

MINNETONKA SCHOOL BOARD STUDY SESSION
District Service Center

March 18, 2021
6:00 p.m.

AGENDA

- | | | |
|------|----|--|
| 6:00 | 1. | Review of E-Learning Options |
| 6:30 | 2. | Update on Goal 2 Training |
| 7:00 | 3. | Review of Goal 3 |
| 7:45 | 4. | Report on Secondary Schools' Belonging Committees |
| 8:30 | 5. | Review of Fees |
| 8:50 | 6. | Review of Building Project for Transition to Adult Program |
| 9:15 | 7. | Closed Session to Discuss a Legal Matter |

CITIZEN INPUT

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

GUIDELINES FOR *CITIZEN INPUT*

Welcome to the Minnetonka School Board's Study Session! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every Study Session during *Citizen Input*.

1. Anyone indicating a desire to speak to any item during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Citizen Input* the Board and administration listen to comments. Board members or the Superintendent may ask questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any follow-up to your comment or suggestion, you will be contacted by a member of the Board or administration.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a Principal, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

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

Study Session Agenda Item #1

Title: Review of Future E-Learning Options

Date: March 18, 2021

EXECUTIVE SUMMARY

School Board Goal 4: Multimodal Learning states, “In pursuit of child-centered excellence, Minnetonka Schools will expand the implementation of personalized learning for students and continue to develop ways to personalize instruction to meet unique needs, abilities and interests of all of our students, families and staff.”

In addition to the Board Goal, for the past ten years Minnetonka Public Schools has been using crowdsourced innovation as a way to engage front-line staff, students, and families in the conversation of how we can make education better for students. Our structured model and research-based approaches to incubating and accelerating programs that positively impact both our students and the culture of our district, have led to several current programs that benefit student learning in many different ways.

The opportunity to offer a comprehensive K-12 e-Learning program in Minnetonka Schools aligns with our current mission, values, beliefs and goals and is outlined below.

OVERVIEW

The purpose of this report is to provide the School Board with an update on a potential future e-Learning program in Minnetonka. This update will include data collected from parents, a summary of the proposed program and process for moving forward.

During the 2020-21 school year all Minnesota school districts were required to provide a virtual learning option. As part of School Board Goal 4 - Multimodal Learning, an e-Learning option was developed and provided to any interested E-12 students districtwide.

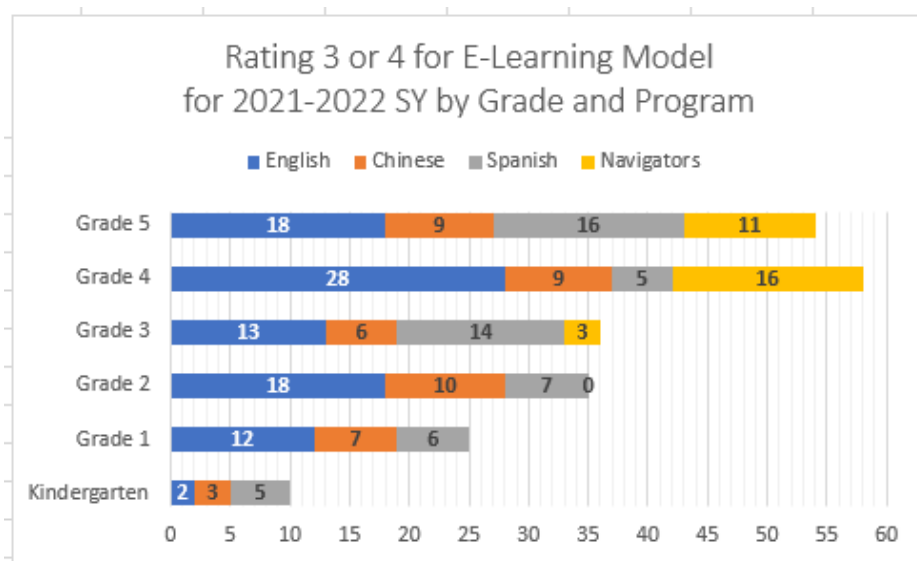
To ensure that we created a program that improved upon the e-Learning experience of the spring of 2020, we brought together a group of stakeholders to design the e-Learning program for the 2020-2021 school year. Parents and staff were included in this process. The group took a comprehensive look at the feedback collected from parents and staff regarding their experience in the spring of 2020 and designed the next iteration for e-Learning. To best design our model, in addition to reviewing the feedback, we consulted the literature and best practice research that was available at the time, albeit limited.

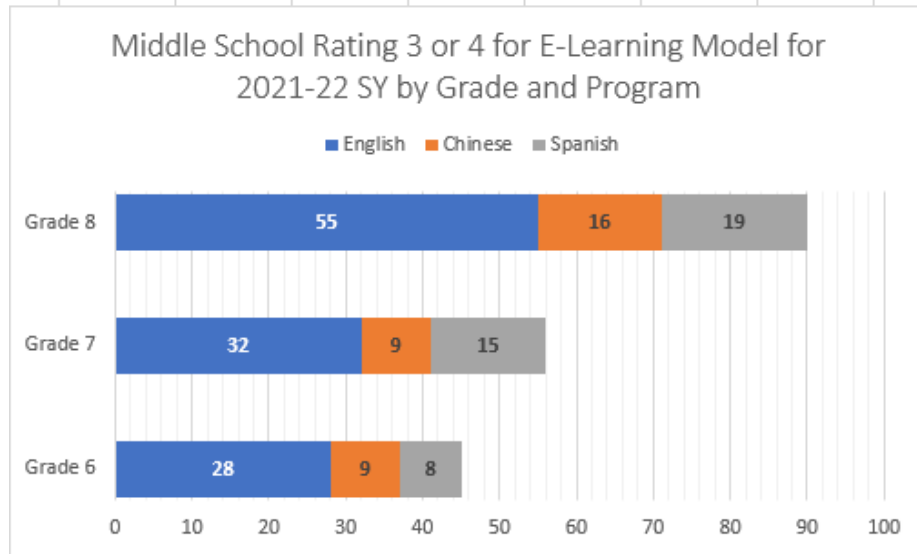
The group took a comprehensive approach to designing a program that would provide an outstanding learning experience, address the social and emotional needs of the learners, and create a sense of community during the global pandemic. While it has not been a perfect model, the intended outcomes have been accomplished. Throughout the year, parents have taken time to provide feedback and express their appreciation for the extraordinary work that is happening in our e-Learning classrooms. All in all, this experience has proven to be a positive option for many of our students and families.

As we look to the future, for the 2021-22 school year and beyond, an e-Learning program option is being proposed to offer Minnetonka students, in kindergarten through twelfth grade, a full-time online learning option. An expansion application for a comprehensive K-12 online learning program has been completed and submitted to the Minnesota Department of Education for approval. Once approved, this will allow for the addition of an ongoing K-8 opportunity as well as expansion of the current 9-12 program.

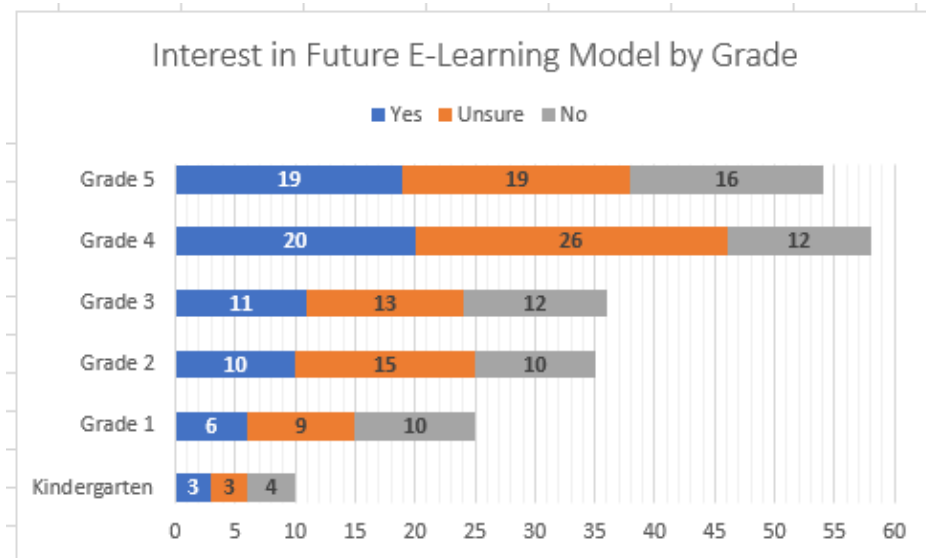
Results of Interest Survey

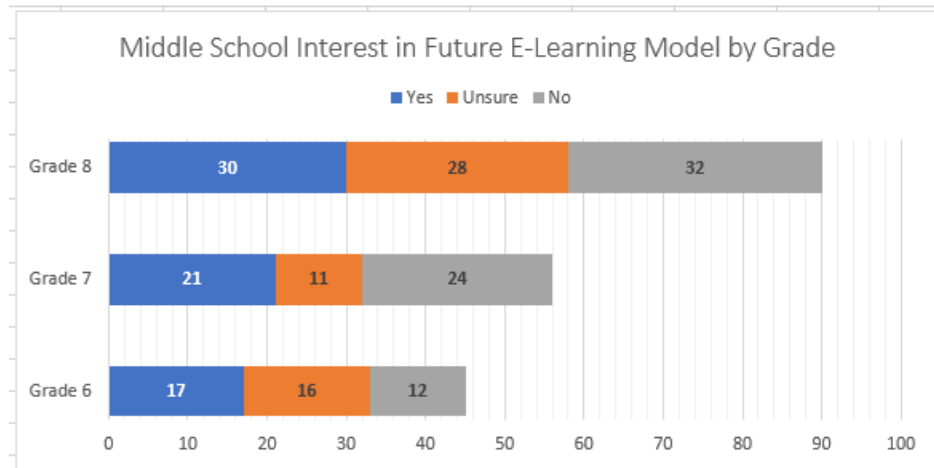
Data was gathered from current K-8 e-Learning families regarding their potential interest in an e-Learning program for future years. The survey asked how likely families would be to select e-Learning over in-person learning if an e-Learning option were offered next year. Parents selecting 3-likely or 4-highly likely are included by grade level and program in the graphs below.





Families were also asked if they would still be interested in e-Learning when COVID is no longer an issue in our community with the option to respond yes, no or unsure. Below are those results by grade level.





Based on the data collected, the greatest level of interest exists for a K-8 English program, with potential interest in immersion programs. The level of interest post-COVID is somewhat uncertain based on the initial results.

Proposed Program Overview

The proposed e-Learning model would continue to provide a high-quality learning experience for our students whose families feel it is the best fit. The model will continue to reflect the high standards that Minnetonka families have come to expect. While the exact program and courses will be driven by registration, we can ensure that regardless of the courses, the level of learning would remain consistent.

In our elementary e-Learning program, our K-5 students will be exposed to a similar daily schedule as if in the building. The schedule will encompass the recommended daily number of minutes per core content area. The students will also have specialists and support systems as if they were in the building. Teachers would create a variety of lessons using both synchronous and asynchronous learning opportunities. The asynchronous lessons would provide blocks of time for the teachers to work with small groups of students to provide more personalized instruction.

The middle school e-Learning program will offer interested students an opportunity to experience most core courses in an e-Learning format. For example, a student may have the opportunity to take language arts, math, science, social studies, physical education/music, and wheel classes with other middle school students in a dedicated section of e-Learners. As the students move through the grades, some offerings will be driven by registration and availability. For our students who have qualified for 2-year advanced courses (e.g., Accelerated Science), they will likely experience this learning opportunity through a Tonka Online type format. As with the elementary model, teachers would create a variety of lessons using both synchronous and asynchronous learning opportunities. The asynchronous lessons would provide blocks of time for the teachers to work with small groups of students to provide more personalized instruction.

The high school e-Learning program will incorporate the current options available through Tonka Online. These offerings will be expanded to provide students interested in a full-time e-Learning experience some core courses in an e-Learning format that blends synchronous with asynchronous instruction. For example, a student may have the opportunity to take language arts, math, science or social studies courses with other high school students in a dedicated section of e-Learners. More e-Learning structured courses will be offered during 9th and 10th grade with 11th and 12th grade students likely taking more Tonka Online courses to provide more options and opportunities. While students will still have many options, Tonka Online will offer a limited number of the courses available in the Skipper Log.

Differences Between Current and Future E-Learning Program

As we reflect on the past year, our reflections have driven the process of developing a program that includes what has been proven to work extremely well and to continue to refine and improve other areas. Throughout this year, we have worked to maintain the connection for students, families, and staff to their assigned school building. While this was logical during this school year, as we move forward, we will provide a different model.

To highlight some of the differences, please see the table below:

Current E-Learning Program	Future E-Learning Program
Streaming of some in-person courses	Dedicated sections
Home school assignment for students	Dedicated school/program assignment for students
Support services and programs provided by home school	Dedicated support services & programs <ul style="list-style-type: none"> ○ Special Education ○ EL ○ Intervention and academic support ○ Counseling/Social Work
Multiple school connections for staff	Dedicated connection to the e-Learning program for staff
Structured Schedule	Structured Schedule

In summary, one of the most notable changes will be to identify the e-Learning option as its own program. This would allow for a unique program identity to be created and fostered. By having staff that are identified as e-Learning staff, for at least part of their day, this will allow for a more comprehensive approach to providing instruction, interacting with families, and developing a sense of community within the program.

