RELATING TO THE ACQUISITION AND CONSTRUCTION OF DISTRICT IMPROVEMENTS; PROVIDING FOR THE FINANCING THEREOF AND THE ISSUANCE OF CERTIFICATES OF PARTICIPATION; AUTHORIZING THE EXECUTION AND DELIVERY OF A SECOND AMENDED AND RESTATED LEASE-PURCHASE AGREEMENT AND APPROVING AND AUTHORIZING THE EXECUTION OF RELATED DOCUMENTS

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the 2024A Sale Resolution as prepared by Dorsey & Whitney.

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

Concurrence: 
David Law, Superintendent

CERTIFICATION OF MINUTES RELATING TO
CERTIFICATES OF PARTICIPATION

Issuer: Independent School District No. 276 (Minnetonka), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held December 7, 2023, at 7:00 p.m., at the School District offices or by electronic means as permitted by and in accordance with applicable laws.

Members present:

Members absent:

Documents Attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO THE ACQUISITION AND CONSTRUCTION OF
DISTRICT IMPROVEMENTS; PROVIDING FOR THE FINANCING THEREOF
AND THE ISSUANCE OF CERTIFICATES OF PARTICIPATION; AUTHORIZING
THE EXECUTION AND DELIVERY OF A SECOND AMENDED AND RESTATED
LEASE-PURCHASE AGREEMENT AND APPROVING AND AUTHORIZING THE
EXECUTION OF RELATED DOCUMENTS

I, the undersigned, being the duly qualified and acting recording officer of the public school district issuing the certificates referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said political subdivision in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said political subdivision, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said certificates; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this ____ day of December, 2023.

Deputy Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO THE ACQUISITION AND CONSTRUCTION OF DISTRICT IMPROVEMENTS; PROVIDING FOR THE FINANCING THEREOF AND THE ISSUANCE OF CERTIFICATES OF PARTICIPATION; AUTHORIZING THE EXECUTION AND DELIVERY OF A SECOND AMENDED AND RESTATED LEASE-PURCHASE AGREEMENT AND APPROVING AND AUTHORIZING THE EXECUTION OF RELATED DOCUMENTS

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

Section 1. Authorization. By resolution dated June 4, 2020, this Board found it in the best interest of the District to enter into a Lease-Purchase Agreement dated as of June 1, 2020, between the District and Wells Fargo Bank, National Association (the "Lease"), and to cause Wells Fargo Bank, National Association, as trustee (the "Original Trustee") under a Trust Agreement dated as of June 1, 2020, between the Trustee and the District (the "Trust Agreement"), to issue Certificates of Participation, Series 2020D in the Lease ("Series 2020D Certificates") for the purpose of financing (a) the acquisition of a tract of land adjacent to the District's Service Center – Clear Springs Campus on Highway 101 in Minnetonka for future use as a school building, (b) the demolition of existing buildings, structures and improvements on the land, including but not limited to three buildings, a well and a septic system, and (c) costs of issuance related to the financing (collectively, the "2020 Project").

By resolution duly adopted on November 4, 2021, this Board found it in the best interest of the District to enter into an Amended and Restated Lease-Purchase Agreement (the "A&R Lease") with Computershare Trust Company, N.A., as successor in interest to the Original Trustee (the "Trustee"), and to enter into an Amended and Restated Trust Agreement (the "A&R Trust Agreement") with the Trustee, to authorize the creation of additional Certificates of Participation, Series 2022A, in the A&R Lease (the "Series 2022A Certificates") for the purpose of acquiring and constructing additional improvements upon the land which was part of the 2020 Project (the "2022 Project").

By resolution duly adopted on October 5, 2023 (the "Authorizing Resolution"), this Board authorized the execution of a Second Amended and Restated Lease-Purchase Agreement (the "Second A&R Lease") with the Trustee to amend the A&R Lease and to enter into a Second Amended and Restated Trust Agreement (the "Second A&R Trust Agreement") with the Trustee to authorize the creation of additional certificates of participation ("Additional Certificates") for the purpose of acquiring and constructing additional improvements upon the land which is part of the 2020 Project and improving the 2022 Project (the "2024 Project," and collectively with the 2020 Project and the 2022 Project, the "Project").

Pursuant to the Authorizing Resolution, the Board authorized the sale of the Additional Certificates, by the Superintendent or Executive Director of Finance & Operations and a Board officer, to Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin (the "Purchaser"), in an aggregate principal amount not to exceed \$1,765,000, provided that the true interest cost of such Additional Certificates to the District is less than or equal to 7.00% per annum. Pursuant to Minnesota Statutes, Section 465.71, this Board hereby further authorizes the execution and delivery of the Second A&R Lease and the creation of the Additional Certificates therein for the

purpose of financing the Project. The Series 2020D Certificates, the Series 2022A Certificates, and the Additional Certificates shall be secured on a parity by Project.

Section 2. Sale and Award. On November 28, 2023, the District received a proposal from the Purchaser to purchase the Additional Certificates, structured as premium capital appreciation certificates, in an aggregate principal amount (per \$5,000 accreted amount at maturity) of \$1,764,997.60, at a price of \$2,206,198.40 and a true interest cost of 5.060669% per annum. The authorized officers of the District approved and executed a purchase agreement for the sale of the Additional Certificates to the Purchaser. The terms of the sale and the execution of the purchase agreement being in compliance with the parameters set forth in the Authorizing Resolution, this Board hereby ratifies such action in all respects and authorizes the issuance of the Additional Certificates in the aggregate principal amount (per \$5,000 accreted amount at maturity) of \$1,764,997.60 on the further terms and conditions set forth herein.

Section 3. Financing Documents. The following documents have been prepared and are on file in the office of the Executive Director of Finance and Operations:

- (a) a Ground Lease Agreement (the "Ground Lease"), between the District, as ground lessor, and Computershare Trust Company, N.A., as trustee (the "Trustee"), as ground lessee;
- (b) a Second Amended and Restated Lease-Purchase Agreement (the "Second A&R Lease"), between the Trustee, as lessor, and the District, as lessee; and
- (c) a Second Amended and Restated Trust Agreement (the "Second A&R Trust Agreement"), between the District and the Trustee.

The forms of such documents (collectively, the "Documents") are hereby approved, with such variations, insertions and additions as are deemed appropriate by the parties and approved by counsel to the District, Dorsey & Whitney LLP.

Section 4. Execution. Upon completion of the Documents and the execution thereof by the other parties thereto, the Chair and Clerk, or other designated signatories acting on their behalf, are hereby authorized to execute and deliver the Documents on behalf of the District. The Chair and Clerk (or their designated signatories acting on their behalf, or in the case of the IRS Form 8038-G, the Executive Director of Finance & Operations individually) are hereby further authorized to execute, on behalf of the District, such other contracts, certifications, documents or instruments as counsel to the District or the Trustee shall require, and all certifications, recitals, warranties and representations therein and in the Documents shall constitute the certifications, recitals, warranties and representations of the District. Execution of any contract, certification, document or instrument by one or more appropriate officers of the District will constitute and be deemed conclusive evidence of the approval and authorization by the District and the Board of the contract, certification, document or instrument so executed. Without limiting the generality of the foregoing, in the absence or other unavailability of the Chair, any document authorized in this resolution to be executed by the Chair may be executed by the Vice Chair or the Acting Chair and, in the absence or other unavailability of the Clerk, any document authorized in this resolution to be executed by the Clerk may be executed by the Acting Clerk or Deputy Clerk.

Section 5. Payment of Rental Payments; No General Obligation. Subject to the provisions of the Second A&R Lease, the District shall pay to the Trustee promptly when due, all of the Rental Payments (as defined in the Second A&R Lease) and other amounts required by the Second A&R Lease. The Second A&R Lease and the obligations of the District thereunder will be special, limited obligations of the District payable in each fiscal year solely from funds of the District legally appropriated for such purpose in the annual budget of the District; provided, however, that the District shall not be obligated to make any such appropriation. The full faith and credit and ability of the District to levy ad valorem taxes without limitation as to rate or amount are not pledged to the payment of the Second A&R Lease or any obligation of the District thereunder.

Section 6. Issuance of Additional Certificates. Upon all acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done, to exist, to happen and to be performed precedent to and in the valid issuance of the Documents and the Additional Certificates, the Trustee shall be directed forthwith by the District to issue the Additional Certificates in the form and upon the terms set forth in the Second A&R Trust Agreement. The Chair and Clerk, or other designated signatories acting on their behalf, are hereby authorized to so direct the Trustee and to approve the final terms of the Additional Certificates, which approval shall be conclusively evidenced by the execution of the Second A&R Trust Agreement by said officers, and the District shall deliver to the Trustee such documents as are required by the Second A&R Trust Agreement. The Additional Certificates will be prepared, executed and delivered as prescribed in the Second A&R Trust Agreement for delivery to or for the account of the Purchaser or the registered owners of the Additional Certificates. The Trustee is hereby appointed authenticating agent with respect to the Additional Certificates and paying agent for the Additional Certificates, pursuant to the Second A&R Trust Agreement.

Section 7. Official Statement; Ratification of Prior Actions Taken. The Preliminary Official Statement dated November 21, 2023, and the Final Official Statement dated December 5, 2023, each relating to the Additional Certificates and prepared and distributed by the Purchaser and the District, together with any necessary amendments or supplements, are hereby approved. The Chair and Clerk, or other designated signatories acting on their behalf, are authorized and hereby directed to sign such certifications as may be necessary with respect to the completeness and accuracy of the Official Statement. All actions heretofore taken by District officers and staff, or by others acting on behalf of the District, with respect to the structuring, marketing and sale of the Additional Certificates, the preparation of Documents and the consummation of the transaction contemplated by the Documents, including the engagement of third-party advisors and counsel, are hereby ratified and approved in full.

Section 8. Tax Covenants and Arbitrage Matters.

(a) Covenant. The District covenants and agrees with the owners from time to time of the Additional Certificates that it will not take, or permit to be taken by any of its officers, employees or agents, any action which would cause the interest component of the Rental Payments payable under the Second A&R Lease and received by the registered owners of the Additional Certificates to become subject to taxation under the Internal Revenue Code of 1986 (the "Code") and any regulations issued thereunder (the "Regulations"), in effect at the time of such action, and that it will take, or it will cause its officers, employees or agents to take, all affirmative actions within their powers which may be necessary to ensure that the interest component of the Rental Payments payable under the Second A&R Lease and received by the registered owners of the Additional Certificates will not become subject to taxation under the Code and the Regulations, as presently existing or as hereafter amended and made applicable to the Second A&R Lease and Additional Certificates. So long as the Second A&R Lease and Additional Certificates are outstanding, the

District will not enter into any lease, use agreement or other contract or agreement respecting the Project which would cause the Second A&R Lease and Additional Certificates to be considered a “private activity bond” or “private loan bond” pursuant to the provisions of Section 141 of the Code.

(b) Tax Certificate. The Chair and Clerk, or their respective authorized designees, being the officers of the District charged with the responsibility for issuing the Second A&R Lease and Additional Certificates pursuant to this resolution, are authorized and hereby directed to execute and deliver a certificate (the “Tax Certificate”) in accordance with the provisions of Section 148 of the Code, and Section 1.148-2(b) of the Regulations, stating, among other things, the facts, estimates and circumstances in existence on the date of issue and delivery of the Second A&R Lease and Additional Certificates which make it reasonable to expect that the proceeds of the Second A&R Lease and Additional Certificates will not be used in a manner that would cause the Second A&R Lease and Additional Certificates to be an arbitrage bond within the meaning of the Code and the Regulations.