Next Steps

To prepare for implementation, there are many important next steps. The most timely and relevant step is to communicate with our families the details of the program and solicit a commitment from interested families. However, the intent to register process will continue to include a note that the ability to offer the e-Learning program will be dependent on registration. The initial planning process will continue during registration and will include evaluation of the current program and convening of the planning team. Once the level of interest is known, we will move forward with the following next steps:

- Finalize program model for each level.
- Identify sections and schedule for courses.
- Determine staffing needs, post and complete assignments.
- Complete the budget process.
- Identify needs and schedule curriculum planning and development.
- Create professional development plan and schedule sessions.

Overall, it is our goal to provide an opportunity, for families who may choose, a learning environment that lives up to Minnetonka's high standards in the comfort and safety of their own home.

ATTACHMENT:

- State-approved Online Learning Providers Expansion Application


RECOMMENDATION/FUTURE DIRECTION:

The purpose of this report is to provide an update to the School Board on information gathered and possible options for a future e-Learning program. The information is presented for School Board consideration and direction.

Submitted by: _____


Amy LaDue, Assistant Superintendent

Concurrence: _____


Dennis Peterson, Superintendent



State-approved Online Learning Providers Expansion Application

I. Minnetonka Public Schools

A. Program Name: Tonka Online; Tonka K-8 e-Learning Academy

B. Organization Type (check one)

☒ Independent District

☐ Charter School

☐ Intermediate District

☐ Consortium of Districts under a Joint Powers Agreement
(list districts)

C. District or Charter Number: (fill in) District 276

D. Street Address: 5621 CR-101

i. Minnetonka

ii. MN

iii. 55345

E. Contact Name: (fill in) Amy LaDue

i. Position Title: Assistant Superintendent for Instruction

ii. Contact Phone: (952) 401-5010

iii. Contact email: amy.ladue@minnetonkaschools.org

II. Program Information

A. Proposed Program Type: (check one)

☒ Comprehensive

☐ Supplemental

☐ Comprehensive & Supplemental

B. Proposed Grade Levels: (fill in) K-12

C. Proposed Enrollment Type: (check one)

☒ fixed terms – (enter start dates of terms) First day of school; First day of second semester.

☐ flexible or rolling enrollment – (please describe and list dates)

D. Management & Operations – indicate how services will be delivered in the program.

Service	Local District	Contract (non-profit)	Contract (for-profit)	Other (describe)
Program Management	X			
IT Infrastructure (LMS)	X			
Student Technical Support	X			
Curriculum Assembly & Course Content	X			
Hiring Teachers	X			
Marketing	X			
Teacher Evaluation/ Training/ Professional	X			

III. Statutory Compliance

State-approved online learning providers are responsible to be aware, understand and implement current education statutes including, but not limited to the Online Learning Option Act. The applicant is responsible to annually review Minnesota Statutes, Section 124D.095 and demonstrate understanding of the obligations and requirements of an Online Learning (OLL) Program provider as specified in law.

124D.095 ONLINE LEARNING OPTION.

Subdivision 1. Citation. This section may be cited as the "Online Learning Option Act."

Subd. 2. Definitions. For purposes of this section, the following terms have the meanings given them.

(a) "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

(b) "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

(c) "Online learning" is a form of digital learning delivered by an approved online learning provider under paragraph (d).

(d) "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the department to provide online learning courses.

(e) "Student" is a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, in kindergarten through grade 12.

(f) "Online learning student" is a student enrolled in an online learning course or program delivered by an online learning provider under paragraph (d).

(g) "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

(h) "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

(i) "Full-time online learning provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

(j) "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time and other student-to-teacher communications, and the academic support available to the online learning student.

Subd. 3. Authorization; notice; limitations on enrollment.

(a) A student may apply for full-time enrollment in an approved online learning program under section 124D.03 or 124D.08 or chapter 124E. Notwithstanding sections 124D.03 and 124D.08 and chapter 124E, procedures for enrolling in supplemental online learning are as provided in this subdivision. A student age 17 or younger must have the written consent of a parent or guardian to apply. No school district or charter school may prohibit a student from applying to enroll in online learning. In order to enroll in online learning, the student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the

student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by the department to notify the enrolling district of the student's application to enroll in online learning.

(b) The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the enrolling district's term. The enrolling district may waive this requirement for special circumstances and with the agreement of the online provider. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then: (1) the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and (2) the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

(c) An online learning provider must notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and the online learning courses and programs it delivers.

(d) An online learning provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications.

(e) An enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

(f) The online provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the commissioner unless the enrolling district and the online provider agree to a different form of notice and notify the commissioner. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits towards graduation.

Subd. 4. Online learning parameters.

(a) An online learning student must receive academic credit for completing the requirements of an online learning course or program. Secondary credits granted to an online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including online learning students, and must continue to provide nonacademic services to online learning students. If a student completes an online learning course or program that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met. The enrolling district must use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for transfer students under section 124D.03, subdivision 9. The enrolling district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider that is not the enrolling district.

(b) An online learning student may: (1) enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year and the student may exceed the supplemental online learning registration limit if the enrolling district permits supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services; (2) complete course work at a grade level that is different from the student's current grade level; and (3) enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

(c) An online learning student has the same access to the computer hardware and education software available in a school as all other students in the enrolling district. An online learning provider must assist an online learning student whose family qualifies for the education tax credit under section 290.0674 to acquire computer hardware and educational software for online learning purposes.

(d) An enrolling district may offer digital learning to its enrolled students. Such digital learning does not generate online learning funds under this section. An enrolling district that offers digital learning only to its enrolled students is not subject to the reporting requirements or review criteria under subdivision 7, unless the enrolling district is a full-time online learning provider. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

(e) Both full-time and supplemental online learning providers are subject to the reporting requirements and review criteria under subdivision 7. A teacher holding a Minnesota license must assemble and deliver instruction to online learning students. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license. Unless the commissioner grants a waiver, a teacher providing online learning instruction must not instruct more than 40 students in any one online learning course or program.

(f) To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit under paragraph (b) or apply to enroll in an approved full-time online learning program, consistent with subdivision 3, paragraph (a). Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

Subd. 5. Participation in extracurricular activities.

An online learning student may participate in the extracurricular activities of the enrolling district on the same basis as other enrolled students.

Subd. 6. Information.

School districts and charter schools must make available information about online learning to all interested people.

Subd. 7. Department of Education.

(a) The department must review and approve or disapprove online learning providers within 90 calendar days of receiving an online learning provider's completed application. The commissioner, using research-based standards of quality for online learning programs, must review all approved online learning providers on a cyclical three-year basis. Approved online learning providers annually must submit program data to, confirm statements of assurances for, and provide program updates including a current course list to the commissioner.

(b) The online learning courses and programs must be rigorous, aligned with state academic standards, and contribute to grade progression in a single subject. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under subdivision 4, paragraph (d), must give the commissioner written assurance that: (1) all courses meet state academic standards; and (2) the online learning curriculum, instruction, and assessment, expectations for actual teacher-contact time or other student-to-teacher communication, and academic support meet nationally recognized professional standards and are described as such in an online learning course syllabus that meets the commissioner's requirements. Once an online learning provider is approved under this paragraph, all of its online learning course offerings are eligible for payment under this section unless a course is successfully challenged by an enrolling district or the department under paragraph (c).

(c) An enrolling district may challenge the validity of a course offered by an online learning provider. The department must review such challenges based on the approval procedures under paragraph (b). The department may initiate its own review of the validity of an online learning course offered by an online learning provider.

(d) The department may collect a fee not to exceed \$250 for approving online learning providers or \$50 per course for reviewing a challenge by an enrolling district.

(e) The department must develop, publish, and maintain a list of online learning providers that it has reviewed and approved.

(f) The department may review a complaint about an online learning provider, or a complaint about a provider based on the provider's response to notice of a violation. If the department determines that an online learning provider violated a law or rule, the department may: (1) create a compliance plan for the provider; or (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42. The department must notify an online learning provider in writing about withholding funds and provide detailed calculations.

Subd. 8. Financial arrangements.

(a) For a student enrolled in an online learning course, the department must calculate average daily membership and make payments according to this subdivision.

(b) The initial online learning average daily membership equals 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88.

(c) No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district.

(d) Online learning average daily membership under this subdivision for a student currently enrolled in a Minnesota public school shall be used only for computing average daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and for computing online learning aid according to section 124D.096. Subd. 9.

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IV. Program Narrative

A quality Online Learning (OLL) Program follows quality program standards. Please submit a program narrative with the following bold headings that answer the prompts in italics below. These standards are adapted from iNACOL Quality Online Program Standards. These program standards are echoed in the three-year review process.

For the past ten years, Minnetonka Public Schools has been using crowdsourced innovation as a way to engage front-line staff, students, and families in the conversation of how we can make education better for students. Our structured model and research-based approaches to incubating and accelerating programs that positively impact both our students and the culture of our district, have led to several current programs that benefit student learning in many different ways.

The opportunity to offer a comprehensive K-8 e-Learning program in the Minnetonka Schools aligns with our current mission, values, and beliefs and is presented below for consideration.

Institutional Standards

Mission Statement: A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Everyone within the organization understands the mission statement and works to achieve it.

What is your program mission statement?

Minnetonka Schools Mission Statement: The mission of the Minnetonka School District is to ensure all students envision and pursue their highest aspirations while serving the greater good. In a community that transcends traditional definitions of excellence, we use learning and teaching as tools to value and

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

Explain how the proposed program changes will help the organization deliver its mission.

The vision for Minnetonka e-Learning is based on our Minnetonka Mission Statement. In addition, it is our vision to provide students with opportunities to continue their high-quality Minnetonka education in an e-Learning environment. We recognize that we have families who may have varying degrees of comfort sending their students to an in-building program at this time. We also have learners who thrive in a more independent learning environment. It is our vision, through the Minnetonka e-Learning program, we will continue to meet the educational needs of all K-8 learners and their families.

Governance: Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.

Describe changes to the governance structure (if any) that accompany the proposed program. List the responsibilities for each role in the organization and include an updated org chart.

Attach official documents as evidence of approval to the proposed change: (only those that apply to your organization type e.g School Board approval, Joint Powers of Authority approval, Consortia approval, Charter School Authorizer approval)

The current K-8 e-Learning structure we are providing for our students and families in Minnetonka is a school within school model. Based on parent interest along with the requirements of MDE and the State, we are providing two possible options for the structure of our K-8 e-Learning program. Below and throughout the application, where relevant, you will find information for both a standalone model as well as a school within a school model and how each will operate. If there is not a difference between the two models, the information included applies to both programs. As we gain more information, including level of interest, we will determine the program model that will be offered beginning in the 2021-22 academic year.

Stand Alone Model

School within School Model

Position	Responsibilities	Position	Responsibilities
Assistant Superintendent for Instruction	Program Oversight Report to School Board	Assistant Superintendent for Instruction	Program Oversight Report to School Board

Administrator (Principal/AP)	Program Oversight Principal of Record Program Evaluation Program Communication	Administrator (Principal/AP)	Program Oversight Principal of Record Program Evaluation Program Communication
Program Office Assistant	Attendance Registration Reporting Program Evaluation Assistance	Program Office Assistant/Coordinator	Attendance Registration Reporting Program Evaluation Assistance
Tech Department/ Support	Technical Support & Coaching (PD) Device Purchasing Software/Hardware	Tech Department/Support	Delivered from staff's home school or assigned school
Student Support Specialist	Student Support	Student Support Specialist	Delivered from students' home school or assigned school

Leadership and Planning:

Governance and leadership work hand-in-hand, developing operational policies for the program including its leadership and staff. Program policies and practice promote equity and support students' ability to access this program option. Planning is managed by leadership and staff. The program will use strategic planning, long-range and operational planning, and annual goal setting which includes alignment with Minnesota Statute 120B.11 (World's Best Workforce).

Describe changes to program policies, leadership, and planning that accompany the proposed program.

List any enrollment policies or guidelines that are in place. NOTE: Fees and policies that may be discriminatory are not allowed.

The e-Learning program in Minnetonka will be guided by the strategic plan written and approved by the School Board. The goal setting process for e-Learning will mirror the model that is utilized with the in-building programs. Enrollment will follow District policy and standard procedures.

Stand Alone Model

- Administration/leadership will be solely responsible for all activities, events, and communication for students, families, and staff.
- Minnetonka Public Schools will assign FTE for the following:
 - Q-comp
 - TIC assignment
 - Tech Coach Assignment
- Separate budget, with all necessary line items, will exist for this program based on student enrollment and staffing allocation.

School within School Model

- Administration will continue to work within their building and the scope of the District to ensure staff and students in this program are included in all building activities, events, and communication, or the building e-Learning is assigned.
- e-Learning staff will access the following from the identified building:
 - Q-Comp
 - TIC
 - Tech Coach
- Building budget will cover all e-Learning needs.

Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.

Describe changes to accountability systems and how they will function to assure program integrity and accountability.

The e-Learning program will align with current school board policies and goals centered on delivering high quality instruction. Routine reports to the school board will be provided with updates on the current program status and progress toward Board approved goals.

All District expectations and practices will be fully applied to the e-Learning program from all District departments such as: Human Resources, Business/Financial Management, Teaching and Learning, etc.

In addition, Minnetonka's e-Learning program will implement and utilize the same surveys for parents and students that are used in the building. The data and information collected from such surveys will drive the continuous improvement planning process of the e-Learning program. The same is true for all assessment results. The dissemination, evaluation, and utilization of all data will mirror in-building practices. Following existing structures within the Tonka Online program to gather student feedback, the e-Learning program will also provide opportunities for students to share their experiences and ideas for improvement. Through surveys, student panels, and teacher surveys, our e-Learning program will strive to be responsive to student input about their learning experiences.

Student performance and grade data will be monitored and compared to student performance in-building learning programs to ensure continuity and identify areas for improvement, as they arise.

Using this data, and other data points, the e-learning program will strive to make data driven decisions that are in the best interest of students, families, and teachers involved in the program.

Provide a draft fiscal budget for the proposed program.

[e-Learning Sample Budget 2021-2022 School Year](#)

Stand Alone Model

- Allocate a budget to this stand-alone program.
- Teachers report to assigned program administrator (includes evaluation).
- MARSS reporting for stand-alone program.
- Administrator reports to Superintendent and School Board.

School within School Model

- Uses already established school(s) budget - budgets will be adjusted to reflect program needs.
- Teachers report to assigned building principal (includes evaluation).
- MARSS reporting is from building that e-Learning is assigned to.
- Coordinator reports to Assistant Superintendent for Instruction and site principal reports to Superintendent and School Board.

Teaching & Learning Standards

Curriculum and Course Design: A quality online program will have a well-thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The standard and its sub-sets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of content are addressed.

Describe how your proposed online program offers something unique and value-added to the students it serves. What sets this program apart from other online learning programs? Include information about course offerings, structure of learning program, support, etc.

Minnetonka Schools' online curriculum and course design will advance the District's mission of ensuring "all students envision and pursue their highest aspirations" by providing the same curriculum and high-quality experience that is offered in schools throughout our District. Minnetonka School Board Policies [#601](#), [#603](#), [#604](#), and [#606](#), in addition to districtwide procedures, will provide direction and support for curriculum development, implementation, and review that will be incorporated into the regular curriculum process. This includes the introduction of high-quality instructional practices and instructional resources. As described in Policy [#601](#), "The District's curriculum focuses instructional practices on challenging and supporting all students in the pursuit of their highest personal and academic achievement. In order to achieve world-class levels of learning, the School Board insists that appropriate and high-quality instructional materials be used to deliver the adopted curriculum."

The District employs the Understanding by Design (UbD) model that continues to guide curriculum development. The model uses the three-stage design process to create a cohesive, rigorous plan for curriculum, instruction and assessment:

1. **Identify Desired Results:** During the first stage of this process, teachers review content standards, course or program objectives, and learning outcomes, and ultimately identify relevant goals, understandings and essential questions. This provides a clear picture of what students should know and be able to do.
2. **Determine Acceptable Evidence:** During the second stage, teachers develop assessments and performance tasks. This includes formative, as well as summative assessments.
3. **Plan the Learning Experience:** During the third stage, teachers determine effective instructional methods, design a sequence of lessons and select materials that support the learning goals.

State academic and college and career readiness standards, as well as district developed essential learnings, guide the curricula and instructional resources for all courses.

Minnesota K-12 Standards: Districts are required to put state standards into place, so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Providers must include information on how they meet or exceed Minnesota K-12 Standards.

Provide a table listing all courses and which standards are covered in the proposed program.

The District's educational program is based on world-class standards for all students. As described above, District policy insists upon a standards-based curriculum, requiring "intentional planning and review for teaching, learning, assessment, resources, professional development, supervision and evaluation, and comprehensive program improvement." The curriculum for each course is aligned to state and/or national standards, depending upon the content area. Minnetonka standards for health, career and technical education, world languages, and language immersion are aligned to national standards, while District standards for mathematics, physical education, arts, science, English language arts, and social studies meet the standards established by the Minnesota Department of Education. The following links provide additional information regarding course content:

[Minnetonka High School Course Catalog](#)

[Minnetonka Middle School Course Catalog](#)

[Elementary Program](#)

Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its sub-sets of instruction grounded in program mission, research, best practices, assessment, student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.

Describe adaptations and adjustments to instruction you will make to ensure a high-quality learning experience for students in the proposed program.

Developing a sense of community and belonging, while building strong relationships with students is at the core of all instruction in the Minnetonka Schools. In both a stand-alone model and school within school model, our e-Learning program will continue to expand on these same expectations and strive to connect to all learners through various instructional and community activities with the whole student in mind. At all grade levels, both K-5 and 6-8, there is an intentional approach to development and implementation of specific strategies to build student-teacher relationships that enhance the instruction. Further, in parallel with the NSQ standards for quality online teaching, our e-Learning program will align and expand current best practices that guide the delivery of quality instruction.

Please see [this](#) document for specific details in each area.

- Building Relationships
- Expectations
- Classroom Management
- Online Culture

Licensed Minnetonka Teachers are the teacher of record for each course or grade level and will continue to participate in a variety of staff development opportunities led by Technology Coaches and the Online Coordinator during each term. At each grade level, intentional development and implementation of specific strategies for creating school community and student-teacher relationships will be fostered and instructors will certify understanding of standards and essential learnings using a variety of assessment strategies. They may include, but are not limited to project-based assessments, randomized test banks in Schoology/Seesaw, video and audio submissions by students, as well as other best practices. Tools such as TurnIt In used in current online classes, may be used to check for plagiarism and other academic integrity issues.

All K-8 e-Learning teachers have been provided with our current [e-Learning Teacher Guide](#), which is continually being updated and is subject to change as the program develops. Onboarding for online teachers will include meetings with technology coaches and online modules designed to facilitate unit plan creation and delivery.

Instructors will be supported with community building examples to help develop social emotional learning and address any unique needs for e-Learning students. In addition, instructors will be trained to be actively engaged with their e-Learning classroom or course and online learners as they facilitate learning. Using best practice related to Synchronous and Asynchronous instructional methods, instructors will deliver instruction that best meets the needs of all their learners. For example, K-2 learners may have synchronous or “live” instruction for 2-3 hours, whole group or small group, each day, while older learners may have increased asynchronous time based on their developmental and learning needs. Leveraging Seesaw, Schoology, and Google EDU platforms, instructors will provide timely feedback, through a variety of methods, to deepen student engagement and understanding. Building on the success of current Tonka Online teaching experiences, e-Learning teachers will build awareness

of different student learning styles, strengths, and potential growth areas to provide timely feedback that guides and encourages development of deeper learning.

Assessment: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiple methods of assessment of student performance, feedback loops for instructional practice and course design are addressed.

Provide policies and procedures that are in place regarding assessment of student learning, feedback, adapting instruction to meet the needs of learners.

Describe how timely, relevant feedback is communicated in the proposed program to students, parents, and student support/intervention team members.

The Minnetonka assessment model is built upon a balanced assessment approach consisting of classroom common summative assessments, formative assessments, benchmark assessments, progress monitoring assessments, and standardized assessments. Teachers utilize formative assessments to guide instruction, while using benchmark assessment results in the fall, winter, and spring as a checkpoint to periodically measure student progress and identify students in need of additional support or intervention. The standardized assessment results are analyzed in the fall and spring to ensure that the academic program is meeting the needs of students on an annual basis and over time. Standardized assessments administered in the fall and spring are used both formatively and summatively each year. In the fall, elementary and middle school teachers utilize NWEA data to inform instruction to ensure students receive differentiated learning opportunities at the start of the year, ultimately placing them on the path to success throughout the year. The goal of the assessment model is to heavily rely on formative and summative assessment results occurring within the classroom on a regular basis, so teachers can pivot as needed, ultimately resulting in high levels of student learning, which are reflected in strong standardized assessment results each year.

Using the NSQ Standards for quality online programs, our e-Learning program will commit to the following guiding principles: Using multiple methods of assessment to determine when or if students are meeting learning goals, aligning assessments to learning objectives and standards, and providing timely and targeted feedback to students and other stakeholders.

While constructing and developing assessments for the e-Learning program, instructors will strive to design multiple ways for students to demonstrate their understanding. With an intentional focus on core standards when designing assessments, grounded in common rubrics, e-Learning provides additional opportunities to leverage technology and student creativity to encourage students to provide evidence of their learning. For example, using choice boards, students would be able to choose ways to show their learning of standards in a variety of methods that may include Seesaw submissions, Schoology Quizzes, video/audio submissions, presentations, journals, portfolios, synchronous Google Meets with instructors, projects, etc.

The e-Learning program, similar to current practice across the District, will implement and use formative assessment to help drive instructional decisions for students. Instructors are required to monitor progress and routinely give feedback to students through a variety of formats that may include digital comments in Seesaw and Schoology, synchronous feedback in Google Meet, and/or audio video recordings. Formative activities in each unit of study will be aligned to essential learnings and learning goals, allowing instructors to adequately gauge learning and progression toward understanding of standards. As students engage in a variety of formative activities, instructors will leverage digital tools in Seesaw, Schoology, and Google EDU products to deliver timely feedback that informs student learning and tracks progress toward the learning outcomes. In addition, formative data will be used to identify need areas and allow teachers to provide targeted remediation or interventions or opportunities for enrichment or extension, when needed. For example, e-Learning teachers can individually assign course materials to students in Schoology, to provide timely and targeted resources to further support learning. Additional tools like Grade Guardian may also be used by middle school e-Learning teachers, counselors, and administrators to monitor and track student progress while providing appropriate interventions and communication.

Additionally, to help ensure course validity and assess student learning, proctored summative exams - either in person or via Google Meet - may be used.

Online Assessment Model and Procedures

The Minnetonka assessment model includes classroom summative online assessments aligned to the state standards and Minnetonka essential learnings. In addition, this model includes a secure approach to delivering standardized assessments including but not limited to NWEA, MCA and Language Immersion tests. These assessments are delivered through the Schoology platform while classroom summative assessments are delivered as a PDF or through the Schoology platform. To ensure test security, assessments are administered to students during a Google Meet with the teacher or proctor. To ensure a secure testing environment with standardized assessments that require a lockdown browser, students complete assessments utilizing a second device with a camera logged into a Google Meet with the teacher or test proctor, while they complete the test on the school issued iPad. Teachers and test proctors are provided with common procedures and test protocols and directions for completing standardized assessments by the District Director of Assessment and building assessment coordinators.

For high stakes classroom common summative assessments that do not require a lockdown browser, students are able to complete an assessment on the iPad while also being logged into a Google Meet with the teacher or test proctor. Teachers ensure that students take the test with their cameras on, so they can monitor students and answer questions during the assessment. Lower stakes assessments such as formative assessments can be easily administered through both Schoology and Seesaw.

Feedback

Students

- Students have access to Minnetonka's Single Sign On (MYSSO) one password for digital tools and resources. Schoology for grades 4-12 and Seesaw for grades K-3 are our central hubs for all classroom activity which allow teachers and students access to digital content. These learning management systems are the means for students to connect and receive feedback from instructors. Google Docs and applications are also used. Google Meet is used for synchronous feedback and instruction sessions. Skyward is our student information system where end of term grades and other reports are accessed.

Parents

- Parents also have access to Minnetonka's Single Sign On (MYSSO) where they can view their child's Schoology/Seesaw courses as well as Skyward for the overall grade and to access other reports.

Intervention Team Members

- Student Support Team (SST) will occur within the program utilizing resources allocated to the program (mirroring building SST and intervention model).
- Several Tiered interventions are in place to help teachers provide early support and then alert counselors and other student support services through the existing structure.
- Counselors and Case managers work with instructors and families to encourage and support routine engagement with online classes.

Support

Faculty Support: A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.

Explain how additional teachers with MN licenses and experience/training in online teaching are hired, trained, reviewed, and developed as professionals. If teachers are hired through a third-party contractor, explain how quality teaching practices will be monitored and ensured by a licensed administrator in the state-approved program.

Explain how appropriate workloads for staff will be maintained.

The hiring practice of Minnetonka e-Learning teachers will be managed by the Human Resources Department similar to all other District staff. When hiring administrators are seeking staff for the e-Learning program, specific interest and ability to teach in the e-Learning setting will be a focus. Throughout their e-Learning career in the District, specific professional development will be offered that specifically addresses the uniqueness of the setting. The evaluation process will be the same process that is fully utilized in Minnetonka (M-Gem). The link below identifies the model.

[M-GEM](#)

Newly hired e-Learning teachers will be provided access to the same mentor opportunities as an in-building teacher. They will have access to a program mentor and an individual mentor. The mentors will provide resources and support to the e-Learning teacher through their first three years in the Minnetonka District. This will mirror the support that in-building teachers receive.

Minnetonka teachers, students, and families have been using Schoology and Seesaw for years so there is little software training needed. The Minnetonka Tech Coaches inform and train all staff with respect to new innovations or additions in the Schoology/Seesaw environment. Training is continual and builds throughout the years. Teachers are trained in student engagement in the e-Learning setting, including creating discussion boards, managing student pace and workload, building meaningful student relationships, and providing clear communication. Teachers meet multiple times a year to review best practices and discuss ways to improve their classes, instruction, delivery and student support.

As noted in the section on Program Evaluation, the principal on record meets with each instructor during each term to evaluate the learning experience and plan for enhancements. As part of this process, a Teacher Instructional Coach (TIC) is also assigned to all Minnetonka e-Learning teachers. Further, Minnetonka e-Learning instructors receive targeted professional development for teaching in an online environment that has included release time for research and development, on site professional development, and attendance at local and national conferences.