(c) Arbitrage Rebate. The District acknowledges that the Second A&R Lease and Additional Certificates are subject to the rebate requirements of Section 148(f) of the Code. The District covenants and agrees to retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) and applicable Regulations to preserve the exclusion of interest on the Second A&R Lease and Additional Certificates from gross income for federal income tax purposes, unless the Second A&R Lease and Additional Certificates qualify for an exception from the rebate requirement pursuant to one of the exceptions set forth in the Code and the Regulations.

(d) Reimbursement. The District certifies that the proceeds of the Second A&R Lease and Additional Certificates will not be used by the District to reimburse itself for any expenditure with respect to the Project which the District paid or will have paid more than 60 days prior to the issuance of the Second A&R Lease and Additional Certificates unless, with respect to such prior expenditures, the District has made a declaration of official intent which complies with the provisions of Section 1.150-2 of the Regulations; provided, however, that this certification shall not apply (i) with respect to certain de minimis expenditures, if any, with respect to the Project meeting the requirements of Section 1.150-2(f)(1) of the Regulations, or (ii) with respect to “preliminary expenditures” for the Project as defined in Section 1.150-2(f)(2) of the Regulations, including engineering or architectural expenses and similar preparatory expenses, which in the aggregate do not exceed 20% of the “issue price” of the Second A&R Lease and Additional Certificates.

Section 9. Continuing Disclosure.

(a) Definitions. The following capitalized terms shall have the following meanings for purposes of this section.

“*Annual Report*” means any annual report provided by the District pursuant to, and as described in, subsection (c) of this section.

“*Beneficial Owner*” means any person which (i) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Additional Certificates (including persons holding Additional Certificates through nominees, depositories or other intermediaries), or (ii) is treated as the owner of any Additional Certificates for federal income tax purposes.

“EMMA” means the MSRB’s Electronic Municipal Market Access system available at <http://emma.msrb.org>.

“ *Holders* ” means the registered holders of the Additional Certificates, as recorded in the registration books of the Registrar (as defined in the Second A&R Trust Agreement).

“*Listed Events*” means the events listed in subsection (d) of this section.

“MSRB” means the Municipal Securities Rulemaking Board, 1300 I Street NW, Suite 1000, Washington, DC 20005.

“*Participating Underwriter*” means any of the original underwriters of the Additional Certificates required to comply with the Rule in connection with offering of the Additional Certificates.

“*Rule*” means Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

(b) Purpose and Beneficiaries. The District makes the following covenants for the benefit of the Holders and Beneficial Owners of the Additional Certificates and in order to assist the Participating Underwriters in complying with the Rule.

(c) Provision of Annual Reports.

(i) Not later than 12 months after the end of each fiscal year of the District (the “Submission Deadline”) (the first report being due not later than 12 months after June 30, 2023), the District shall, either directly or indirectly through an agent designated by the District, file on EMMA an electronic copy of its Annual Report in a format and accompanied by such identifying information as prescribed by the MSRB. If the District’s fiscal year changes, it shall, either directly or indirectly through an agent designated by the District, give notice of such change in the same manner as for a Listed Event under subsection (d), and the Submission Deadline beginning with the subsequent fiscal year will become one year following the end of the new fiscal year. If the District is unable to provide an Annual Report by the Submission Deadline, in a timely manner thereafter, the District shall, either directly or indirectly through an agent designated by the District, file a notice on EMMA stating that there has been a failure to provide an Annual Report on or before the Submission Deadline.

(ii) The Annual Report must contain or include by reference the following:

(1) The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles promulgated by the Financial Accounting Standards Board as modified in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota state law, as in effect from time to time, or, if and to the extent such audited financial statements have not been prepared in accordance with generally accepted accounting principles, noting the discrepancies therefrom and the effect thereof. If the District’s audited financial statements are not available by the Submission Deadline, the

Annual Report shall contain unaudited financial information (which may include any annual filing information required by Minnesota state law) accompanied by a notice that the audited financial statements are not yet available, and the audited financial statements shall be filed on EMMA within 10 days of when they become available.

(2) To the extent not included in the financial statements provided as part of the Annual Report, tables, schedules or other information of the type contained in the Official Statement for the Additional Certificates under the following headings or captions, which information may be unaudited:

- (A) Economic and Financial Information
- (B) Summary of Debt and Debt Statistics
- (C) General Information – Major Employers

(iii) The Annual Report may be submitted as a single document or as separate documents comprising a package. The contents of the Annual Report may be included in the Annual Report by specific reference to other documents, including official statements of debt issues of the District or related public entities, which are available on EMMA or are filed with the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available on EMMA. The Annual Report shall clearly identify each such other document so included by reference. The audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the Submission Deadline if they are not available by that date.

(d) Reporting of Significant Events.

(i) The District shall, either directly or indirectly through an agent designated by the District, give notice of the occurrence of any of the following events with respect to the Additional Certificates, all pursuant to the provisions of this subsection (d):

- (1) Principal and interest payment delinquencies.
- (2) Non-payment related defaults, if material.
- (3) Unscheduled draws on debt service reserves reflecting financial difficulties.
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties.
- (5) Substitution of credit or liquidity providers, or their failure to perform.
- (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security.
- (7) Modifications to rights of security holders, if material.

- (8) Bond calls, if material, and tender offers.
- (9) Defeasances.
- (10) Release, substitution, or sale of property securing repayment of the securities, if material.
- (11) Rating changes.
- (12) Bankruptcy, insolvency, receivership or similar event of the obligated person.

For the purposes of the event identified in this subparagraph (12), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

- (13) The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material.
- (14) Appointment of a successor or additional trustee or the change of name of a trustee, if material.
- (15) Incurrence of a Financial Obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the obligated person, any of which affect security holders, if material.
- (16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the obligated person, any of which reflect financial difficulties.

For purposes of the events identified in subparagraph (15) and (16) above, the term "Financial Obligation" means a (i) debt obligation, (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation, or (iii) guarantee of either (i) or (ii). The term "Financial Obligation" does not

include municipal securities as to which a final official statement has been provided to the MSRB pursuant to the Rule.

- (ii) If a Listed Event described in subparagraph (2), (7), (8) (but only with respect to bond calls under (8)), (10), (13), (14) or (15) has occurred and the District has determined that such Listed Event is material under applicable federal securities laws, the District shall, either directly or indirectly through an agent designated by the District, in a timely manner but not later than 10 business days after the occurrence of such Listed Event, promptly file a notice of such occurrence on EMMA, with such notice in a format and accompanied by such identifying information as prescribed by the MSRB.
- (iii) If a Listed Event described in subparagraph (1), (3), (4), (5), (6), (8) (but only with respect to tender offers under (8)), (9), (11), (12) or (16) has occurred the District shall, either directly or indirectly through an agent designated by the District, in a timely manner but not later than 10 business days after the occurrence of such Listed Event, promptly file a notice of such occurrence on EMMA, with such notice in a format and accompanied by such identifying information as prescribed by the MSRB. Notwithstanding the foregoing, notice of Listed Events described in subparagraphs (8) and (9) need not be given under this subsection (d) any earlier than the notice (if any) of the underlying event is given to Holders of affected Additional Certificates pursuant to the Second A&R Trust Agreement.

(e) Termination of Reporting Obligation. The District's obligations under this section will terminate upon the legal defeasance, prior redemption or payment in full of all of the Additional Certificates or upon the District's receipt of an opinion of nationally recognized bond counsel to the effect that, because of legislative action or final judicial action or administrative actions or proceedings, the failure of the District to comply with the terms hereof will not cause Participating Underwriters to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended.

(f) Dissemination Agent. The District may, from time to time, appoint or engage a dissemination agent to assist it in carrying out its obligations under this section, and may discharge any such dissemination agent, with or without appointing a successor dissemination agent. The dissemination agent will not be responsible in any manner for the content of any notice or Annual Report prepared by the District pursuant to this section.

(g) Amendment; Waiver. Notwithstanding any other provision of this section, the District may amend the covenants contained in this section, and any provision of this section may be waived, if

- (i) (1) the amendment or waiver is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Additional Certificates, or the type of business conducted; (2) the undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Additional Certificates, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and (3) the amendment or waiver either (A) is approved by a majority of the Holders, or (B) does not, in the opinion of nationally recognized

bond counsel, materially impair the interests of the Holders or Beneficial Owners;
or

- (ii) the amendment or waiver is necessary to comply with modifications to or interpretations of the provisions of the Rule as announced by the Securities and Exchange Commission.

In the event of any amendment or waiver of a provision of this section, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing audited financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under subsection (d), and (ii) the Annual Report for the year in which the change is made will present a comparison or other discussion in narrative form (and also, if feasible, in quantitative form) describing or illustrating the material differences between the audited financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

(h) Additional Information. Nothing in this section will be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this section or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this section. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this section, the District shall have no obligation under this section to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

(i) Default. In the event of a failure of the District to comply with any provision of this section, any Holder or Beneficial Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this section. Direct, indirect, consequential and punitive damages will not be recoverable by any person for any default hereunder and are hereby waived to the extent permitted by law. A default under this section will not be deemed an event of default under the Second A&R Lease, the Second A&R Trust Agreement or this resolution, and the sole remedy under this section in the event of any failure of the District to comply with this section will be an action to compel performance.

Section 10. Additional Authorizations. The Deputy Clerk is hereby authorized to take all actions authorized to be taken by the Clerk.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

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

Board Agenda Item XVIII.

Title: Resolution Pertaining to Consent Agenda

Date: December 7, 2023

OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for December 7, 2023:

- a. Minutes of November 2 regular meeting and closed session; and November 16 special meeting
- b. Study Session Summary of November 16
- c. Payment of Bills
- d. Recommended Personnel Items
- e. Gifts and Donations
- f. Electronic Fund Transfers
- g. Resolution Authorizing Issuance of Certificates of Election
- h. Designated Combined Polling Places

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



David Law, Superintendent

CONSENT

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

Board Agenda Item XVIII. a

Title: Meeting Minutes

Date: December 7, 2023

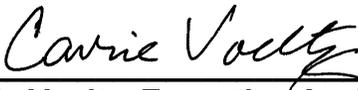
OVERVIEW:

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

1. November 2 regular meeting
2. November 2 closed session
3. November 16 special meeting

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: 
Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Minutes of November 2, 2023 Regular Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, November 2, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio. The meeting was also livestreamed on the District's YouTube channel. Absent: Katie Becker.

Prior to the meeting, Board members recognized, via a video, the following groups and individuals: Class of 2024 National Merit Semifinalists; Class of 2024 ACT Top Score Earners; 2023-24 Student-Honored Teachers; Class of 2024 National Merit Commended Students; Class of 2024 National College Board Recognition Honorees; 2023 AP Scholars with Distinction; Minnesota Council on Economic Education Teacher of the Year; Minnesota String and Orchestra Teachers Association Master Orchestra Teacher of the Year; and Minnesota Association of School Administrators (MASA) 2023 Richard Green Scholar Award Recipient Dr. Amy Ladue.