The student day will be a balance between synchronous and asynchronous learning opportunities. Teachers will also provide an age-appropriate level of independent work. By striving to achieve the balance between the various types of instruction, the teachers' workload will be appropriate and manageable. Teachers will receive prep time in accordance with the Minnetonka Teacher Association Master Agreement and MN State Statute.

Minnetonka's e-Learning program will staff the program in accordance with the numbers of interested students and their identified needs. Class sizes will mirror the class size ratios established in the buildings.

Student Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

List the roles and responsibilities for supporting all learners in the proposed program.

Student Onboarding - Start of the Year

- Students receive a welcome letter from their principal in the fall notifying student of their teacher/placement.
 - Key information including parent handbook and student teacher information shared at this time.

- Teacher sends a welcome letter to student and family and includes Online Course Design
- Specialist and directions on enrollment to their LMS
- Grading Policy
- Student Code of Conduct
- Attendance Policy
- School Counselor/Social Worker
- Teacher meets 1:1 with student prior to start of school year to build relationships, answer questions, assess (if applicable) etc.
- Teacher hosts “meet and greet” online welcome back prior to start of school for students and their families.

Student Onboarding - New Students and Families

- Families receive welcome from Administrator (Principal/AP).
- Teacher placement is assigned and shared with families as well as parent handbooks and teacher course design/syllabus.
- Program Office Assistant and/or Coordinator (based on program model) meets with families to answer questions and ensure technology needs and materials are set.
- Student and family connects with teacher (virtually or via email) prior to start date to build relationships, answer questions, etc.

Describe the additional student support services provided by the proposed program and the procedures in place to ensure that all students are successful including enrollment, onboarding, and during the learning process.

Explain how students receiving special education services will be assessed and evaluated, supported by appropriate interventions and accommodations, and monitored. Specifically address supports in place for students with autism spectrum disorders.

During the enrollment process, parents are provided the opportunity to indicate that their child receives special education services and has an IEP. Once the District is made aware that an enrolling child has an IEP, a meeting will be set up with appropriate staff and parents (including student when appropriate) to discuss the child’s current IEP, services provided within the online program, and any additional supports necessary to ensure the student is afforded a Free Appropriate Public Education (FAPE). This will include direct instruction from a licensed special education teacher and may include additional adult supports as determined by the IEP team. Special education services will be provided in accordance with each student’s Individualized Education Plan (IEP). Annual IEP meetings will be held, in accordance with MN Statutory Regulations, to ensure access to and progress in general education and discuss needs related to the student’s disabling condition.

During the enrollment process, parents are provided the opportunity to indicate that their child has a 504. Once the District is made aware that an enrolling child has a 504, a meeting will be set up with appropriate staff and parents (including student when appropriate) to discuss the child’s current 504 and make any necessary changes. 504’s are reviewed annually or more frequently if necessary.

During the enrollment process, parents are provided the opportunity to indicate that their child receives English Language services. Additionally, if parents indicate a language other than English is spoken in the home or by the child, the child will be screened for entrance into English Language programming. If eligible, as determined by criteria set forth by the Minnesota Department of Education, the child will begin receiving English Language instruction by a licensed English as a Second Language teacher. Once placed into the program, students are required to take the ACCESS test (Test of English Proficiency) annually and must be done in person each spring. Parents do have the right to decline services and subsequent participation in the annual ACCESS testing. The English as a Second Language teacher will partner closely with general education teachers to ensure equity and access for all students and will be the liaison between home and school.

Minnetonka Public Schools has developed systems designed to identify pupils with disabilities beginning at birth. These systems also extend to pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school. Students in our online program would be identified for additional services or supports through the online Student Support Team (SST) utilizing the District's Multi-Tiered Systems of Support (MTSS). Interventions and/or accommodations may be provided within the general education setting or in small group. Students will be monitored by the SST and referrals for an evaluation for 504 or special education may be made if expected rate of progress is not being met.

Students on IEP's will be assessed and evaluated as well as have their progress monitored on goals and objectives in accordance with MN Statutory Regulations.

Students with autism spectrum disorders who require support related to social communication or behavioral support, if on an IEP, will receive direct instruction from a licensed special education teacher. Additional adult support may be provided to the student based on the needs related to the student's disability and progress in general education.

Minnetonka teachers will continue to have access to our District Behavior Strategist to support students and families in an e-learning environment.

Guidance Support: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.

List the roles and responsibilities for providing guidance support services to students and/or collaborating with guidance personnel from enrolling districts.

Describe the guidance support services provided by the proposed program and the procedures in place to ensure that all students are healthy and ready for career and college pathways.

Counselors

- Specific counselors will be assigned to the e-Learning program.
- Students will have the potential to engage with counselors and other students in person when applicable.

Comprehensive School Counseling Program

The Minnetonka e-Learning option will provide a comprehensive school counseling program aimed at supporting all students in terms of maximizing opportunities for academic achievement, ensuring mental health, reinforcing healthy emotional choices, and advocating for students in general. School counselors will design, deliver and review the school counseling program.

Focus of Comprehensive Counseling Programs

The primary aim for our comprehensive counseling program is to ensure the best outcomes for every student with attention given to their unique characteristics, including physical limitations, mental acuity, special abilities, and social factors such as home environment, family circumstances and cultural differences. The scope of the program is broad with a special focus on preventive and developmental strategies. The American School Counselor Association or ASCA National Model provides a framework for a comprehensive school counseling program.

Minnetonka School District utilizes the ASCA model, the national standards and CASEL's model for Social and Emotional Learning standards. The school counselor is a vital staff that works collaboratively with the classroom teachers, specialists, and support staff to provide the developmental scope and sequence through classroom instruction as a tier one support and as student well-being needs are identified the counselor also provides the tier 2 and 3 supports.

Professional Requirements

Minnesota requires school counselors to be masters level and licensed by the state. All states require professional counselors to be licensed. The ASCA recommended school counselor-to-student ratio is 1:250 (ASCA, 2012). The national average for school counselor-to-student ratio is 1:459. Minnetonka acknowledges that to have a school counselor program at our e-Learning/virtual school we will ensure the appropriate supports as the counselor will be the point person of support for students and families as well as providing the comprehensive counseling K-8 scope and sequence curriculum through classroom and group presentations.

Role of the School Counselor

School guidance counselors provide direct and indirect services to students. The school counselor may have more direct contact with middle school students to provide assistance to comply with state and school graduation requirements as well as to provide guidance for high school planning and career exploration. These functions are in addition to the day-to-day activities that may include conferences with parents, one-on-one interviews with students requiring assistance and similar pursuits.

Additional Counselor Responsibilities

Counselors provide classroom instruction in social and emotional learning standards, and well-being mental health topics, the counselor will also be a contact point person for families when concerned about their child. Counselors will work with individual students, with groups of students, classes and entire school and parent meetings.

Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.

List the roles and responsibilities for providing organizational support services.

Explain how students will be supported with access to technology hardware software, and internet access.

Describe the organizational support services provided by the proposed program. For support services provided by third-party contractors, explain how quality of the services will be ensured.

The Minnetonka Technology Department provides a *Family Helpdesk* with phone and email support available. Minnetonka e-Learning teachers, students and families also have access to support staff from the Technology Department and Instructional Technology Department, including Instructional Technology Coaches, Media Specialists, and Media Paras who provide students and teachers with support and training. These staff help students and families by phone, email, and in person. Students who are enrolled in Minnetonka e-Learning are able to come on site and work with this wide network of support staff, too. Students and parents have access to an extensive library of technology resources and instructional documentation on the technology tools used for e-Learning in Minnetonka at <https://bit.ly/TonkaTechInstructions>.

In accordance with MS D124D.095, all students enrolled in Minnetonka e-Learning will have access to the same computer hardware (currently a District owned iPad) and education software (currently Schoology or Seesaw. Similar to in District, families will be responsible for damaged or lost iPads. At the request of the family, those that qualify for education tax credit will be assisted by the District in the provision of hardware and software as needed to complete the requirements of the course or courses in which the student enrolls.

Schoology for grades 4-12 and Seesaw for grades K-3 are our central hubs for all classroom activity that allows teachers and students access to digital content. Our teachers and students are very familiar with this learning management system (LMS) and professional development classes are provided for our staff on advanced features to further harness this powerful tool and make learning more engaging and meaningful. Both are very easy systems to post and collect digital content and projects.

Students also have easy access to content through the Schoology/Seesaw mobile app and/or any web browser. This common tool allows for communication and collaboration between teacher and student. Students use both daily to get materials like class notes, worksheets, web links, videos, take online

quizzes, and post content to discussion boards. These tools have become an extension of our physical classrooms.

It is easy to manage a digital paperless classroom through Schoology and Seesaw along with Google Docs, Notability, and other apps like iMovie, etc. There is no need for a teacher to set up specific Google Folders, deal with sharing permissions, track missing or late work manually, or require students to name files in specific ways. Schoology/Seesaw track and take care of all of this for teachers and students, creating more time for them to spend on learning versus worrying about technical details and troubleshooting issues. Both Schoology and Seesaw allow teachers to annotate in digital ink on students' assignments when grading, making a paperless classroom even easier.

There are many more benefits to using Schoology and Seesaw in an e-Learning program, including many features that help students with disabilities. The automatic posting of assignments and tests into students' calendars helps them track their work and stay organized. Alerts and notifications can be set up through email and even text messaging. Parents also have access to all of this through one account for all their children and can use the same alert systems. Teachers can include multimedia content to support learners with varying styles and abilities successfully learn. Schoology and Seesaw allow teachers to individualize and modify assignments and assessments as needed, as well as extend their learning.

Parent/Guardian Support: Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.

Describe how parents will be actively engaged with enrollment, onboarding, their child's learning process, support and intervention, and development of the proposed program.

Parent/guardian support, whether in a stand-alone model or school within a school model, will have opportunities to be actively engaged in their students' educational life. Parents/guardians will have similar opportunities as in-building parents/guardians for open houses, conferences, PTO meetings and events. The only difference will be that these events will be offered in a virtual format vs in-person.

The parent/guardian communication will address the uniqueness of their child's learning experience in an e-Learning environment. Considerable attention will be paid to the unique needs of e-Learning parents and guardians as they support their child.

Middle School Parent Information - e-Learning

What will my child's day look like?

Evaluation

Program Evaluation: Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous improvement processes (CIP) across all aspects of

the organization ensure the program is focused on accomplishing its mission and vision. CIP linked to the education program, support services connected to stakeholders, and operational planning are addressed.

Describe additional outcome data will be utilized to evaluate the proposed education program, services for various stakeholders, and operational planning.

Minnetonka e-Learning will use districtwide practices and tools to assess, review, and evaluate courses. All staff will be evaluated based on the current teacher evaluation model, M-GEM. As part of this process, our Schoology Expectations and Seesaw Expectations for all teachers are tied in to principals' observations. We created and introduced Seesaw & Schoology Expectations for teachers to help bring consistency between classes. We want students (and parents) to easily find content and communication regardless of the teacher. To do this, we identified the subject color for tags/folders and naming conventions to provide further clarity in structure. We set the expectation for the frequency of announcements. We also encouraged active student engagement and minimum student use of both tools as well as set a teacher expectation for providing student feedback. Setting the bar by identifying these expectations of use helps drive both consistency as well as increase the level of use across the board. The expectations are altered as more features in each tool are introduced and teachers, students (and parents) gain more experience using the platform.

Another tool is ongoing monitoring of student evaluation results that are collected and analyzed at the end of each grading period. Minnetonka e-Learning will also seek parent feedback via our annual Parent Survey. The teachers and program leaders use feedback from these two tools to create an improvement plan for each course.

When there is an equivalent in person class to the Minnetonka e-Learning course, the summative assessments are effectively identical. There can be major differences in the structure and administration method of the assessment. For essay assignments the online course uses the same structure and plagiarism checking software that is employed in traditional classes. For content area summative assessments, most courses use a randomized test bank of questions that help to ensure academic integrity. These differences are deemed appropriate because the teacher is not able to proctor these assessments, so it is important to restrict the amount of time a student has per question to a reasonable amount to ensure that they have the appropriate content knowledge and are able to recall it in a timely manner.

Program Improvement: A quality online program establishes a culture of continual program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. Program improvement, and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices, are addressed.

Describe additional processes in place for continuous program improvement connected to the education program, services for various stakeholders and operational planning.

Minnetonka currently utilizes a curriculum review process in which programs are reviewed regularly, based on a districtwide cycle. In addition to this cyclical process, programs are monitored using standardized assessments. At the elementary and middle school levels, the NWEA-MAP and MCA tests are used to monitor student progress within a variety of programs. Each year, results for many of the programs are reported through annual school board reports. Finally, the District is currently updating the districtwide program improvement process, which will be introduced during the 2021-22 school year.

This work will parallel current practices of continual improvement with our teaching staff. Building on the cornerstone of innovation and supporting staff to thoughtfully reflect on ways to improve teaching and learning. Supported by our PLC and teacher coaching models, teachers participate in and act on reflective practices that directly impact and improve their profession and craft.

V. Statement of Assurances

All boxes must be checked and the provider must sign below indicating that all of the following items have been met.

- X Submit annual program information in the requested format to the Minnesota Department of Education by July 15th.
- X Submit the final organizational chart or list of key personnel that includes its administrators, director of program, faculty and support staff prior to the start of the school year.
- X Comply with all other federal, state, and local public school program policies, including, but not limited to, the Americans with Disabilities Act (ADA) guidelines for website accessibility, and local school district policies relating to Internet Safety and Acceptable Use.
- X Provide fair access to public education for Special Education students and follow due process requirements for all special education students participating in online learning.
- X Provide Minnesota licensed teachers to assemble curriculum and deliver instruction to online learning students enrolled by the provider and to document its licensed online teaching faculty in the annual STAR report.
- X Ensure a teacher teaching an online program will not instruct more than 40 students in any online learning course unless the provider has a waiver from the Commissioner of Education.
- X Align all online courses to “meet or exceed state academic standards” for Language Arts, Mathematics, Science and Social Studies.
- X Use only the approved enrollment forms provided by the Minnesota Department of Education.

- X Obtain parental consent for students under the age of 17 who seek enrollment in online learning. This consent includes a signoff for parent and/or student as verification online course, program, and student expectations are understood.
- X Record and maintain student membership and course grades completed in the online learning program. Records will be maintained and available to auditors for three years after the end of each school year.
- X Notify students/parents of acceptance into the online course/program and obtain the MARSS state reporting number from the student's enrolling district within 10 days of receiving the completed application for enrollment.

Supplemental Programs Only

- ☐ Identify enrolling district Online Learning Liaison and obtain his/her contact information.
- ☐ Submit supplemental online learning notice of registration to the enrolling district upon student application in the online learning program. Include the courses or program credits to be awarded, MN Standards met, and the start date of online enrollment.
- ☐ Provide a course syllabus and confirm that the course(s) will meet the student's graduation plan at the enrolling district. After acceptance, enrollment status and student grades are provided to the student home district in a timely manner.
- ☐ Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.
- ☐ Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.

I authorize that this online learning program meets all items in the list above in accordance with Minnesota Statutes, Section 124D.095 and applicable state and federal education statutes.

The \$250 application fee (payable to Minnesota Department of Education) is included with our signed forms.

 3/1/2021

Signature of Superintendent

Date

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

Study Session Agenda Item #2

Title: Update on Goal 2 Training

Date: March 18, 2021

EXECUTIVE SUMMARY

In the 2020-21 school year, Minnetonka Public Schools set Goal 2: Excellence and Belonging – Diversity. Equity. Inclusion. The District goal states the following:

We believe that students who feel a sense of belonging or connectedness to their school are more likely to experience success inside and outside the classroom. Belonging is defined in this goal as a strong feeling of positive connection, acceptance and importance as a member of the Minnetonka Schools community, regardless of race, religion, gender, sexual orientation, country of origin, and socioeconomic status. We are dedicated to working tirelessly to providing a school environment where all students feel safe, welcome, supported and accepted.

- *Conduct a minimum of two mandatory training sessions for all staff, students and school board members regarding diversity, equity, inclusion and excellence. One session will be completed in each semester. The District will incorporate training in staff and school board onboarding activities.*

OVERVIEW

The purpose of this report is to provide the School Board with an update on progress toward School Board Goal 2: Excellence and Belonging, focusing on staff training along with an overview of related student learning. In the first year of this multi-year goal, the initial steps encompassed identification and planning of the scope and sequence for staff training and student learning. The Search Institute was identified as an organization that could support this goal.

The mission of the Search Institute is to partner with organizations to conduct research that promotes positive youth development and equity. Its *Developmental Relationships Framework* aligns with the Commitment to Excellent and Belonging and the District's direction and therefore provides a strong foundation for Goal 2: Excellence and

Belonging. The core tenant of this framework is that intentional developmental relationships create the conditions that support and foster each student's academic, social and emotional growth in order to support each student in achieving excellence and becoming their best self.

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

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

The initial staff learning experience occurred on February 12, with staff attending one of two sessions. The training provided an introduction to Intentional Developmental Relationships. Prior to the session, Dr. Peterson and School Board Chair, Chris Vitale introduced Goal 2 and the training plan through a video sent to all staff.

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

The interactive webinar featured videos, polls, and self-assessment and reflection. Dr. Kent Pekel, CEO and President of Search Institute introduced the partnership and connected the Developmental Relationships Framework with School Board Goal Two. All available District staff participated in the live webinar, and staff who were unable to attend participated in a make-up session.

The Search Institute has the Developmental Relationships Framework in both English and Spanish. In advance of the webinar, Teacher Instructional Coach Qingling Mendenhall translated the Framework into Chinese to ensure Chinese Immersion teachers could access the content in their primary language.

At the conclusion of this initial webinar, participants were assigned this homework to continue their reflection on and commitment to Developmental Relationships:

- Please record 5-10 ways that you observe yourself and others using the 5 elements and 20 actions in the Developmental Relationships Framework.

- Please make note of which Developmental Relationship element you find yourself using the most. Which one do you find you practice the least? This is a starting point to be more intentional.
- Who showed up for you? Who is showing up now? Reach out & connect. Let them know the positive impact they made on your life.

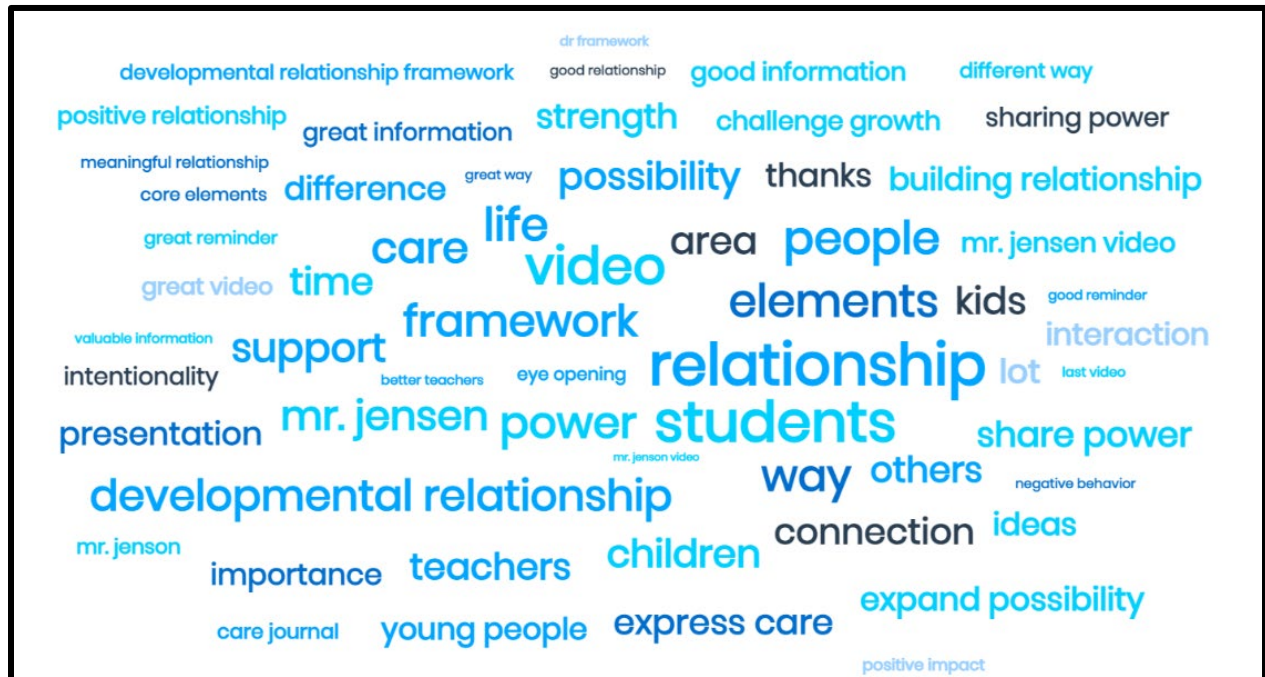
Feedback from the initial training was overwhelmingly positive. The comments reinforced the why and the how of this work. The responses below highlight the themes of staff responses.

- Being Intentional is a powerful way to choose how to interact with others. (Buildings and Grounds)
- Being mindful of the 5 elements and where you are and what kind of role you play at a specific point in time. (Clerical)
- Bringing what I do as a career to focus again. It has gotten so bogged down by the expectations of teaching in a pandemic and in times has lost its meaning. Thanks for bringing me back to what is important- relationships with my students, my own children, and my family/friends. (MMW Teacher)
- Expressing care isn't enough--I need to work on Sharing the Power with students. (MMW Teacher)
- Great presentation. This goes well with our Social Emotional Pyramid model where we believe supportive and meaningful relationships are at the base of the pyramid. (Groveland Teacher)
- Great professionalism and organization - I loved the video about the student and the percussion/tapping. Really hit home! I am going to work on being more purposeful in building relationships and more intentional! Loved it! (MMW Teacher)
- I gained insight into some practices I already do, and inspiration to do them better and to ensure that I'm doing them for all students. (Excelsior Teacher)
- I learned a lot about how I can contribute my services to others. (Buildings and Grounds)
- It is important to provide care and support but also important to hold kids accountable and help them learn and grow from mistakes. Also finding a connection for kids and help them to find their unique strengths. (Clear Springs Paraprofessional)
- Relationships are the BASE for learning and being successful! (Excelsior Teacher)
- Shared Power can be the hardest to intentionally use but can be the most impactful. (MCEC Parent Educator)
- The DR Elements really helped organize and affirm for me what I can continue to do to support all of my students inside and outside of the classroom. (MHS Teacher)
- Very informative. It is nice to have a framework and vocabulary for building intentional relationships with students. (MME Teacher)
- We have to be seriously intentional before we can be genuinely inclusive. (Nutrition Services)

A Professional Learning Community (PLC) reflection activity was created as a follow-up to this webinar and as a precursor to the April 26 webinar. Teachers viewed a short video

produced by the Search Institute called, “Deeper Connections: Modeling Strong Relationships Among Staff Members.” Following the video, they completed a Developmental Relationships self-assessment through the lens of their peer relationships. As a team, they were challenged to identify their strengths and opportunities for growth and to consider to what degree their collegial relationships mirror the relationships they have with students.

Figure 1: Responses to the prompt, “Please share an insight or affirmation from today’s webinar.”



Next Steps

Staff Training

During the April 26 late start, all district staff will participate in the second session on the Developmental Relationships Framework. Session two will help participants learn to intentionally build developmental relationships with young people to powerfully benefit youth learning and development. As a result of this webinar, staff will understand the essential and positive role that developmental relationships (DR) play in youth development. They will know the definitions of and the differences between DR activities and DR approaches, and know what the district needs to implement both strategies to help all young people succeed. At the conclusion of the webinar, participants will be asked to identify the DR element they want to become more intentional with for the final weeks of the school year. Again, additional opportunities to attend the session will be provided to staff who are unable to participate during the live webinar in order to ensure all staff have participated in this foundational training.

Student Learning

Student learning related to Board Goal 2: Excellence and Belonging is focused on the role of students in contributing to creating the conditions for each student to experience a sense of belonging within our school community. During the month of March, all Kindergarten through Grade 8 students will be introduced to the concept of belonging in order to develop a common understanding of what it means to belong and how to help others feel that they belong. Students in Grades 9 through 12 are focusing on inclusion.

During the months of April and May Kindergarten through Grade 8 students will focus on empathy. Empathy is defined as the ability to understand and share the feelings of another. Students in grades 9 through 12 will focus on Minnetonka High School core values with an emphasis on standing up for respect. These learning opportunities will include texts, videos, class discussions and reflective writing. High school learning will also include class meetings and grade level retreats.

CONCLUSION

The School Board Goal 2: Excellence and Belonging fundamentally appeals to District employees and is supported by research. The foundation of Search Institute's Developmental Relationships and the framework that supports being both intentional and inclusive makes this goal actionable. Providing a common experience and common language for both students and staff is fundamental to creating the conditions for a school community where each student feels that they belong.

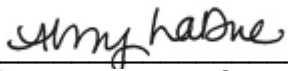
ATTACHMENTS:

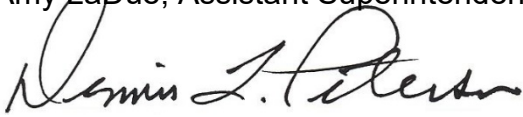
- Developmental Relationship Framework
- Search Institute Summary Webinar Feedback

RECOMMENDATION/FUTURE DIRECTION:

The purpose of this report is to provide an update to the School Board on the progress that the District has made toward Goal 2 related to training all staff and providing learning opportunities for students.






Submitted by: 
Sara White, Director of Teacher Development

Submitted by: 
Amy LaDue, Assistant Superintendent

Concurrence: 
Dennis Peterson, Superintendent

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

Elements	Actions	Definitions
 Express Care Show me that I matter to you.	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
 Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable...Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
 Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
 Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
 Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

Participant Feedback on Developmental Relationships Webinar

February 12 Morning & Afternoon Sessions

Evaluation Survey

Top 2 Box (Strongly Agree/Agree)

Participant experience was highly positive in terms of creating awareness and motivation to strengthen developmental relationships to have a positive impact on students' lives.

Impact Measures

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

96%

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

92%

Inspiration: Came away with Ideas for action and follow-up

89%

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

86%

Qualitative Insights

01 Possibilities

For many, the learning made participants aware that they can be a big part of student's lives, even in the small everyday moments; for others, this realization was reinforced.

03 Enthusiasm to Go Deeper

Participants had a desire to go deeper with breakout sessions, to explore new practical ways to empower teachers to strengthen Developmental Relationships with students.

03 Spotlight

The webinar gave participants the space to think about how and where they can place more emphasis on Developmental Relationships, and to identify strategies to strengthen / regain focus.

04 Opportunity

Opportunity for Minnetonka to take this learning further into Equity & Inclusion for non-majority groups of students (color, disabilities, LGBTQ, etc.)