Chairperson Wagner called the meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the flag.

1. **AGENDA**

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

2. **SCHOOL REPORT FROM GROVELAND**

Groveland Principal Andrew Gilbertson and Assistant Principal Sarah Klitzke shared some of the highlights of the year so far as well as some of the great things they have planned for the future. They have been working to strengthen belonging through clear communication, strong connections and student-led anti-bullying efforts. They have also introduced an intervention block during the school day to better use their resources and support students.

Chairperson Wagner thanked Principal Gilbertson and Assistant Principal Klitzke for their report and asked them to thank the students for the video and for their leadership efforts.

3. **COMMUNITY COMMENTS**

Chairperson Wagner noted that this opportunity for comment was available to community members who wished to address the Board on any item on that night's agenda. No one responded to this invitation to speak.

4. **APPROVAL OF INCLEMENT WEATHER PROCEDURES**

The State of Minnesota allows school districts to provide e-learning days due to inclement weather. This requires districts to adopt a locally developed plan. A school district may have up to five weather-related e-learning days during a school year that can be counted as instructional days in the school calendar.

As Superintendent of Schools David Law explained, the District has developed a plan that allows e-learning days to be offered as an option should we have snow or cold days that do not allow students to attend school in person. As required by State Statute, which was updated during the 2023 legislative session, the District has negotiated with the Minnetonka Teachers Association (MTA) and has a tentative agreement on a memorandum of understanding (MOU) for inclement weather. The goal for this plan is to provide students with instruction after a minimal number of school interruptions due to winter weather as well as to eliminate the possibility of needing to add additional school days at the end of the current school year calendar due to weather related closures.

With regard to students on IEPs, Superintendent Law noted that asynchronous instruction, per guidance from the MDE, can be considered both direct and indirect, dependent upon how the staff choose to meet that student's needs based on their IEP goals and objectives. The team will determine what this looks like, based off the service minutes dictated by the child's IEP. A child's access to a free appropriate public education should not be impacted by one asynchronous learning day, similar to when a child is absent, a teacher is absent, or a child goes on a vacation, missing school. Students can and do make progress given one or two days of asynchronous instruction. If there are students who are negatively impacted by asynchronous instruction, based on a review of data, the team may address that through a variety of avenues.

Superintendent Law said that information about the e-learning plan for inclement weather will be communicated with staff, families, and students as a part of the annual inclement weather communication.

Ambrosen moved, Lee-O'Halloran seconded, that the Board approve the inclement weather procedures as presented. Board member Vitale asked whether the second snow day would need to be consecutive to the first, or whether we would get one day per season. Superintendent Law spoke about how tight we are with high school credits and the challenge with rescheduled days. He said grades 6-12 would be asynchronous on the second day that is impacted by inclement weather. Vice Chairperson Selinger asked about late starts or early releases for a snow incident. Superintendent Law confirmed those are not days impacted by this plan.

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

5. UPDATE ON SOLAR GARDENS

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He explained that the District works continuously to be efficient in its support operations to maximize funds that are available for student instruction. One area where the District has undertaken and enacted numerous efficiencies is in the area of energy efficiency.

Mr. Bourgeois then presented an update on the District's use of solar gardens, including a history of energy efficiency initiatives in the District and the activity related to contracting for delivery of solar-generated electricity from utility-scale solar garden installations to the District.

Chairperson Wagner thanked Mr. Bourgeois for his innovative approach to this, as we work to keep as many dollars in the classroom as possible. Board member Vitale asked whether the solar garden contracts are secure or whether they could be altered by future legislative action. Mr. Bourgeois said contracts are honored to the end of the contract, as entities would not enter into these if that wasn't the case. Our investments in these contracts are very safe.

6. VANTAGE MOMENTUM BUILDING – CONSTRUCTION UPDATE

The VANTAGE/MOMENTUM Building has been under construction since June 2022. Construction has taken place during a period of supply chain issues that has extended the length of the construction period. As Executive Director of Finance and Operations Paul Bourgeois explained, work is advancing steadily, and the building should be ready for student use in January 2024. Photos of the status of construction as of October 31 were also presented.

Chairperson Wagner thanked Mr. Bourgeois and asked him to thank all who have been involved. Board member Lee-O'Halloran asked about the completion date. Mr. Bourgeois said the contractors have said they will have it done by January.

7. CONSENT AGENDA

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

- Minutes of October 5 Regular Meeting and Closed Session
- Study Session Summary of October 26, 2023
- Payment of Bills – in the sum of \$10,509,576.81
- Recommended Personnel Items

- Gifts and Donations for October 2023: \$270.00 from the Blackbaud Giving Fund to be placed in the MHS Principal Discretionary Fund. \$5.60 from the Blackbaud Giving Fund to be placed in the MMW Principal Discretionary Fund. \$6,391.59 from the MME PTA to be placed in the MME Principal Discretionary Fund for Students in Need. \$1500.00 from the Kopp Family Foundation to be placed in the MHS Random Acts of Kindness Fund. \$1,000 from the Kopp Family Foundation to be placed in the Clear Springs Elementary Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Deephaven Elementary Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Groveland Elementary Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Scenic Heights Elementary Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the MME Social Worker Fund. \$250.00 from the Minnetonka Skippers Booster Club (\$1,750.00 total) to be given to each of the following clubs: Percussion Ensemble, Marching Band, Anime, Jazz Ensemble, Jazz 2, Science Olympiad, and Book Club. \$33.32 from FrontStream to be placed in the Groveland Elementary School Principal Discretionary Fund. \$2,718.70 from the Clear Springs Elementary PTO to be placed in the Clear Springs Elementary Enrichment & Community Night Duns PTO Staff Allocation Fund. \$10,000.00 from the Groveland Elementary PTO to be placed in the Groveland Elementary Field Trip Fund. \$5,000.00 from the Lake Minnetonka/Excelsior Rotary Club to be placed in the MHS Interact Club & ICA Food Shelf Fund. \$2,000.00 from Anonymous to be placed in the MHS Baseball Program Fund. \$2,000.00 from Ken and Cindy Mueller to be placed in the MHS Baseball Program Fund. \$1,000.00 from myHealth for Teens and Young Adults to be placed in the Minnetonka Tonka CARES Grant Program Fund. Total Gifts and Donations thus far for 2023-24: \$301,241.76.
- Electronic Fund Transfers

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

8. **BOARD REPORTS**

None.

9. **SUPERINTENDENT'S REPORT**

Superintendent Law spoke about the end of the athletic season for fall sports and how well our student athletes are doing and how exciting it is to see them compete. He also mentioned Minnetonka Theatre will be launching *Cabaret* this weekend at the Arts Center. He also noted that adapted soccer has a game next Monday. He spoke about meeting with Senator Kelly Morrison who met recently with him, Nutrition Services, Tonka CARES and other district partners to discuss the free breakfast and lunch program, noting that Senator Morrison was the author of that. They also discussed homelessness and mental health issues. He thanked those involved in that meeting.

10. **ANNOUNCEMENTS**

Chairperson Wagner read the following statement:

During election seasons, we get this question occasionally, and it has come up recently, so I wanted to address it at our meeting for the public. The Minnetonka Public School District – and our School Board as a body of the whole – do not endorse or oppose any candidate for public office. We would never send a communication from the Board or District, electronically or through the mail, about who to vote for in an election.

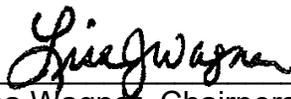
Additionally, when a candidate, campaign, member of the public or organization misuses one of our district logos by including the logo on an election website, mailing, sign, or other election-related communication, we follow up, as able and reasonable, to curtail that behavior, as we want to ensure it is clear the District is not supporting or opposing any particular candidate.

We encourage all voters in our District to learn more about all of the School Board candidates and about the ballot question regarding renewal of the capital projects levy. We encourage each of you to vote on or before Election Day, which is next Tuesday, November 7.

Board member Remucal spoke about being sworn in as the Minnetonka School Board representative to District 287's Advisory Board and noted that he had recently participated in a "Get on the Bus" tour with other members of that board.

11. **ADJOURNMENT**

Lee-O'Halloran moved, Selinger seconded, adjournment to closed session at 8:00 p.m. Upon vote being taken thereon, the motion carried unanimously.



Lisa Wagner, Chairperson

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

Minutes of November 2, 2023 Closed Session

The School Board of Minnetonka Independent School District #276 met in closed session at 8:06 p.m. on Thursday, November 2 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Patrick Lee-O'Halloran, Mike Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

Absent: Katie Becker.

Also present in the room were Executive Director of Human Resources Anjie Flowers and Executive Director of Finance and Operations Paul Bourgeois.

Chairperson Wagner called the meeting to order and announced that in accordance with Minnesota Statutes 13D.03, the meeting would be closed to the public in order to discuss the status of negotiations with the MTA. Chairperson Wagner said in keeping with District Policy #205: Open and Closed Meetings, the proceedings would be recorded.

At 8:49 p.m., Ambrosen moved, Selinger seconded, that the School Board adjourn the closed session. Upon vote being taken thereon, the motion carried unanimously.



Lisa Wagner, Chairperson

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

Minutes of November 16, 2023 Special School Board Meeting

The School Board of Minnetonka Independent School District #276 met in special session at 6:00 p.m. on Thursday, November 16, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

Chairperson Wagner called the special meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the Flag.

1. **AGENDA**

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

2. **CANVASS OF NOVEMBER 7, 2023 SCHOOL BOARD ELECTION – SCHOOL BOARD SEATS**

Superintendent Law noted that 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 7, 2023, for four School Board seats. Thursday, November 16, is the ninth calendar day after the election. Superintendent Law noted that the results of the election are being presented for the School Board's approval.

Lee-O'Halloran moved, Selinger seconded, that the Board approve the following resolution:

**RESOLUTION CANVASSING RETURNS
OF VOTES CAST IN SCHOOL DISTRICT SPECIAL ELECTION**

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 general election of the voters of the district held November 7, 2023, was in all aspects duly and legally called and held.

As specified in the attached Abstract and Return of Votes Cast, a total of 12,256 voters of the district voted at said election of three school board members for four-year term vacancies on the board caused by expiration of term on January 1 next following the general election as follows:

<i>Kemerie Foss</i>	6,548
<i>Michael Remucal</i>	5,452
<i>Sally Browne</i>	5,183
<i>Dan Olson</i>	5,166
<i>Karen Jordan</i>	4,439
<i>Chris Kratoska</i>	4,257
<i>Brandon L. Voges</i>	4,019
<i>Write-In</i>	110

Candidates Foss, Remucal, Browne, and Olson, having the highest number of votes, are elected to four-year terms, beginning Monday, January 1, 2024.

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.

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

3. CANVASS OF NOVEMBER 7, 2023 SCHOOL BOARD ELECTION – CAPITAL PROJECTS LEVY

Superintendent Law again noted that 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 a Special Election on November 7, 2023 for a referendum on a capital project levy. Thursday, November 16, is the ninth calendar day after the election. Superintendent Law noted that the results of the special election are being presented for the School Board’s approval.

Remucal moved, Becker seconded, that the Board approve the following resolution:

**RESOLUTION CANVASSING RETURNS
OF VOTES CAST IN SCHOOL DISTRICT SPECIAL ELECTION**

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

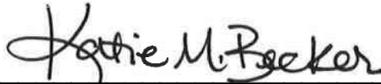
1. *It is hereby found, determined and declared that the special election of the voters of this school district held on November 7, 2023, was in all respects duly and legally called and held.*

2. *As specified in the attached Abstract and Return of Votes Cast, at said election a total of 9,814 voters of the school district voted on the question of revoking the existing capital project levy authorization of the school district and replacing that authorization with a new authorization for taxes payable in 2024 and thereafter (SCHOOL DISTRICT QUESTION 1), of which 6,237 voted in favor, 3,577 voted against the same, and there were 30 completely blank or defective ballots. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.*
3. *The clerk is hereby directed to certify the results of the election to the county auditors of each county in which the school district is located in whole or in part. The clerk is also directed to report the results of the referendum revenue authorization election to the Commissioner of Education within fifteen (15) days of the date hereof.*

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

4. **ADJOURNMENT**

Vitale moved, Becker seconded, adjournment to study session at 6:05 p.m. Upon vote being taken thereon, the motion carried unanimously.



Katie Becker, Clerk

CONSENT

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

Board Agenda Item XVIII. b

Title: Study Session Summary

Date: December 7, 2023

OVERVIEW:

The summary of the proceedings of the Minnetonka School Board's November 16 study session is attached.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve this summary as presented.

Submitted by: _____



Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Summary of November 16, 2023 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:05 p.m. on Thursday, November 16, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

VANTAGE PUBLIC POLICY – STUDENT PRESENTATION

Associate Superintendent Amy LaDue led the discussion. She explained that students in the VANTAGE Public Policy course had researched the question: What should the District consider when developing a policy regarding AI use in the District? After conducting primary and secondary research on four stakeholder groups' perspectives (teachers, students/parents, administrators, and collegiate-level), students split into six teams to develop a presentation with their team's recommendation. These impressive presentations were delivered to a panel of judges that included administrators from MHS and the District, who ultimately selected a team to present to the School Board at a study session.

The winning team then shared their recommendations with the Board. They noted that the main issue is that AI technology is brand new, and rapidly developing. Other states across the country have released guidelines for AI use, but Minnesota has not yet. Districts are left to figure things out on their own. The recommendation from the student team is that the District establish a comprehensive policy, with input from administrators, staff and students, with clear guidelines to optimize AI utilization while safeguarding against potential misuse. They also shared student and teacher survey data regarding the use of AI.

Chairperson Wagner thanked the students for the presentation and noted that this was just the beginning of the discussions on this topic.

CITIZEN INPUT

Chairperson Wagner extended an invitation to members of the audience who wished to address the Board on any topic. She also read the guidelines for Citizen Input.

The following individuals then addressed the Board:

- Minnetonka parent Colleen Lockovitch spoke regarding her concerns about the District's Nutrition Services program.
- Minnetonka parent Tim Wilkinson spoke regarding his concerns about class sizes in the Spanish Immersion program at Minnewashta.
- Minnetonka parent Donavon DesMarais spoke regarding his concerns about class sizes in the Spanish Immersion program at Minnewashta.
- Minnetonka parent Ann Senn spoke regarding her desire for Chris Pears and Brent Veninga to be recognized for their contributions to the District's VANTAGE program.
- MHS student Tali Parker spoke regarding her concerns about weighted grade requirements, specifically the requirement that students pass the AP Test to receive a weighted grade.
- District parent Tara Lee Stone spoke regarding her concerns about weighted grade requirements, specifically the requirement that students pass the AP Test to receive a weighted grade.
- District parent Matthew Stone spoke regarding his concerns about weighted grade requirements, specifically the requirement that students pass the AP Test to receive a weighted grade.

Chairperson Wagner thanked the individuals for their comments.

DISCUSSION REGARDING NAMING OF FORUM OF VANTAGE/MOMENTUM BUILDING

Superintendent Law led the discussion. He explained that the Minnetonka Foundation had recently committed \$250,000 to support the technology used in the new VANTAGE/MOMENTUM building's Forum. After receiving several nominations to recognize this gift, and with support from the Foundation's Board of Directors, the recommendation is to name the Forum room at the new VANTAGE/MOMENTUM building the "Minnetonka Public Schools Foundation Forum" or the more commonly used "Foundation Forum."

In the discussion that followed, Board members were supportive of this recommendation. Board member Vitale noted that he had recently attended a meeting of the Foundation Board, and all the Board members were enthusiastic about this. Chairperson Wagner noted that this item would be brought back to the December 7 regular meeting for approval.

REVIEW OF FY23 AUDIT

Executive Director of Finance and Operations Paul Bourgeois noted that the audit of the Fiscal Year 2023 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 7 School Board Meeting. He introduced Lance Lauinger, CPA of CliftonLarsonAllen, who reviewed the Basic Financial Statements in the audit for the Board, prior to final approval of the complete audit report which will be on December 7.

Upon approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute.

Mr. Lauinger shared the following points from the Executive Audit Summary and Management Report:

Audit Opinion – the financial statements are fairly stated. We issued what is known as a “clean” or unmodified audit report.

Yellow Book Opinion – No compliance issues were reported in our review of laws, regulations, contracts, and grants that could have significant financial implications to the District.

Internal Controls – One material weakness in internal controls was noted. This was related to a material adjustment for \$529,934 in retainage payable which was not properly accrued into fiscal year 2023.

Single Audit – as part of the Single Audit we tested the District’s compliance with all direct and material requirements of major federal programs (Child Nutrition Cluster, Special Education Cluster, and Education Stabilization Fund). We noted two material weaknesses with regards to procurement and suspension and debarment in the Child Nutrition Program and Special Education Program.

Legal Compliance – we noted one item of noncompliance with regards to Minnesota Legal Compliance, related to the prompt payment of bills.

Enrollment – for fiscal 2022-23, MPS had an estimated total adjusted average daily membership of 11,240.18 (or 12,301.24 adjusted pupil units). For fiscal 2021-22, MPS had an estimated total adjusted average daily membership of 11,223.23 (or 12,269.68 adjusted pupil units).

Fund Balance – the District’s General Fund unassigned fund balance decreased by \$387,712 during Fiscal 2022-23, decreasing from \$19,237,087 to \$18,849,375. Total fund balance of the General Fund decreased by \$652,590 ending at \$26,836,674 as of June 30, 2023. The ending unassigned fund balance represents 11.08% of General Fund expenditures. A District’s fund balance is an important aspect in considering the District’s financial well-being since a healthy fund balance represents things such as cash flow, a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, aid prorations at the state level and similar problems.

Budget to Actual – Total revenues on a net basis in the General Fund were \$714,676 (or 0.43%) more than the budgeted amount while total expenditures were \$2,233,098 (or 1.33%) more than had been budgeted. The net effect of the actual budget variances, including transfers in and other financing sources, was a decrease to total fund balance that was approximately \$294,550 less than the decrease that had been reflected in the

District's budget. On a budget this large, these variances reflect excellent budget development, monitoring, and outcomes, and are consistent with prior year variances.

Mr. Lauinger also shared information regarding the District's financial trends, historical enrollment data, average daily membership and pupil units, and historical expenditures per student. He shared information and updates from the Governmental Accounting Standards Board (GASB) that relate to school districts. He noted that beginning in fiscal 2015, the District was required to implement GASB Statement No. 68, which significantly impacted the District's ending net position because of recording the District's estimated share of the respective unfunded liability for the statewide pension plans for TRA and PERA.

Mr. Bourgeois noted that the Audit would be presented to the District's Finance Advisory Committee on November 28, and the full Audit would be brought back to the Board for approval at the December 7 meeting.

Chairperson Wagner asked that Board members contact her or Superintendent Law before December 7 if they have any questions on the Audit.

MIDDLE SCHOOL PROGRAM REVIEW

Associate Superintendent for Instruction Dr. Amy LaDue, MME Principal Pete Dymit and MMW Principal Freya Schirmacher led the discussion. They explained, by way of background, that the last significant review of the middle school program had been conducted in 2007. This review resulted in significant changes to the middle schools, including the creation of honors level courses in all four subject areas, new courses supporting students in math, reading and organization skills, and multiple new elective courses with more flexibility for 8th graders when registering. These changes were highly successful and were seen as critical to MME and MMW emerging as nationally recognized middle schools.

In the fifteen years since this review, the middle schools have seen the additions of the Navigator program, Spanish and Chinese Immersion programs, and a considerable increase in open enrollment. Accommodating these changes has required significant shifts in the existing middle school program and, collectively, these shifts have created new challenges as the middle schools strive to best meet evolving student needs and District goals.

On March 23, 2023, middle school and district leaders proposed that the District engage in a comprehensive review of the current middle school program, including opportunities for student, family and staff voice and engagement. The Board supported that recommendation, and the program review process began in April of 2023.

The focus for the process has centered on the student experience considering social and emotional development, student interest and strengths, the student knowing themselves as a learner, and providing opportunities for choice and ownership.

A robust review process has occurred during the past six months. This process has included stakeholder surveys and focus groups, gathering information about program structures from regional and national peer schools, and best practices for middle school programming. A program review committee was convened to analyze all the information gathered and develop themes and priorities. Additionally, all middle school staff had multiple opportunities throughout the process for information sharing and feedback loops.

The presenters then shared the following information regarding themes, opportunities and next steps:

Whole Child Development/SEL Themes

- Need for a regular, designated SEL time/Advisory where all teachers can be invested and engaged
- Need for structured, consistent SEL lessons, including planful staff development to ensure effective delivery and high engagement levels
- Differentiated SEL interventions to address MTSS tier 2&3 needs
- Dedicated time to foster connections and relationships between students and staff
- Differentiate SEL topics for developmental and transition needs



Core Academics - Themes

- More dedicated time in math and reading, especially grades 6-7
- Advanced math placement is criteria-based in most peer districts, with 2 to 3 options per level
- More self-select opportunities for advanced course at higher grades in peer districts
- Academic Support/"What I Need" time daily in all peer districts including intervention and extension



Electives/Choice - Themes

PE & Music/Fine Arts - Some level of requirement in all grades; alternating days.

Health - Varying requirements; not required at every grade level

Tech Ed - Variety of course focuses, required in grades 6 - 7; optional in grade 8.

World Language - frequently a required exploratory class at grades 6 - 7, and an elective at grade 8.

Art - Variety of course options; variety of required versus choice

FACS - Various "mini/skinny" units offered with topics unique to each grade level, (business development, career exploration, study skills, and relationships, etc.)