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

Study Session Agenda Item #3

Title: Review of Goal 3

Date: March 18, 2021

EXECUTIVE SUMMARY:

Based on feedback from the School Board for detailed expectations of this goal, the following items are provided with this report:

- Updated budget for FY2021
- Capacity numbers for each building, based upon the ATS&R Report in 2020
- Audit for FY 2020
- Longer-term plan for buildings and use of newer facilities
- Needs of students of tomorrow
- Update on Tonka Online
- Fit ATS&R capacity numbers with enrollment caps
- How other buildings for high school students will help increase high school capacity
- Growing the MOMENTUM and VANTAGE programs
- Leveraging partnerships for programs (U of MN, etc.)
- Consider referendum impact on budget

Addressing the first issue, the updated FY2021 Budget and projections for future years is attached.

The capacity for each school from the ATS&R report from 4/23/2020 is included in the Actual, Projected and Target Enrollments for 2020-2025 Report (attached) and it is summarized below:

Clear Springs Elementary current enrollment is **873** and the capacity is **1,120**.

Deephaven Elementary current enrollment is **657** and the capacity is **892**.

Excelsior Elementary current enrollment is **788** and the capacity is **1,046**.

Groveland Elementary current enrollment is **923** and the capacity is **1,160**.

Minnewashta Elementary current enrollment is **889** and the capacity is **1,262**.

Scenic Heights Elementary current enrollment is **898** and the capacity is **1,170**.

Minnetonka Middle School East current enrollment is **1,312** and the capacity is **1,580**.

Minnetonka Middle School West current enrollment is **1,251** and the capacity is **1,592**.

Minnetonka High School current enrollment is **3,429** and the capacity is **4,190**.

Minnetonka Community Education Center capacity is **680**.

Highway Seven Building (included in the High School total) is 135 students*.
Vantage Building (rental) (included in the High School total) is 150 students*.

*Student capacity is included with the total capacity of the High School.

The total capacity for K-12 schools in the District is **14,012**. None of the schools are close to their capacity for 2020-21.

The new addition to the Community Education Center is not included. Furthermore, the addition of the new Momentum building will add to the capacity of the High School.

There are possible additional projects for the High School included in the ATS&R report from April. Also, the project described below will be included in the proposed Goal 3 work for the future.

The District has had a four-room relocatable building at Clear Springs for many years. It has long since outlived its time of housing students. Unfortunately, there has been no pathway for providing space for the students who use those four rooms while a replacement for the existing temporary structure is built. Thus, even more years have passed without a solution and without an addition that would better serve Clear Springs students.

The Administration has now envisioned a pathway for accomplishing this project. A new building for the VANTAGE/Momentum programs has been discussed by the School Board in past months to be constructed on the property next to Clear Springs Elementary (former Kolstad property). If that building could be planned, approved and built by September 1, 2023, we could have the Clear Springs students from one grade use part of the new building for a year. They might be the only students in the building for 2023-24, but it could be shared with high school students in either VANTAGE or Momentum as well. Then the addition at Clear Springs would be built over the time period of June 10, 2023 to September 1, 2024. It would be ready for Clear Springs students in 2024-25. The new VANTAGE/Momentum building would be fully prepared for those students in 2024-2025.

This would probably be the only opportunity to replace the Clear Springs temporary building for the next several decades, without seriously impacting the students.

The construction of the new VANTAGE/Momentum building would need to start by sometime in the spring of 2022 in order to be sure it is finished by September 1, 2023. That would mean the Board needs to determine if this overall plan's approval by January 1, 2022.

The audit of FY2020 financials for the District is attached.

The description of newer facilities is attached. That covers the Momentum building addition and the purchase and refurbishing of the Transition program building. Other

proposed additions are either in the April 2020 ATS&R report or in the description of the new VANTAGE/Momentum building and the Clear Springs addition.

The program that we envision for students was presented earlier this year and is enhanced by attached documents.

The ATS&R numbers for enrollment are shown in the November 2020 Enrollment Projection document.

The enrollment capacity of 4,190 for Minnetonka High School includes the enrollment capacities of both the former TSP building and the VANTAGE rental on Baker Road.

Details on both the Momentum building addition and the Transition building have been shared with the Board previously and are included with this document.

The District has not been able to leverage connections with any post-secondary institution at this time. Those possibilities are difficult to establish because of the need for post-secondary institutions to not single out specific secondary schools for partnerships.

Submitted by:

A handwritten signature in black ink, reading "Dennis L. Peterson". The signature is fluid and cursive, with the first name "Dennis" being more prominent and the last name "Peterson" following in a similar style. The signature is positioned above a horizontal line.

Dennis L. Peterson
Superintendent of Schools

Goal 3 Report
District Budget That Considers Effects Of Enrollment Trends
March 18, 2021

Minnetonka Independent School District 276 has consistently projected out the General Fund budget for five years in addition to the current year. The purpose of having this continually rolling 5-year projection is to provide the School Board with insight into the general pattern of revenues and the long-term impact of current-year budgetary decisions absent any adjustments in the future. This long-range projection information is strategically important because it helps to ensure that the School Board has an eye on the future while overseeing the present.

The 5-year projection is updated biannually, first as part of the Adopted Budget and then as part of the Amended Budget.

There are two key, critical assumptions that are driving the latest General Fund five-year projection based on the FY2021 Amended Budget.

1. Enrollment gets up to the 11,100 K-12 Board-mandated cap in FY2022 and stays there in later years
2. Salaries and benefits for staff, which account for 87%-88% of General Fund expenditures every year, is adjusted back down to pre-COVID-19-pandemic levels for what would be considered more normal school operations for FY2022 and later years calculates a surplus for FY2022 of approximately \$1.1 million

Along with those critical assumptions, on the revenue side of the equation, the proposed revenue increases presented in the Governor's FY22-FY23 Budget Proposal were used. Once the 2021 Legislature and Governor approve final E-12 Funding legislation for the biennium, the updated funding levels will be used to calculate the next update of the 5-year projection as part of the FY2022 Adopted Budget process.

There are two important macro factors that will take a more significant role in driving the 5-year projection now that enrollment is capped and additional incremental revenue from enrollment growth is no longer available to the District.

The first factor is the inflation rate on Basic Formula Revenue and the Operating Referendum Revenue. Basic Formula revenue accounts for approximately 57% of all General Fund Revenue and Operating Referendum revenue accounts for approximately 16% of all General Fund Revenue, for a total of 73% of all revenue. Basic Formula Revenue per pupil has typically gone up no more than 2% on an annual basis, while Operating Referendum revenue is tied to the Consumer Price index, which typically has been centered right around 2% annually. Most other revenues in the General Fund Budget stay approximately flat, with increases well below 2% annually.

As a synopsis of revenue, going forward under capped enrollment approximately 73% of General Fund Revenue will increase at approximately 2% per year and the remaining 27% will increase at a rate of less than 2% per year.

The second factor is the rate of increase in salaries and benefits in the General Fund Budget. Salaries and benefits make up approximately 87%-88% of the General Fund Budget in any given year. Those line items typically go up at a rate between 3% and 4% annually.

As a result, the basic challenge for the District going forward is 73% of General Fund revenues increasing at 2% annually while 87% of General Fund expenditures increase approximately 3.5% annually.

These two key factors are the reason the 5-year projection shows a gradual reduction in the difference of revenues to expenditures, dropping from a surplus in FY2022 of approximately \$1.1 million (0.8% of expenditures) down to a deficit in FY2023 of approximately \$6.0 million (-3.8% of expenditures).

It is important to note that in the General Fund, the other 13% of annual expenditures – Purchased Services, Supplies and Transportation – all need a base level of funding to operate the District. Additionally, an ongoing layer of \$2 million was removed from Purchased Services and Supplies as a part of the FY2018 Amended Budget process, with those reductions carrying forward. The District is very efficient in maintenance areas which includes approximately \$2 million in utilities, spending \$197 less per pupil in those areas than the State average. The District is also efficient in Transportation, spending \$315 less per pupil than the State average.

It is of note that the Purchased Services, Supplies and Transportation budgets typically go up less than 2% per year on average.

It is imperative that the areas of Purchased Services, Supplies and Transportation continue to be operated very efficiently to hold down costs, and any small incremental budget savings will help to balance future budgets, but there are not enough expenditures in those categories to balance the General Fund budget if annual deficits of ongoing revenues to ongoing expenditures start to slip into the multiples of \$1.0 million.

The District has an ongoing effort to lobby the Minnesota Legislature to lift the Operating Referendum Cap so that the District would be able to petition the voters of the District for additional Operating Referendum Revenue. A \$300 increase in the cap would generate approximately \$3.63 million in ongoing revenue, and a \$600 increase in the cap would generate approximately \$7.25 million in ongoing revenue.

The District does have the ability to request an increase in the Capital Projects Referendum Revenue. An increase in the rate of 1.0%, from 6.569% to 7.569% would generate an additional approximately \$1.05 million in Capital Projects Revenue. This revenue must be expended on very specific areas per statute, but there are approximately \$512,000 in annual expenditures in the General Fund for Textbooks and classroom equipment that can qualify for payment from the Capital Projects Revenue, thereby relieving the General Fund of those obligations.

On the expenditure side, the key driver going forward will continue to be how many people the District employs and how much compensation they are paid, which is in the 87% portion where expenditures will increase at a faster rate than the increase in revenues under capped enrollment.

MINNETONKA INDEPENDENT SCHOOL DISTRICT 276
FY2021 AMENDED GENERAL FUND BUDGET AND PROJECTION FOR FY2022 THROUGH FY2026

General (01), Transportation (03), & Extra Curricular (11) Funds		+18.19 Tchr FTE	+26.19 Tchr FTE	-3.06 Tchr FTE	+36.75 Tchr FTE	-36.75 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE
K-12 Student Growth Oct Target Numbers (Actuals FY18-FY21)		139	165	43	7	46	0	0	0	0
October 1 K-12 Enrollment Target (Actuals FY18-FY20)		10,882	11,047	11,100	11,054	11,100	11,100	11,100	11,100	11,100
Definitions		Actual 2018-2019	Actual 2019-2020	Adopted 2020-2021	Amended 2020-2021	Projected 2021-2022	Projected 2022-2023	Projected 2023-2024	Projected 2024-2025	Projected 2025-2026
SOURCES OF REVENUE:	Gen Ed Rev - Resident	\$50,376,471	\$51,590,101	\$52,484,515	\$52,319,814	\$53,033,872	\$54,278,284	\$55,484,028	\$56,596,116	\$57,724,177
	Gen Ed Rev - Open Enroll	\$24,810,343	\$26,491,644	\$27,287,367	\$26,873,489	\$27,572,984	\$28,219,970	\$28,846,851	\$29,425,040	\$30,011,534
	Categorical	20,565,655	20,917,804	21,272,773	21,228,291	21,997,928	22,922,998	23,411,279	23,898,388	24,399,960
	Miscellaneous	3,530,713	3,430,970	2,843,610	2,207,310	2,469,810	3,119,810	3,119,810	3,119,810	3,119,810
	Federal	2,011,478	2,197,098	2,273,077	6,179,785	2,885,787	2,914,645	2,943,791	2,973,229	3,002,962
	Revenue Before Ref.	101,294,661	104,627,616	106,161,343	108,808,689	107,960,381	111,455,707	113,805,759	116,012,583	118,258,443
	Total Voter Approved Referendum Rev	19,941,821	24,688,506	22,359,238	22,188,050	22,410,647	22,726,870	23,271,575	23,804,323	24,408,072
	Local Option Revenue Tier 1	5,055,348	5,143,658	5,297,528	5,256,739	5,292,763	5,158,893	5,172,546	5,172,546	5,172,546
	Local Option Revenue Tier 2			3,406,837	3,377,977	3,489,811	3,494,010	3,571,682	3,646,830	3,731,982
	Total Revenue	\$126,291,830	\$134,459,781	\$137,224,945	\$139,631,456	\$139,153,602	\$142,835,479	\$145,821,562	\$148,636,282	\$151,571,042
USES OF REVENUE:	Salaries & Wages	\$83,313,321	\$88,163,875	\$91,554,590	\$97,087,903	\$93,679,330	\$97,045,764	\$100,530,979	\$104,139,073	\$107,874,277
	Benefits	25,515,306	27,249,643	29,099,726	30,536,947	29,051,692	30,184,565	31,316,935	32,327,174	33,346,947
	Purchased Serv.	6,059,609	5,144,867	6,091,756	6,930,486	5,615,647	5,693,609	5,772,515	5,852,383	5,933,235
	Supplies	4,283,184	4,302,381	4,651,532	6,066,108	4,499,439	4,421,202	4,336,599	4,377,502	4,418,379
	Transportation	4,993,906	5,382,420	5,566,756	5,583,489	5,469,741	5,617,790	5,782,134	5,951,349	6,125,582
	Transfers	501,931	510,256	542,099	577,723	559,431	576,214	593,500	611,305	629,644
	Transfer from OPEB Trust	(707,637)	(794,338)	(797,423)	(797,423)	(816,428)	(822,972)	(813,412)	(789,582)	(738,870)
	Total Expenses	\$123,959,620	\$129,959,104	\$136,709,036	\$145,985,233	\$138,058,852	\$142,716,172	\$147,519,249	\$152,469,204	\$157,589,194
	Ongoing Revenue Over (Under)									
	Expenditures	\$2,332,210	\$4,500,677	\$515,910	(\$6,353,777)	\$1,094,750	\$119,307	(\$1,697,687)	(\$3,832,923)	(\$6,018,152)
BOTTOM LINE:										
FUND BALANCE:	Beginning	\$21,363,897	\$23,117,738	\$25,922,513	\$27,398,932	\$21,045,155	\$22,139,905	\$22,259,212	\$20,561,525	\$16,728,602
	Ongoing Revenue Over (Under) Expenditures	\$2,332,210	\$4,500,677	\$515,910	(\$6,353,777)	\$1,094,750	\$119,307	(\$1,697,687)	(\$3,832,923)	(\$6,018,152)
	One-Time Transfer from Operating Capital	\$9,735	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	One-Time Transfer to Operating Capital	(\$588,104)	(\$219,483)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Ending	23,117,738	27,398,932	26,438,423	21,045,155	22,139,905	22,259,212	20,561,525	16,728,602	10,710,450
RECON. OF ENDING FUND BALANCE:										
Assigned Fund Balance	Op Cap Deferred Use	\$219,483	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assigned Fund Balance	Q-Comp	\$666,458	\$263,376	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Restricted Fund Balance	3rd Party Billing	\$56,484	\$100,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Non Spendable Fd Bal	Prepays & Inventories	\$1,037,971	\$535,203	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
Total Assigned, Non Spendable or Restricted Fd Bal		\$1,980,396	\$898,579	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000	\$910,000
Total Unassigned Fund Balance		\$21,137,342	\$26,500,354	\$25,528,423	\$20,135,155	\$21,229,905	\$21,349,212	\$19,651,525	\$15,818,602	\$9,800,450
Total Fund Balance as % of Expenditures		18.6%	21.1%	19.3%	14.4%	16.0%	15.6%	13.9%	11.0%	6.8%
Unassigned as a % of Expenditures		17.1%	20.4%	18.7%	13.8%	15.4%	15.0%	13.3%	10.4%	6.2%