Study Skills - Grade 6 requirement, in some districts

Elective choice - Progressively increases from grades 6 - 8, with some choice within required electives



Schedule Structure - Themes

- Some version of a “modified” block schedule in most districts
- Additional time frequently dedicated to reading/ELA
- Not dependent on a uniform bell schedule and class length
- Separate advisory and academic support in all peer districts for all students, most commonly offered in the morning
- Electives alternate using an A/B schedule
- Modified block schedules frequently use a skinny schedule for electives, interventions and extensions
- Minnetonka Immersion program is unique with no peer comparisons



Whole Child Development/SEL - Opps

- Options to separate SEL time from academic support time
- Mixed grade configurations of SEL time to foster middle school community
- Potential of co-advisory groupings
- Focus on bridging transitions from elementary to middle and middle to high school
- Dedicated staff to manage and prepare SEL lessons
- All teachers are trained to instruct SEL curriculum



Core Academics - Opportunities

- Provide a block schedule or increase number of periods to allow more flexibility and options
- Increase literacy support, including intentionality with literacy across the content areas
- Collaborative planning time for like courses/grade level teams
- More opportunities for self-selected/flexible extension & support
- Provide daily, flexible student-centered time



Electives/Choice - Opportunities

- Literacy interventionist
- “How to be a middle schooler” course
- Collaboration/integration of elective courses
- Targeted support program integrated into the middle school day
- Offer wider variety of elective courses including choices within in requirements
- Opportunity to offer immersion intervention and extension
- Intentionally provide bridges to HS signature programs in 8th grade



Priorities for Future Planning

- Flexible Schedule – schedules need to be differentiated – to support the learning needs of all students
- Differentiated Academic Support – as part of the core – focused academic support or extension – WIN (What I Need) Time – middle schoolers need choice and options
- Dedicated Social-Emotional Learning Time – time to address the whole-student well-being – self-advocacy – this will support success in high school and beyond
- Exploratory/Elective Courses – more opportunities for experiences that aren't a full semester – minis or skinnies – helps students develop their passion and interests
- Teacher Training and Collaboration – both in planning and within the work

Facilities Comparisons with Other Districts

- Significant differences in student spaces/square feet
- Significant differences in types of large group spaces – performing arts, large group gathering spaces, flexible teaching and learning spaces
- More flexible furniture and spaces

Next Steps

- Develop the draft proposal for Middle School Program innovations and improvements – building off of identified priorities
- Solicit additional stakeholder feedback on the Middle School Program proposal
- Request consideration for a focused middle school facilities study that ensures space aligns with the program design and priorities

In the discussion that followed, Board members thanked the presenters for the comprehensive review and said that it was exciting to begin this process and see where it would go. Vice Chair Selinger inquired about the possibility of using advisory time for school-wide seminars, and was told that yes, that could be done. Principal Dymit noted that other metro middle schools have Language Arts every day, and also a literacy class for struggling readers. Students that are on the level could use that time for seminar. “Having a dedicated reading block would be huge,” he said. Vice Chair Selinger noted that when the Board had done their listening sessions at the middle schools last year, the immersion students commented on their missed advisory time and how they hoped this could be remedied. Board member Remucal wondered if block scheduling would require more staffing and was told yes, but Principal Dymit noted that there are currently inefficiencies in our immersion scheduling now, which could be remedied with a block schedule.

Chairperson Wagner thanked the presenters and said that she and the Board looked forward to additional discussions on this topic at future board meetings.

REVIEW OF NEW COURSE PROPOSALS, CHANGES AND DELETIONS

Director of Curriculum Steve Urbanski and MHS Assistant Principals Emily Rosengren and Alex Hinseth led the discussion. They explained that tonight’s discussion concerned courses that would be offered during the 2024-25 academic year. They said that the proposals have been reviewed by department chairs, program leads, 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 cupcoming school year. Course development and implementation funds will be allocated for each course based on sufficient enrollment.

COURSE PROPOSALS

The following proposals respond to programmatic needs that have been identified by the respective departments, programs, and administration.

Course Title	Grade(s)
Applied Mathematics—MOMENTUM	10-12
CIS Principles of Microeconomics—VANTAGE	11, 12
Earth Science	9
Engineering 3-D Computer Modeling—Tonka Online	9-12
Fashion Design II	9-12
Flight Training I: Private Pilot Operations—MOMENTUM	10-12
Flight Training II: Instrument Pilot Operations—MOMENTUM	10-12
Forensics II	11-12
Guitar Ensemble 2	9-12
Health Sciences II—VANTAGE	12
Human Performance—Minnetonka Research	10-12
IB Philosophy Standard Level	11, 12
Interior Design II	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 Removal
Textiles and Applied Design
Outdoor Experience

COURSE TITLE CHANGES

Departments have recommended revising two course titles to reflect the content of the courses more accurately.

Proposed Title	Current Title
Child Development and Education	Child Development
VANTAGE Computer Science	VANTAGE User Experience (UX) Design

Chairperson Wagner noted that this item would be brought back to the December 7 regular meeting for approval.

DISCUSSION ON WEIGHTED GRADES

Superintendent Law led the discussion. He shared the following information below, in italics, with the Board prior to tonight's meeting:

Minnetonka District Policy 626: Secondary Grading and Reporting Pupil Achievement, was created to "establish effective grading and reporting practices that reflect a student's academic achievement of the course standards." One of the topics covered in this policy is "Grade Weighting" defined in policy as: "the assignment of a greater value to the letter grade's numeric point value to reward a student for completing the Advanced Placement (AP) and/or International Baccalaureate (IB) course(s) and taking the national/international AP and IB assessments in the spring." This policy was modified and adopted in June of 2016 and included the following criteria for weighted grading:

"International Baccalaureate (IB) and Advanced Placement (AP) courses use different, weighted scales to differentiate between IB/AP and regular courses. All Advanced Placement and International Baccalaureate courses shall be weighted +1.0 if the student earns a C- or higher, the courses have been determined to meet the standards of rigor established by the District, and the student successfully achieves a "3" or higher for Advanced Placement courses or a "4" on an International Baccalaureate assessment. For courses that are beyond the rigor of AP and IB, students must earn a C- or higher in the course and achieve a C- or higher on the end-of-course exam to receive grade-weight status."

At the time this policy was created, this criteria was selected with the belief that students would be more engaged in their coursework because they were expected to perform well on the AP or IB assessment. Since the policy was implemented, the majority of students enrolled in these courses have earned a weighted grade. There are concerns that some students choose not to take these rigorous courses because they are required to perform well on the AP or IB assessment to earn the weighted grade. There are also concerns that the policy punishes students who do not perform well on assessments.

After receiving several communications from the community over the past few years, the School Board is taking the opportunity to discuss this policy and potential next steps in response to the questions from the community.

Superintendent Law noted that one of the primary functions of school boards is policy setting and governance. Boards set policies that meet the needs of their communities. Policy 626: Secondary Grading and Reporting Pupil Achievement, was created by the Board, and the question this evening is whether the policy is reflective of the community. Superintendent Law said that the Board could leave the policy as is, or could revise it. He also said that students, teachers and parents could be queried as to whether the policy reflects what they want, or not. He also noted that there are strong feelings on both sides of this issue, and not everyone will be happy with the direction the Board chooses.

In the discussion that followed, the following points were made:

- There is a need to start a conversation on this topic and then see how it progresses
- Need to know how many students actually receive the weighted grade
- Some students take the AP Test but do not take the corresponding course
- Some students are not good test takers
- The Board wants as many students as possible to engage with the highest rigor
- Need to meet students where they are
- Higher education is moving away from standardized testing
- Existing policy puts a lot of weight on “did you take the test”
- A number of students do not get the weighted grade because they do not pass the test
- Some colleges award scholarships based on weighted grades
- The language in the policy that refers to the AP Test requirement could be stricken
- There is a need to increase enrollment in AP and IB courses – is the test requirement a hindrance to that?
- It is a slippery slope to change requirements mid-year
- Other metro districts do not have this requirement
- Counselors pull data and update grades after the class is complete – is this practice labor-intensive?
- Does this requirement create internal competition at MHS?
- Board members would like to hear from the teachers and counselors regarding this
- The original thinking regarding this policy language was that a weighted grade from Minnetonka would mean more because of the national test requirement – and students would stay more engaged throughout the course
- Is the testing requirement actually a deterrent to students registering for the courses?
- Do teachers perceive that the testing requirement drives up engagement?
- Can we contact colleges and ask how they look at weighted grades?
- The rigor of the course would not change if the policy is changed
- Do area college counselors look differently at a weighted grade from Minnetonka?

Superintendent Law thanked Board members for the thoughtful discussion and said this would be discussed further at a future study session.

REVIEW OF 2024 LEGISLATIVE POSITION STATEMENTS

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He noted that each year, 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 2024 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. Key points include the following:

- Increase the FY25 Basic Formula Revenue by 2% to 4% to Combat the Effects of Inflation
- Increase the Special Education Cross Subsidy by an Additional 10% to 54%
- Approve Third-Tier Local Optional Revenue to Give School Boards Added Local Control to Offset Basic Formula Funding Shortfalls and Reduce the Impact of the Great Disparity in State - \$362 Per Adjusted Pupil Unit
- Increase Operating Referendum Cap for FY25 and Thereafter to Reduce the Impact of Disparities in State Aid - \$750 Per Adjusted Pupil Unit

Chairperson Wagner noted that this item would be brought back to the regular meeting in December for approval.

ADJOURNMENT

The Board adjourned the study session at 9:45 p.m.

/cyv

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

Board Agenda Item XVIII. c

Title: Payment of Bills

Date: December 7, 2023

OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of October 2023.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the Board approve the disbursements as presented for the month of October 2023.

Submitted by:



Jessica Hulitt
Coordinator of Accounting

Approved by:



Paul Bourgeois
Executive Director of Finance & Operations

Concurrence:



David Law
Superintendent of Schools

MINNETONKA DISTRICT #276

TO: David Law
FROM: Jessica Hulitt
RE: Payment of Bills – October 2023
Board Meeting Date: December 7, 2023

The following disbursements are submitted for the month of October:

Recommend the payment of bills in the sum of \$11,406,881.69 by check #480949 - #481569 and ACH #232400706 - #232401024, and wire transactions #202300555 - #202300796 as follows:

October		
	FUND	
01	GENERAL FUND	5,594,096.28
02	CHILD NUTRITION	345,637.62
03	PUPIL TRANSPORTATION	100,566.99
04	COMMUNITY SERVICE	338,976.96
05	CAPITAL EXPENDITURE	119,325.35
09	TRUST - FIDUCIARY	83,912.10
11	EXTRA/CO-CURRICULAR	102,128.52
12	ATHLETIC FEE	3,563.43
18	CUSTODIAL FUND	13,076.05
20	SELF INSURANCE	127,226.97
40	CULTURAL ARTS CENTER	18,613.71
41	DOMESTIC OPERATIONS	7,366.19
42	AQUATICS PROGRAM	60,201.47
43	PAGEL CENTER	39,930.39
46	LTFM	2,503,109.42
56	CONSTRUCTION PROJECTS	1,711,805.73
66	CAPITAL PROJECTS LEVY	237,344.51
		\$ 11,406,881.69
	SALARIES	\$ 5,932,488.42
	TOTAL	\$ 17,339,370.11



Jessica Hulitt

December 1, 2023
Date

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

Board Agenda Item XVIII. d.

TITLE: Recommended Personnel Items

DATE: December 7, 2023

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

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

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

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

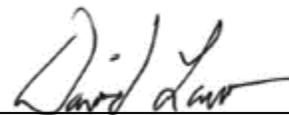
FUTURE ACTION/RECOMMENDATION:

The administration recommends approval of all attached personnel changes.