Amended Budget Six-Year Projection Assumptions
FY21-FY26
March 4, 2021

Projected FY21-FY26 Major Budget Assumptions
Under Current Statutes through FY20 Legislature and Governor's
FY22-FY23 Proposed Budget

The following major assumptions and factors are included in the FY21 Amended Budget and FY22 through FY26 Budget Projections:

- Enrollment
 - FY21 Amended Budget at 11,054 K-12 students per October 20 Actual Enrollment
 - FY22 through FY26 K-12 students set at 11,100 K-12 cap based on November 15, 2020 Actual, Projected and Target Enrollments for 2020-2021 with FY26 rolled forward from FY25
 - It is assumed that the target of 11,100 K-12 students will be achieved in FY22-FY26
- Total Revenues for FY21 Amended Budget of \$139,631,456, which is an increase of \$2,406,511 increase over FY21 Adopted Budget Revenues of \$137,224,945
 - Major items - COVID-19 Relief Revenue from ESSER 90, ESSER 9.5, GEER, CRF Round 1 and ESSER 90 Round 2 totaling \$3,322,571 for the General Fund (is offset by a reduction of General Education Revenue of (\$578,579) due to enrollment below 11,100 K-12 as well as lower fees for Transportation, MHS Parking, and Activity FEEs of (\$628,000) due to COVID-19
 - General Education Formula Per Pupil FY21 – 2.0% actual increase of \$129 to \$6,567
 - General Education Formula Per Pupil FY22 – assumes 1.0% increase of \$66 to \$6,633 based on Governor's Budget Proposal to 2021 Legislature
 - General Education Formula Per Pupil FY23 – assumes 2.5% increase of \$166 to \$6,799 based on Governor's Budget Proposal to 2021 Legislature
 - General Education Formula Per Pupil FY24 – assumes 2.0% increase of \$136 to \$6,935 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY25 – assumes 2.0% increase of \$139 to \$7,074 based on conservative estimate from historical averages
 - General Education Formula Per Pupil FY26 – assumes 2.0% increase of \$141 to \$7,215 based on conservative estimate from historical averages
- Local Option Revenue Tier 1 for FY21 and later remains at \$424 per Adjusted Pupil Unit which generates \$5,256,739 in FY21 – this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy

- Local Option Revenue Tier 2 for FY21 at \$300 and adjusted for inflation through FY26 at Operating Referendum Inflation Rate – generates \$3,377,977 in FY21
- Categorical Programs revenue (Q-Comp, Equity, etc.) FY21– remain at current funding levels per pupil
- FY21 Federal Revenue (as well as offsetting expenditures) set at estimated grant levels per grant letters – includes FY20 carry-over amounts of \$584,138 as well as \$3,322,571 of COVID-19 relief allocations
- Operating Referendum Revenue – \$1,779.50 per Adjusted Pupil Unit levied for FY21 – reduced \$300 from FY20 by Legislative action.
 - Subsequent years increased by inflation factors per July 23, 2020 calculation from MDE
 - \$1,779.50 per Adjusted Pupil Unit in FY21
 - \$1,827.54 per Adjusted Pupil Unit in FY22
 - \$1,867.88 per Adjusted Pupil Unit in FY23
 - \$1,907.60 per Adjusted Pupil Unit in FY24
 - \$1,951.27 per Adjusted Pupil Unit in FY25
 - \$2,000.76 per Adjusted Pupil Unit in FY26
 - District is at the Operating Referendum Cap starting in FY20 and future years – only annual increase is for inflation
- Miscellaneous Revenue - Includes \$287,500 in Tonka On Line gross revenue and interest earnings of approximately \$450,000 based on current interest rates and district initiatives for cash management
 - Transportation Fees, Ticket Revenue and Activity Revenue are assumed to return to normal levels in FY22 and through FY26.
 - Investment income is assumed to return to normal levels in FY23 based on Federal Reserve Bank statements to keep interest rates low in calendar 2021 and 2022 – rates are presumed to rise in calendar 2023 to impact FY23 and thereafter.
- Total Expenditures for FY21 of \$145,985,233 are increased \$9,276,197 over the FY21 Adopted Budget due entirely to increased costs from the necessity to operate schools in the COVID-19 environment
- Salaries – Salaries are 66.5% of the FY21 Amended General Fund Budget – together with Benefits at 20.9%, they make up 87.4% of the General Fund Budget
 - Teachers (Fund 01)
 - FY21 Amended Budget K-12 teaching staff at 831.74 FTE, which is an increase of 36.75 from the FY20 Adopted Budget. Staff was necessary to operate classes under COVID-19 mandated restrictions
 - FY22-FY26 assumes all staffing returns to normal levels for 11,100 K-12 students and continues the prior assumption of no teacher growth over the FY21 Adopted Budget levels for FY22-FY26

- Salary and benefit package increases per MTA contract for FY21, and 3.0% salary and benefit package increase assumed each year FY22-FY26 for Minnetonka Teachers Association
- Other Staff
 - Has actual salary agreements for FY21 and FY22, and then assumes 3.0% salary increase projections for FY22-FY26
 - Instructional paraprofessional staff increased by 81.02 FTE and non-instruction paraprofessional staff by 23.70 in order to operate classes under COVID-19 mandated restrictions
 - FY22-FY26 assumes all staffing returns to normal levels for 11,100 K-12 students and continues the prior assumption of no paraprofessional staff growth over the FY21 Adopted Budget levels for FY22-FY26
- Benefits – Benefits inclusive of the OPEB Retirement Benefits transfer reduction are 20.9% of the General Fund Budget – together with Salaries they make up 87.4% of the General Fund Budget
 - Actual fringe benefit contribution increases for FY21 are included for MTA with a 3.0% benefit package increase estimated for any years after current contracts through FY26
 - Teachers Retirement Association pension contributions at 8.13% in FY21, 8.34% in FY22, 8.55% in FY23 and 8.75% in FY24 and thereafter
 - 2018 Pension Bill increased the TRA contribution rate in future years but revenue will be provided to offset the increase
 - Public Employees Retirement Association pension contributions at 7.50% in FY21 through FY26
 - OPEB Trust transfer of \$797,423 is calculated by CBIZ actuaries and reduces OPEB benefit expenditures in the General Fund
- Total Salaries and Benefits of \$127,624,850 are 87.4% of Total General Fund Expenditures of \$145,985,233
- Purchased Services
 - Line items at FY21 Adopted Budget were held flat for all budgets unless an increase was approved by the Superintendent for FY21, then increased by 1% inflation for FY22-26 for all cost centers
 - Increases in FY21 Amended Budget of \$838,730 over FY21 Adopted Budget are the result of expenditures needed to operate classes under COVID-19 mandated restrictions
 - FY22 assumes backing out all COVID-19 one-time expenditures from FY21 which reduces projection for FY22 projection to the range of FY20 actual expenditures in this category
 - FY23-FY26 are projected based on FY22 projection with appropriate inflation projections for utilities, with other areas at 1%

- Purchased Services are 4.7% of the Amended General Fund Budget
 - Includes line items such as utility costs (electricity, etc.), snow removal, repair and preventive maintenance costs of building systems, property insurance, legal counsel, Special Education tuition at various care facilities, and professional consultants
- Supplies
 - Line items at FY21 Adopted Budget were held flat for all budgets unless an increase was approved by the Superintendent for FY21, then increased by 1% inflation for FY22-26 for all cost centers
 - Increases in FY21 Amended Budget of \$1,414,576 over FY21 Adopted Budget are the result of expenditures needed to operate classes under COVID-19 mandated restrictions
 - FY22 assumes backing out all COVID-19 one-time expenditures from FY21 which reduces projection for FY22 projection to the range of FY20 actual expenditures in this category
 - FY23-FY26 are projected based on FY22 projection with inflation projections at 1%
- Supplies are 4.2% of General Fund Budget, up from 3.4%, due to the impact of COVID-19
 - Includes line items such as instructional, restroom and cleaning supplies, maintenance repair supplies such as HVAC system filters, and grounds supplies such as fuel for the maintenance vehicles and replacement parts for the lawnmowers
- Transportation
 - Increase of 6.50% for FY21, which is the second year of a four-year contract
 - Increases of 3.00% for FY22 and 2.75% for FY23, then assumes a new contract scheduled for FY24 and later projected at 3.0%
 - Bus routes in FY21 at the same number as in FY20
 - FY22 projection assumes operation of in-District Transition to Adult Program which reduces Special Education routes from 9 buses using 2/3 of a tier route in FY21 down to 4 buses using 1/3 of a tier route in FY22 for a savings of \$241,176 and removal of any routes added in FY21 due to COVID-19 mandated restrictions
- Transportation is 4.1% of the General Fund Budget
- Transfers – This is primarily the transfer to the Arts Center operations budget to fund the operating expenditures of the Arts Center that are not paid for out of play ticket receipts and facility rental revenue – estimated at \$542,099 for FY21 Adopted Budget then increasing by 3% annually FY22 through FY26.
 - Increase of \$35,624 in FY21 is for a one-time transfer to the Dome Fund to pay for a portion of the annual bond payment
 - Dome revenues were depressed due to COVID-19 impact
 - Dome operations and revenues are assumed to returned to normal in FY22, so the Dome transfer is backed out in FY22 and thereafter



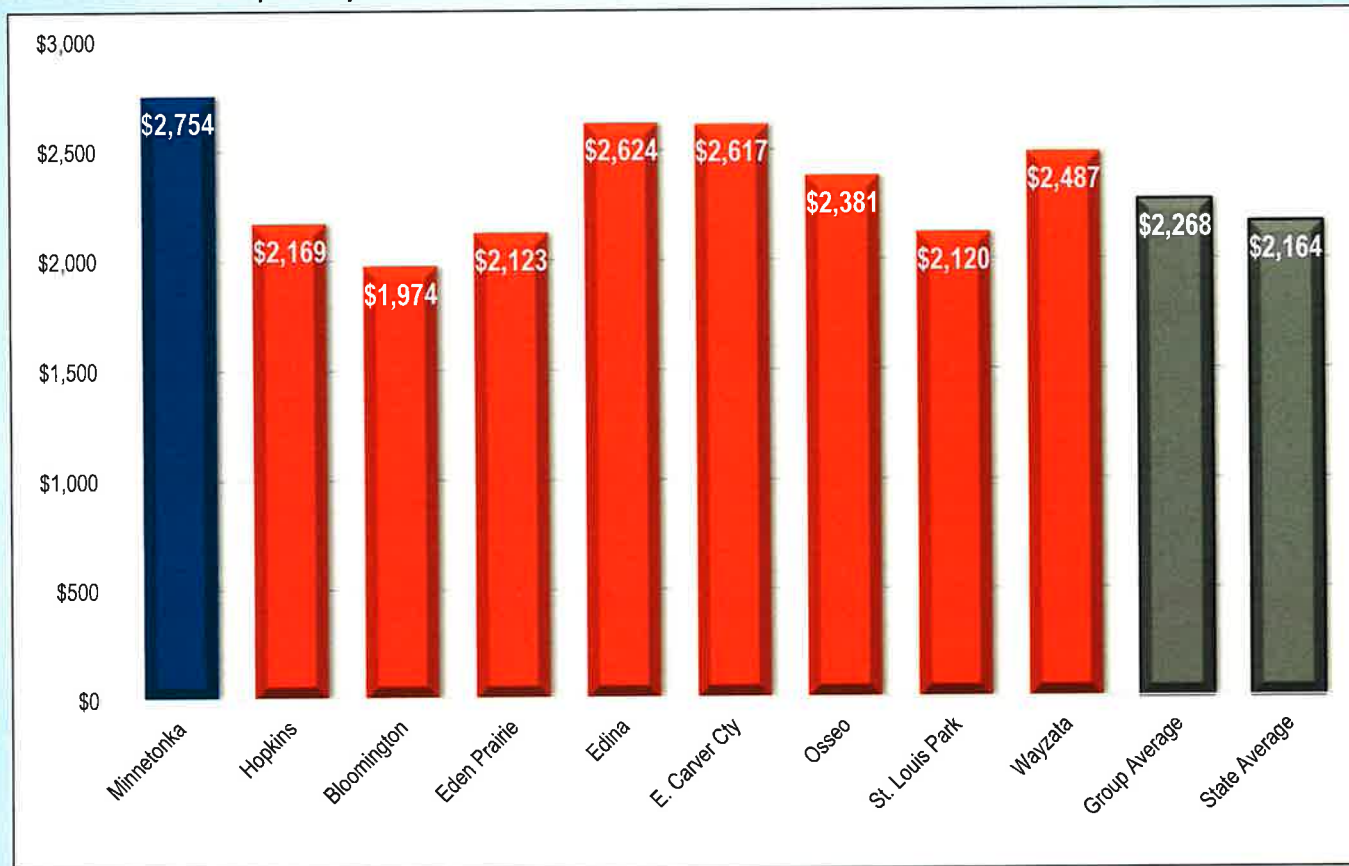
Minnetonka Independent School District 276 Comparative Financial Data To Local Districts