Submitted by:

Concurrence by:





Anjie Flowers
Executive Director of Human Resources

David Law
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
NONE			

RESIGNATIONS, RETIREMENTS, TERMINATIONS	ASSIGNMENT	EFFECTIVE
JOHNSON, REBECCA	ELEMENTARY SPANISH IMMERSION FLOAT, 1.0 FTE, DEEPHAVEN	12/15/23
KLEMME, KATHRYN	SOCIAL WORKER, 0.8 FTE, MME	10/27/23
PROCHNO, SAMANTHA	SCIENCE, 1.0 FTE, MME	11/30/23

LEAVE OF ABSENCES	ASSIGNMENT	EFFECTIVE
BROTEN, MARK	GRADE 3, 1.0 FTE, EXC	3/8/24-4/19/24
CUSHING, JORDAN	LANG ARTS, 1.0 FTE, MHS	10/23/23-12/20/23
DRABIK, MICHAEL	SOCIAL STUDIES SPANISH IMMERSION, 1.0 FTE, MMW	10/31/23-12/20/23
KOTTOM, ERIK	SOCIAL STUDIES/CHINESE IMMERSION, 1.0 FTE, MHS	12/15/23-1/19/24
KOPISCHKE, ERIN	WILSON READING/SPANISH READING, 0.335 FTE, GR-REQUESTING 0.665 FTE LOA	11/15/23-1/10/24
LONG, YE	GRADE 4 CHINESE IMMERSION, 1.0 FTE, SH	5/13/24-6/10/24
MULVANEY, JACK	SPECIAL ED, 1.0 FTE, MHS	5/1/24-6/10/24
OSGOOD, ERIN	SPECIAL ED FACILITATOR, 1.0 FTE, DH/GR	11/20/23-12/20/23
PAEZ, KARINA	GRADE 5 SPANISH IMMERSION, 1.0 FTE, GR	3/11/24-6/10/24
PAKKALA, KRISTINE	SPECIAL ED FACILITATOR, 1.0 FTE, MHS	10/24/23-11/20/23
PETRON, AMANDA	MATH, 1.0 FTE, MME	4/8/24-6/10/24
SCHULZ, KATIE	LANG ARTS, 1.0 FTE, MME	3/11/24-6/10/24

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
CARLSON, JESSICA	RESERVE TEACHER	11/6/23-6/10/24	ART TEMP, 1.0 FTE, MMW/TONKA ONLINE
DOEGE-MALLEA, MARY	RESERVE TEACHER	10/30/23-12/20/23	SOCIAL STUDIES SPANISH IMM LTS, 0.9 FTE, MMW
HALVERSON, DANNEKA	SPEECH LANGUAGE PATHOLOGIST, 0.5 FTE, MCEC	12/15/23-3/11/24	ADD: SPEECH LANG PATH LTS, 0.15 FTE, CS
HARTZELL, ANNA	SPECIAL ED, 1.0 FTE, MWTA	11/13/23	SPECIAL ED, 1.0 FTE, CS
KOPISCHKE, ERIN	WILSON READING/SPANISH READING, 1.0 FTE, GR	11/15/23-1/10/24	WILSON/SPANISH READING, 0.335 FTE, GR
MILLER, RACHEL	RESERVE TEACHER	10/30/23-12/20/23	LANG ARTS LTS, 0.6 FTE, MHS

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
AN, EMILY	LEAD DIVING INSTRUCTOR, HOURS VARY, AQUATICS	12/1/23	\$17.00/HR
ANSALDO, MARIA	CLASS C SPANISH CLRM PARA, 8 HRS/WK, MWTA	10/25/23	\$20.34/HR
BACHLER, GARY	CUSTODIAN, 8 HRS/DAY, SH	11/27/23	\$19.97/HR
BREIDENBACH, JORDAN	EXPLORERS PRGM LEAD, 22.5 HRS/WK, DH	10/24/23	\$19.55/HR
DEHNEL, TAYLOR	LEVEL III HUMAN RESOURCES OFFICE ASST, 6 HRS/DAY, DSC	12/4/23	\$24.35/HR
DESAULNIERS, SHANNON	CLASS A LR/PG PARA, 2.75 HRS/DAY, MWTA	11/20/23	\$20.55/HR
EGAN, ELIZABETH	LEVEL III SCHOOL OFFICE ASST, 8 HRS/DAY, DH	11/13/23	\$24.35/HR
ELDER, KRISTI	CLASS A LR/PG PARA, 3 HRS/DAY, EXC	11/9/23	\$18.24/HR
FEELEY, KEEGAN	EXPLORERS STUDENT ASST, 12.5 HRS/WK, MWTA	11/27/23	\$13.40/HR
HJELLE, GRETA	SWIM INSTRUCTOR, 10-15 HRS/WK, AQUATICS	12/1/23	\$15.00/HR
JIN, YUNMIN	CLASS C CLRM PARA, 3 HRS/DAY, MWTA	11/13/23	\$22.91/HR
LEHR, CHELSEA	LEVEL III SCHOOL OFFICE ASST, 8 HRS/DAY, EXC	10/25/23	\$24.35/HR
MAHANKALI, SUCHETA	HUMAN RESOURCES SPECIALIST, 1.0 FTE, DSC	12/4/23	\$65,000 ANNUALLY (TO BE PRORATED)
OTTO, MATTHEW	TRANSPORTATION SPECIALIST, 1.0 FTE, DSC	10/30/23	\$62,000 ANNUALLY (TO BE PRORATED)
STEFFEN, MOLLY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	1/2/24	\$23.18/HR
YOUNG, CONNOR	CUSTODIAN, 8 HRS/DAY, DH	10/30/23	\$19.97/HR

RESIGNATIONS, RETIREMENTS, TERMINATIONS, NON-RENEWALS	ASSIGNMENT	EFFECTIVE
ENGELEN, DANIELLE	CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL	10/24/23
FARROW, OLIVIA	CLASS C CLRM PARA, 5 HRS/DAY, MME	11/3/23
GRAF, ANNA	JR EXPLORERS STUD ASST, 6 HRS/WK, MCEC	10/30/23
LEVYA SILVA, ANGEL	AFTER SCHOOL SPANISH LANGUAGE INSTRUCTOR, 4 HRS/WK, SH	11/9/23
MATTFIELD, ABIGAIL	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW	12/1/23

LEAVES	ASSIGNMENT	EFFECTIVE
LALONDE, THOMAS NURANI, SHABNIZ WEST, PATRICE	CUSTODIAN, 8 HRS/DAY, MWTA COOK HELPER, 6 HRS/DAY, SH COOK MGR, 7.5 HRS/DAY, CS	10/5/23-10/28/23 12/4/23-2/28/24 10/2/23-11/1/24

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
ANDERSON-BLYTHE, OLIVIA	EXPLORERS PRGM LEAD, 4 HRS/DAY, GR	11/27/23	ADD: CLASS D SPEC ED PARA, 4 HRS/DAY, GR
ANDERSON-BLYTHE, OLIVIA	EXPLORERS PRGM LEAD, 4 HRS/DAY, GR CLASS D SPEC ED PARA, 4 HRS/DAY, GR	12/4/23	CLASS D SPEC ED PARA, 6 HRS/DAY, GR
ARITT-MONTGOMERY, KRISTINE	RESERVE TEACHER	11/29/23	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS
DEAN, LAUREN	JR EXPLORERS PRGM ASST, 25 HRS/WK, MCEC	11/20/23	ADD: CLASS B ECFE PARA, 4 HRS/WK, MCEC
HAMBLIN, MARY	PARA SUB	11/16/23	CLASS D SPEC ED PARA, 6.5 HRS/DAY, EXC
HARRINGTON, LINDA	CLASS D SPEC ED PARA, 4 HRS/DAY, MME	11/13/23	CLASS D SPEC ED PARA, 4 HRS/DAY, MME
HAWK, EMILY	CLASS B SUPVRY PARA, 4 HRS/DAY, MME	11/20/23	CLASS B SUPVRY PARA, 3.5 HRS/DAY, MME
JOHNSON, EMILIA	PARA SUB	11/20/23	ADD: CLASS A LR/PG PARA, 3 HRS/WK, CS
JOHNSON, EMILIA	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	11/1/23	CLASS D SPEC ED PARA, 5.75 HRS/DAY, MHS
JOHNSON, VIRGINIA	CLASS D SPEC ED PARA, 5.75 HRS/DAY, MHS	11/2/23	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS
KAMRATH, KIM	CLASS A LR/PG PARA, 3.5 HRS/DAY, MWTA	11/1/23	LEVEL IV FACILITIES SCHEDULER, 8 HRS/DAY, DSC
MCCABE, MICHAEL	COOK HELPER, 6 HRS/DAY, EXC	10/2/23	COOK HELPER, 4 HRS/DAY, EXC
MORSCHING, EMILY	CARPENTER SPECIALIST, 8 HRS/DAY, BUILDINGS & GROUNDS	10/30/23	CUSTODIAN, 8 HRS/DAY, MHS
OTREMB, JENNA	LEAVE OF ABSENCE FROM PARAPROFESSIONAL POSITION	11/21/23	CLASS A LR/PG PARA, 9 HRS/WK, CS
SAMMON, ANGELA	CLASS C NAV. PARA, 4 HRS/DAY, EXC (TEMP THRU 11/3/23)	11/6/23	CLASS C NAVIGATOR PARA, 4 HRS/DAY, EXC (ONGOING)
SIMINGTON, ANN	COOK, 7 HRS/DAY, MHS	2023-24	COOK, 8 HRS/DAY, MHS
SONGSTAD, STEFAN	CLASS A LR/PG PARA, 2.75 HRS/DAY, MWTA	11/1/23	CLASS S LR/PG PARA, 3.5 HRS/DAY, MWTA
	CLASS D SPEC ED PARA, 6 HRS/DAY, GR	11/6/23	CLASS D ELL PARA, 6 HRS/DAY, EXC/MWTA
VONESCHEN, CATHY	CLASS C ACADEMIC STUD SUPPT PARA, 7 HRS/DAY, MME	11/13/23	CLASS D SPEC ED PARA, 6 HRS/DAY, MME
WAHL, JEFFREY	PARA SUB	11/6/23	CLASS C CLRM PARA, 1 HR/DAY, MME
WILLIAMS, ASHTON	EXPLORERS PRGM ASST, 6 HRS/DAY, GR	10/2/23	CLASS B SUPVRY PARA, 1 HR/DAY, MME
WILLIS, MATTHEW	CUSTODIAN, 8 HRS/DAY, SH	11/27/23	CLASS A LR/PG PARA, 3 HRS/DAY, CS
			ADD: CLASS A LR/PG PARA, 2 HRS/DAY, GR
			CLASS C CLRM PARA, 4.75 HRS/DAY, MME
			CLASS B SUPVRY PARA, 3 HRS/DAY, MME

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
ABELSEN, MARK	VOCAL ACCOMPANIST-CABARET	MHS	9/23/23-11/19/23	\$1,500
ABELSEN, MARK	ACCOMPANIST/MUSIC COORD-HOLIDAY MUSICAL	MHS	11/7/23-12/17/23	\$2,600
ARAONSON, STEVE	BOYS HOCKEY ASST COACH	MHS	11/13/23-3/9/24	\$5,662
BALLOY, CHRISTINA	GIRLS HOCKEY ASST COACH	MHS	10/31/23-2/25/24	\$5,662
BARRETT, KAITLYN	COLOR GUARD DIRECTOR	MHS	9/23-10/23	\$2,762
BARTELT, LAUREN	CO-ADVISOR-HOLIDAY MUSICAL	MHS	11/23-12/23	\$2,210.25
BENSON, KARI	DECA CO-ADVISOR	MHS	2023-24	\$3,590.33
BERGER, SUE	LIGHTING DESIGNER	MHS	9/23-11/23	\$2,526
BERGER, SUE	STUDENT TRAINER-CABARET	MHS	9/29/23-11/16/23	\$474
BOHMBACH, PATRICK	LEAD REFEREE	MCEC	11/12/23	\$25/GAME
BOULTER, KARL	ROBOTICS ASST ADVISOR	MHS	2023-24	\$2,526
BOWMAN, KATELYN	SHORELINE VOLLEYBALL COACH	MCEC	11/12/23-6/30/24	\$7,000
BOYUM, TRENT	CO-ADVISOR-HOLIDAY MUSICAL	MHS	11/23-12/23	\$4,104.75
BREIDENTBACH, JENIFER	KNOWLEDGE BOWL ADVISOR	MHS	2023-24	\$3,393
BROWN, TERRY	GIRLS BASKETBALL ASST COACH	MHS	11/6/23-3/16/24	\$5,426
BURMEISER, MELANIE	MCE GYMNASTICS COACH	MCEC	11/1/23	\$21.50/HR
BUSSEY, BENJAMIN	TROMBONE PIT PLAYER	MHS	10/2/23-11/16/23	\$1,500
CASSANO, MICHAEL	GIRLS HOCKEY ASST COACH	MHS	10/31/23-2/24/24	\$5,543
CASSANO, TRACY	GIRLS HOCKEY HEAD COACH	MHS	10/31/23-2/24/24	\$7,773
CIACCIO, TERESE	DECA CO-ADVISOR	MHS	2023-24	\$3,473.33
COSGRIFF, BRIAN	GIRLS BASKETBALL HEAD COACH	MHS	11/6/23-3/16/24	\$7,773

COSSETTE, JOE	ACADEMIC ANCHORS CO-ADVISOR	MHS	2023-24	\$500
COSSETTE, JOE	SCIENCE OLYMPIAD ASST CO-ADVISOR	MHS	2023-24	\$749.50
DEJONG, LAUREN	MAKEUP/HAIR LEAD-CABARET	MHS	10/2/23-11/16/23	\$2,000
DEJONG, LAUREN	MAKEUP/HAIR DESIGNER-SOUND OF MUSIC	MHS	11/7/23-12/17/23	\$2,000
DILL, RACHEL	SHORELINE VOLLEYBALL COACH	MCEC	11/12/23-6/2/24	\$6,000
DORN, CHARLIE	BOYS BASKETBALL ASST COACH	MHS	11/13/23-3/23/24	\$5,662
ESCH, MARK	WINTER WEIGHT ROOM SUPVR	MHS	11/27/23-3/23/24	\$6,359.50
FIRKUS, RYAN	WRESTLING ASST COACH	MMW	10/30/23-12/20/23	\$2,883
FORSTER, SAM	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$1,000
FORSTER, SAM	BOYS BASKETBALL ASST COACH	MHS	11/13/23-3/23/24	\$5,426
FREEMAN, REBECCA	SPEECH ADVISOR	MMW	10/30/23-2/2/24	\$2,011
FRISCHMON, DANIEL	LEAD REFEREE	MCEC	11/12/23	\$25/GAME
GALVAN, RUTH	CO-CURRICULAR ACTIVITIES ASST	MME	8/1/23-6/28/24	\$16.17/HR
GEISLER, JEFF	SOUND DESIGNER-SOUND OF MUSIC	MHS	11/23-12/23	\$2,526
GOLDSWORTHY, W. SEAN	BOYS HOCKEY HEAD COACH	MHS	11/13/23-3/9/24	\$7,773
GOLL, ELSE	CROSS COUNTRY RUN ASST COACH	MME	9/5/23-10/27/23	\$2,559
GONDECK BECKER, DAVID	WRESTLING ASST COACH	MME	10/30/23-12/21/23	\$2,883
HARTLEY, DEB	KNOWLEDGE BOWL ADVISOR	MMW	10/23/23-2/23/24	\$1,894
HATLESTAD, MACY	GIRLS BASKETBALL ASST COACH	MHS	10/31/23-2/24/24	\$2,000
HOKS, PHIL	STUDENT TRAINER-CABARET	MHS	9/29/23-11/16/23	\$1,474
HOLDMAN, WENDY	STAGE MANAGER FOR ELEM THEATER	DISTRICT	11/10/23-6/16/24	\$2,526
IVERSON, TROY	GIRLS HOCKEY ASST COACH	MHS	10/31/23-2/24/24	\$5,543
JEEVANATHAN, ALAN	KNOWLEDGE BOWL ADVISOR	MMW	10/23/23-2/23/24	\$1,894
JOBE, CARY	SHORELINE VOLLEYBALL COACH	MCEC	11/12/23-5/26/24	\$3,500
JOHNSON, MIKE	BOYS HOCKEY ASST COACH	MHS	11/13/23-3/9/24	\$5,662
JOHNSON, STEVE	BOYS HOCKEY ASST COACH	MHS	11/13/23-3/9/24	\$5,426
JONES, KATE	VIOLIN PIT PLAYER-CABARET	MHS	10/2/23-11/16/23	\$1,000
JORDAN, TOM	TONKA DOME SITE COORD	MHS	11/13/23-3/31/24	\$20.00/HR
JORE, AMY	ASSOC PRODUCTION DESIGNER	MHS	9/23-11/23	\$2,526
JORE, AMY	CREW LEAD: CABARET	MHS	10/2/23-11/16/23	\$3,224
KARON, ISMAIL	MEN OF COLOR CO-ADVISOR	MHS	2023-24	\$1,052.33
KAUPA, KYLE	BOYS BASKETBALL ASST COACH	MHS	11/13/23-3/23/24	\$5,543
KLEINDL, KEVIN	MARCHING BAND CO-HEAD AND CO-ASST ADVISOR	MHS	8/14/23-10/31/23	\$3,709
KLEINDL, KEVIN	JAZZ BAND ADVISOR	MHS	11/2/23-6/1/24	\$4,656
KUDAS, LISA	SET DESIGNER-WINTER PLAY	MHS	1/24-2/24	\$2,526
KUDAS, LISA	SET REMOUNT: SOUND OF MUSIC	MHS	11/7/23-12/17/23	\$2,000
LACASSE, RYAN	FOOTBALL EQUIPMENT MGR	MHS	2023	\$1,507.40
LACASSE, RYAN	FOOTBALL ASST COACH	MHS	8/14/23-11/25/23	\$5,426
LEE, LISA	BEST BUDDIES ADVISOR	SAIL	2023-24	\$1,263
LELAND, DANIEL	KNOWLEDGE BOWL ADVISOR	MME	11/1/23-3/4/24	\$1,894
LUCIC, CAITLIN	DRUMS PIT PLAYER: CABARET	MHS	10/2/23-11/16/23	\$1,500
MACOSKO, NORMA JEAN	VOCAL WORKSHOP LEAD: SOUND OF MUSIC	MHS	11/7/23-12/17/23	\$500
MERIWETHER, DUSTIN	REED 2 PIT PLAYER: CABARET	MHS	10/2/23-11/16/23	\$800
MICHEL, DUSTIN	WRESTLING HEAD COACH	MME	10/30/23-12/21/23	\$4,080
MORTENSEN, MILES	REED 1 PIT PLAYER: CABARET	MHS	10/2/23-11/16/23	\$1,000
NANDAKUMAR, BHUVANA	QUIZ BOWL ADVISOR	MHS	2023-24	\$3,157
NELSON, GINA	KNOWLEDGE BOWL ADVISOR	MME	11/1/23-3/4/24	\$1,894
NELSON, JESSE	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
NOEL, TODD	KNOWLEDGE BOWL ADVISOR	MMW	10/23/23-2/23/24	\$2,011
OPSAL, JASON	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
PETRON, AMANDA	MATH TEAM ADVISOR	MME	9/25/23-1/26/24	\$1,894

POOLE, GABRIELLA	LEAD DIVING INSTRUCTOR	AQUATICS	10/26/23	\$17.00/HR
RAMSAY, MIRANDA	SHORELINE VOLLEYBALL COACH	MCEC	11/12/23-5/26/24	\$2,500
REA, CELENA	GIRLS HOCKEY ASST COACH	MHS	10/31/23-2/24/24	\$5,426
REIMER, MIKE	BOYS BASKETBALL ASST COACH	MHS	11/13/23-3/23/24	\$5,543
RICHARDSON, DEON	BOYS BASKETBALL ASST COACH	MHS	11/13/23-3/23/24	\$5,543
ROBERTS, FRANCE	DANCE WORKSHOP LEAD: SOUND OF MUSIC	MHS	11/7/23-12/17/23	\$1,000
ROCHE, JOHN	GIRLS BASKETBALL ASST COACH	MHS	11/6/23-3/16/24	\$5,543
ROSEN, PAUL	BASS PIT PLAYER: CABARET	MHS	10/2/23-1/16/23	\$1,000
ROSEN, PAUL	MARCHING BAND CO-HEAD AND CO-ASST ADVISOR	MHS	8/14/23-10/15/23	\$3,709
SCHOLZ, MICHAEL	ROBOTICS ASST ADVISOR	MHS	2023-24	\$2,643
SENSION, TIM	GIRLS BASKETBALL ASST COACH	MHS	11/6/23-3/16/24	\$5,426
SEVERSON, DANA	QUIZ BOWL ASST ADVISOR	MHS	2023-24	\$2,526
SLIVINSKI, JENNY	FLUTE PIT PLAYER: CABARET	MHS	10/2/23-11/16/23	\$1,250
SNYDER, DAVID	LEAD REFEREE	MCEC	11/12/23	\$25/GAME
SPILLUM, ALEXANDER	LEAD REFEREE	MCEC	11/12/23	\$25/GAME
STEWART, ALANSON	LEAD REFEREE	MCEC	11/12/23	\$25/GAME
TESDAHL, BRYCE	BOYS BASKETBALL HEAD COACH	MHS	11/13/23-3/23/24	\$7,773
THOMPSON, ELLEN	GIRLS BASKETBALL ASST COACH	MHS	11/13/23-3/16/24	\$5,662
TUTHILL, STEVEN	ATHLETICS EQUIPMENT MGR	MHS	2023-24	\$6,218.40
VAN LAAR, MITCHELL	TRUMPET PIT PLAYER: CABARET	MHS	10/2/23-11/16/23	\$1,500
VILLAR, JASON	LEAD REFEREE	MCEC	11/12/23	\$25/GAME
WAHL, JEFF	GIRLS HOCKEY ASST COACH	MHS	10/31/23-2/24/24	\$5,543
WENTZEL, ANDREA	COMPETITION DANCE CO-HEAD AND CO-ASST COACH	MHS	10/23/23-2/17/24	\$4,902.50
WERNER, ANDREW	DECA CO-ADVISOR	MHS	2023-24	\$3,590.33
WOLF, JAY	BOYS BASKETBALL ASST COACH	MHS	11/13/23-3/23/24	\$5,662
ZIMPRICH, BAILEY	SHORELINE VOLLEYBALL COACH	MCEC	11/12/23-5/26/24	\$9,500

**School Board
Minnetonka ISD #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item XVIII. e

Title: Gifts and Donations

Date: December 7, 2023

EXECUTIVE SUMMARY:

In accordance with Minnetonka School District Policy #706, the Minnetonka School District encourages gifts and donations to enhance quality education to both students and residents. The School Board makes the final determination on the acceptability of a gift or donation. All gifts and donations become District No. 276 property under the complete authority of the Minnetonka School Board.

RECOMMENDATION: That the School Board accepts donations from the Minnetonka Skippers Booster Club for the following clubs:

Climbing Club	\$250.00
Debate Club	\$250.00
Mock Trial Club	\$250.00
Speech Club	\$250.00
Model UN Club	\$250.00
Dungeons & Dragons Club	\$250.00
Youth in Government Club	\$500.00
Girls Golf Club	\$250.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Principal Discretionary Fund:

The Blackbaud Giving Fund	\$440.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Principal Discretionary Fund:

The Blackbaud Giving Fund	\$14.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School East Principal Discretionary Fund:

The Blackbaud Giving Fund	\$160.92
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RECOMMENDATION: That the School Board accepts donations from The Kopp Family Foundation to be placed in the following funds:

Excelsior Elementary Random Acts Kindness	\$1000.00
MCEC Random Acts of Kindness	\$2000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary Principal Discretionary Fund:

Clear Springs Elementary PTO	\$730.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Baseball Program Fund:

Lund Food Holdings, Inc. \$500.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Scenic Heights Elementary School Principal Discretionary Fund:

Kurt Hoddinot \$41.13
Anonymous \$33.98

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnewashta Elementary School Principal Discretionary Fund:

Jessica Cossalter \$105.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Robotics Team Fund:

Mitchell & Kendall Stover \$2500.00
TEL Tokyo Electron Limited \$2000.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnetonka Community Education General Fund:

Dale Nelson \$50.00
Elizabeth Simpson \$75.00

RECOMMENDATION: That the School Board accepts the following donation be placed in the Minnetonka High School Theatre Department Fund:

Promotion Select, Inc. \$250.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Excelsior Elementary School Principal Discretionary Fund:

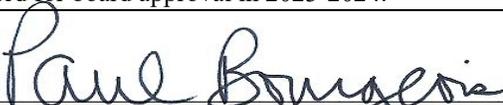
Excelsior Elementary Social Committee \$4.05

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Scenic Heights Elementary Chinese Immersion Program:

Mark Macres Chinese inspired character prints, plant & abacus light

TOTAL GIFTS AND DONATIONS FOR 2023-2024* = **\$313,395.84**

*Total amount reflects gifts & donations submitted for board approval in 2023-2024.

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

CONSENT

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

Board Agenda Item XVIII. f

Title: Electronic Fund Transfers

Date: December 7, 2023

EXECUTIVE SUMMARY:

Minnesota Statute 471.38 requires that a list of electronic fund transfers be submitted to the School Board each month for approval.

RECOMMENDATION:

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for October 2023.

Submitted by: _____

Paul Bourgeois

Paul Bourgeois, Executive Director of Finance & Operations

October 2023 FROM GENERAL FUND				
DATE	PAYEE			AMOUNT
10/2/2023	Claims Health Partners			241,205.49
10/2/2023	Delta Dental			21,204.17
10/3/2023	Payroll			2,921,478.65
10/6/2023	AP Payment			1,873,794.88
10/6/2023	Wex			7,083.06
10/10/2023	Claims Health Partners			426,622.42
10/10/2023	Delta Dental			22,348.64
10/13/2023	AP Payment			1,079,742.06
10/13/2023	Wex			8,272.21
10/16/2023	Claims Health Partners			293,152.64
10/16/2023	Delta Dental			17,075.93
10/17/2023	Payroll			3,011,009.77
10/20/2023	AP Payment			75,430.51
10/20/2023	Wex			3,811.08
10/23/2023	Claims Health Partners			394,621.87
10/23/2023	Delta Dental			29,575.62
10/25/2023	Health Partners Premium			78,125.27
10/25/2023	Wex Admin Fee			4,271.25
10/27/2023	AP Payment			126,366.37
10/27/2023	Wex			10,582.74
10/30/2023	Delta Dental			20,833.99
10/30/2023	Claims Health Partners			333,831.64
10/31/2023	Wex			3,095.13
October	Art Center CC Processing Fees			7,281.58
October	Athletic CC Processing Fees			5,362.19
October	Bank Monthly Service Charge			1,057.05
October	MCEC Credit Card Processing Fees			34,211.54
October	Monthly Postage Charges			700.00
October	Mtka Webstore CC Processing Fees			27,215.65
				\$ 11,079,363.40
October				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	3.25%	3,375,624.65
Money Market	MSDLAF+ Liquid Class	NA	5.30%	13,328,888.76
Money Market	MSDLAF+ MAX Class	NA	0.35%	-
Term	MSDLAF	NA	Var	51,604,188.49
CD	MSDLAF	NA	0.25%	-
Money Market	PMA IS	NA	5.29%	13,311,233.68
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	4.49%	650,394.96
Various	Wells Fargo OPEB	NA	Var	13,165,841.65
				\$ 95,436,172.19

CONSENT

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

Board Agenda Item XVIII. g

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

December 7, 2023

EXECUTIVE SUMMARY:

After canvassing the 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 7, 2023, School Board General Election, Kemerie Foss, Michael Remucal, Sally Browne, and Dan Olson were elected to the board and require the issuance of Certificates of Election following the receipt of Campaign Financial Report Certificate of Filing as required by Minnesota Statutes, Chapter 211A.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the attached resolution authorizing issuance of Certificates 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 CERTIFICATES OF ELECTION AND
DIRECTING SCHOOL DISTRICT CLERK TO PERFORM OTHER ELECTION
RELATED DUTIES

WHEREAS, the board has canvassed the general election for school board members held on November 7, 2023.

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 certificates of election on behalf of the school board of Independent School District No. 276 to the following candidates:

- a. Kemerie Foss
- b. Michael Remucal
- c. Sally Browne
- d. Dan Olson

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

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
(Full Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 16, 2023 canvassed the general election of school board members held on November 7, 2023.
2. _____, received the (largest/second largest/third largest/fourth largest) number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are four full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore _____ is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2024 and expiring the first Monday in January 2028. (MS 123B.09, MS 205A.046)

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 7, 2023.

Dated: _____
Chair

Dated: _____
Clerk

ACCEPTANCE OF OFFICE

AND OATH OF OFFICE
(For four year term)

To: _____

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 a term beginning the first Monday in January, 2024 and expiring the first Monday in January, 2028.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

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

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 16, 2023 canvassed the general election of school board members held on November 7, 2023.
2. Kemerie Foss received the largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are four full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore, Kemerie Foss is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 7, 2023.

Dated: _____

Chair

Dated: _____

Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Kemerie Foss

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 a term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of December, 2023 by Kemerie Foss.

Notary Public

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 December, 2023 by Kemerie Foss.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 16, 2023 canvassed the general election of school board members held on November 7, 2023.
2. Michael Remucal received the second largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are four full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore Michael Remucal elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 7, 2023.

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 a term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of December, 2023 by Michael Remucal.

Notary Public

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 December, 2023 by Michael Remucal.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 16, 2023 canvassed the general election of school board members held on November 7, 2023.
2. Sally Browne received the third largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are four full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore, Sally Browne is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

By authority of the School Board of Independent School District No. 276, pursuant to resolution dated December 7, 2023.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Sally Browne

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 a term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of December, 2023 by Sally Browne.

Notary Public

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 December, 2023 by Sally Browne.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

- 3. The School Board of Independent School District No. 276 on November 16, 2023 canvassed the general election of school board members held on November 7, 2023.
- 4. Dan Olson received the fourth largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
- 3. There are four full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
- 4. Therefore, Dan Olson is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

By authority of the School Board of Independent School District No. 276, pursuant to resolution dated December 7, 2023.

Dated: _____

Chair

Dated: _____

Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Dan Olson

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 a term beginning the first Monday in January 2024 and expiring the first Monday in January 2028.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of December, 2023 by Dan Olson.

Notary Public

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 December, 2023 by Dan Olson.

Notary Public

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

Board Agenda Item XVIII. h

Title: Approval of Designated Combined Polling Places

Date: December 7, 2023

EXECUTIVE SUMMARY:

Pursuant to Minnesota Statutes, Section 205A.11 Subd.2, by December 31 of each year, the school board must designate, by resolution, combined polling places for the following calendar year. The combined polling place must be at a location designated for use as a polling place by a county or municipality. These polling places will serve the precincts specified for all school district special and general elections not held on the same day as a statewide election.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the school board resolve to designate the following combined polling places.

COMBINED POLLING PLACE: Deephaven City Hall
20225 Cottagewood Road
Deephaven, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Deephaven, Precincts 1 and 2, and the City of Woodland Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE: Minnetonka District Service Center
5621 Highway 101
Minnetonka, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Chanhassen, Precinct 1; in Carver County, Minnesota; and the City of Eden Prairie, Precincts 1 and 2; Hennepin County, Minnesota.

COMBINED POLLING PLACE: Excelsior Covenant Church
19955 Excelsior Blvd.
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Excelsior, Precinct 1; the City of Greenwood, Precinct 1; and the City of Shorewood, Precinct 3; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Shorewood Community Center
5735 Country Club Road
Shorewood, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Orono, Precinct 1; the City of Shorewood, Precinct 2; and the City of Tonka Bay, Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Minnewashta Church
26710 W 62nd St.
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Shorewood, Precinct 1; Hennepin County, Minnesota, the City of Chanhassen, Precinct 2; the City of Victoria, Precinct 1; and the City of Shorewood, Precinct 4; Carver County, Minnesota.

CITY OF MINNETONKA VOTERS: For those School District voters residing in the City of Minnetonka, the School District election will be held in conjunction with the municipal elections in that city and those voters will vote at their regular city polling places:

Minnetonka W-3 P-C
Minnetonka W-3 P-D
Minnetonka W-3 P-E
Minnetonka W-4 P-A
Minnetonka W-4 P-B
Minnetonka W-4 P-C
Minnetonka W-4 P-D

Bethlehem Lutheran Church, 16023 Minnetonka Blvd
St. Luke Presbyterian Church, 3121 Groveland School Rd
Minnetonka United Methodist Church, 17611 Lake St Ext
Ridgewood Church, 4420 County Road 101
Minnetonka District Service Center, 5621 County Rd 101
All Saints Lutheran Church, 15915 Excelsior Blvd
Redeemer Bible Church, 16205 Highway 7

Submitted by: _____



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____



David Law, Superintendent

CITY OF MINNETONKA VOTERS: For those School District voters residing in the City of Minnetonka, the School District election will be held in conjunction with the municipal elections in that city and those voters will vote at their regular city polling places:

Minnetonka W-3 P-C
Minnetonka W-3 P-D
Minnetonka W-3 P-E
Minnetonka W-4 P-A
Minnetonka W-4 P-B
Minnetonka W-4 P-C
Minnetonka W-4 P-D

Bethlehem Lutheran Church, 16023 Minnetonka Blvd
St. Luke Presbyterian Church, 3121 Groveland School Rd
Minnetonka United Methodist Church, 17611 Lake St Ext
Ridgewood Church, 4420 County Road 101
Minnetonka District Service Center, 5621 County Rd 101
All Saints Lutheran Church, 15915 Excelsior Blvd
Redeemer Bible Church, 16205 Highway 7