August 20, 2020

Charts Developed Using Ehlers Best Business Practices Program

Minnetonka ISD 276

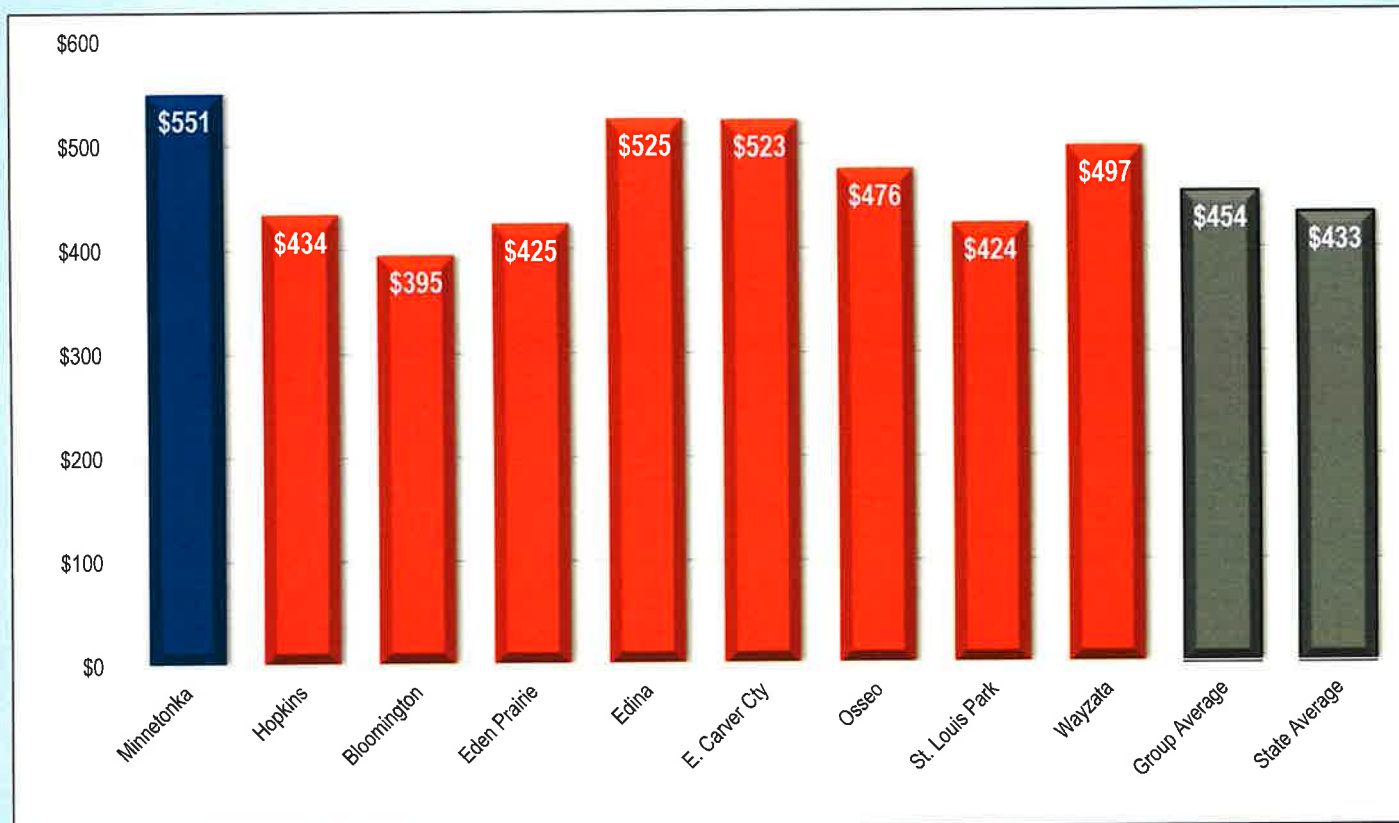
Total School Property Taxes 19 Pay 20 On A \$500,000-Market-Value Home



Source: Pay 2020 School Tax Report

Minnetonka ISD 276

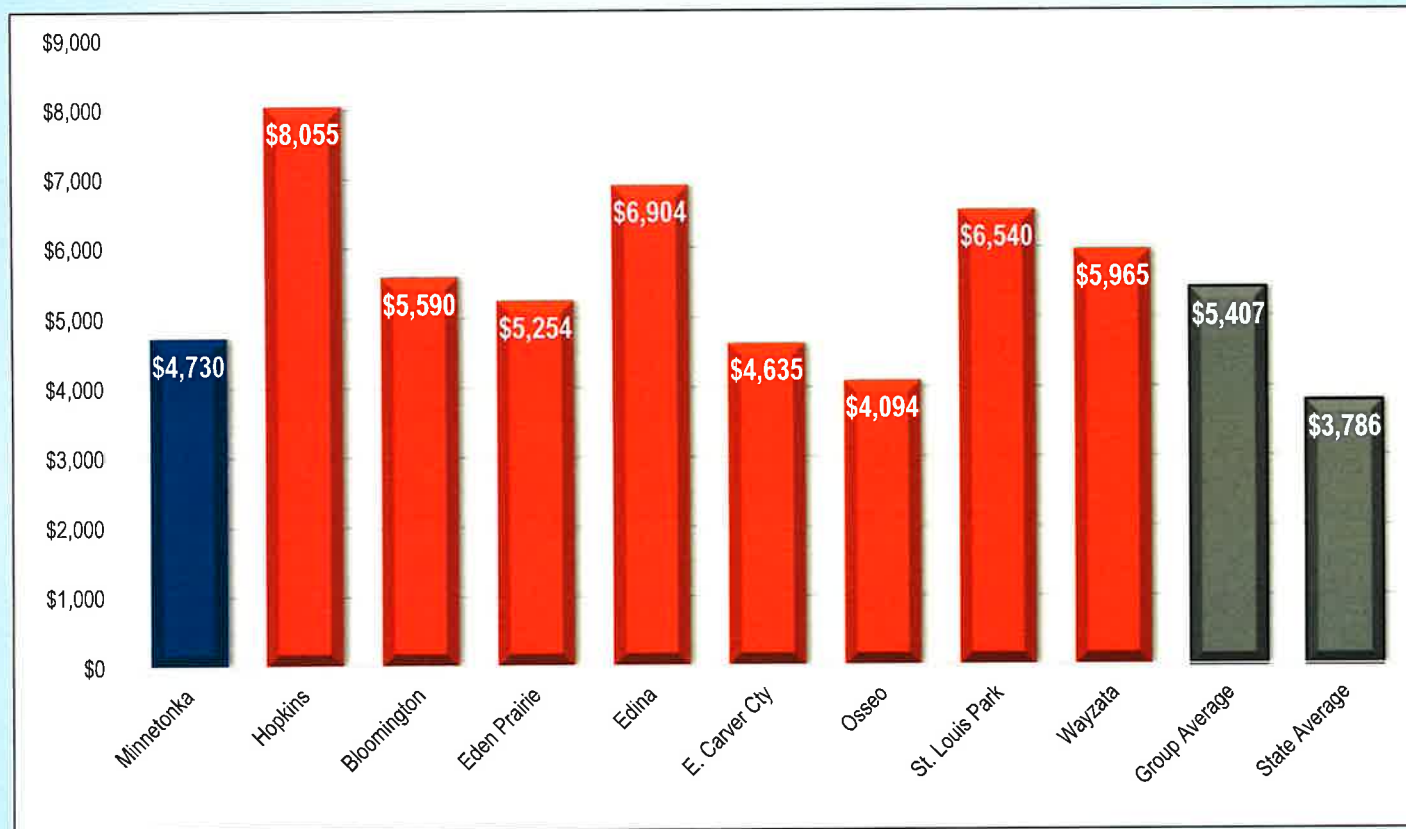
Total School Property Taxes 19 Pay 20 Per \$100,000 Of Value



Source: Pay 2020 School Tax Report

Minnetonka ISD 276

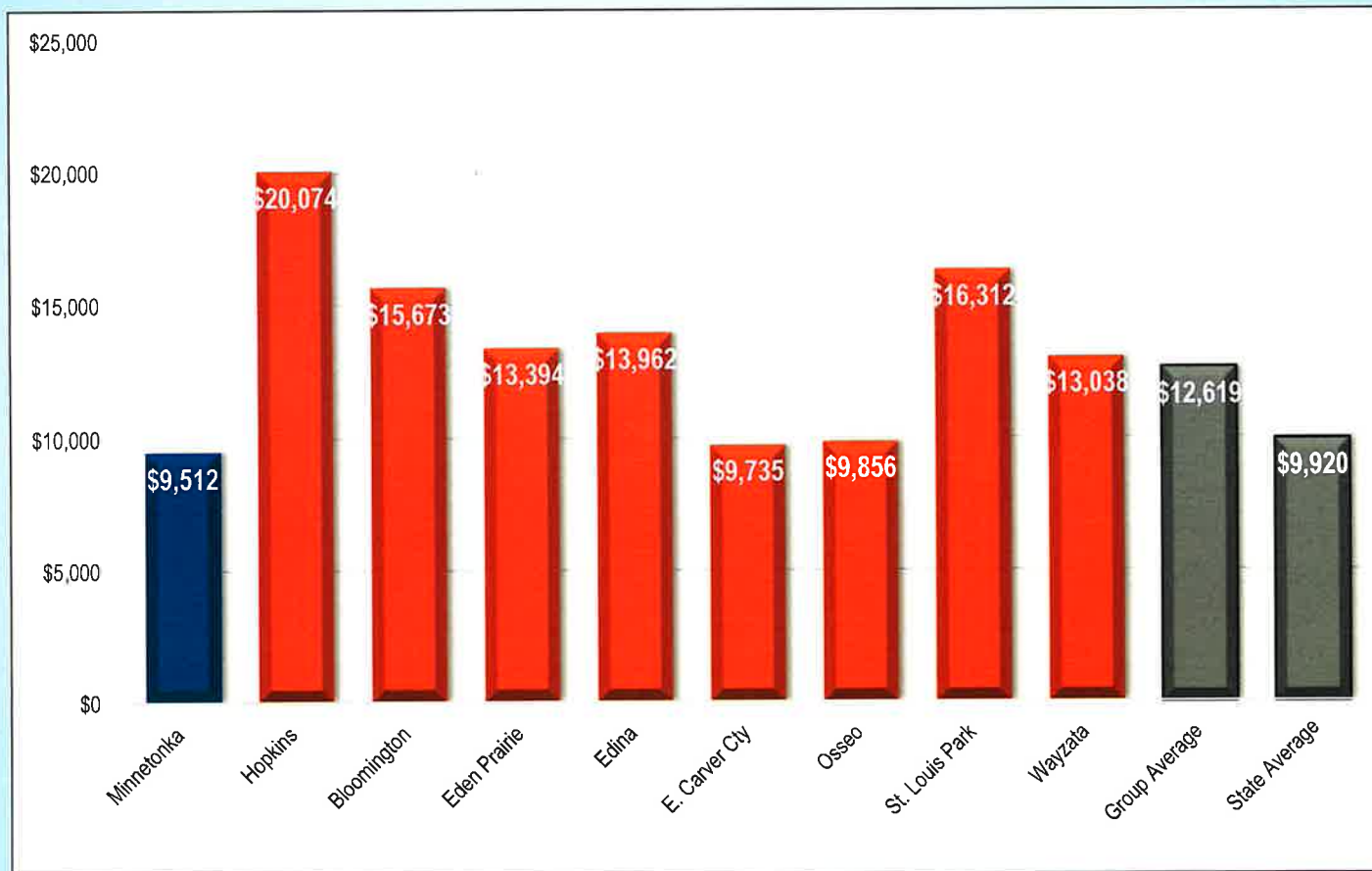
Total Levy Per ADM – 2020 School Tax Levy Per Pupil



Source: Pay 2020 School Tax Report

Pupil: MDE Estimated FY2021 Enrollment From 19 Pay 20 Levy Limit & Certification Report

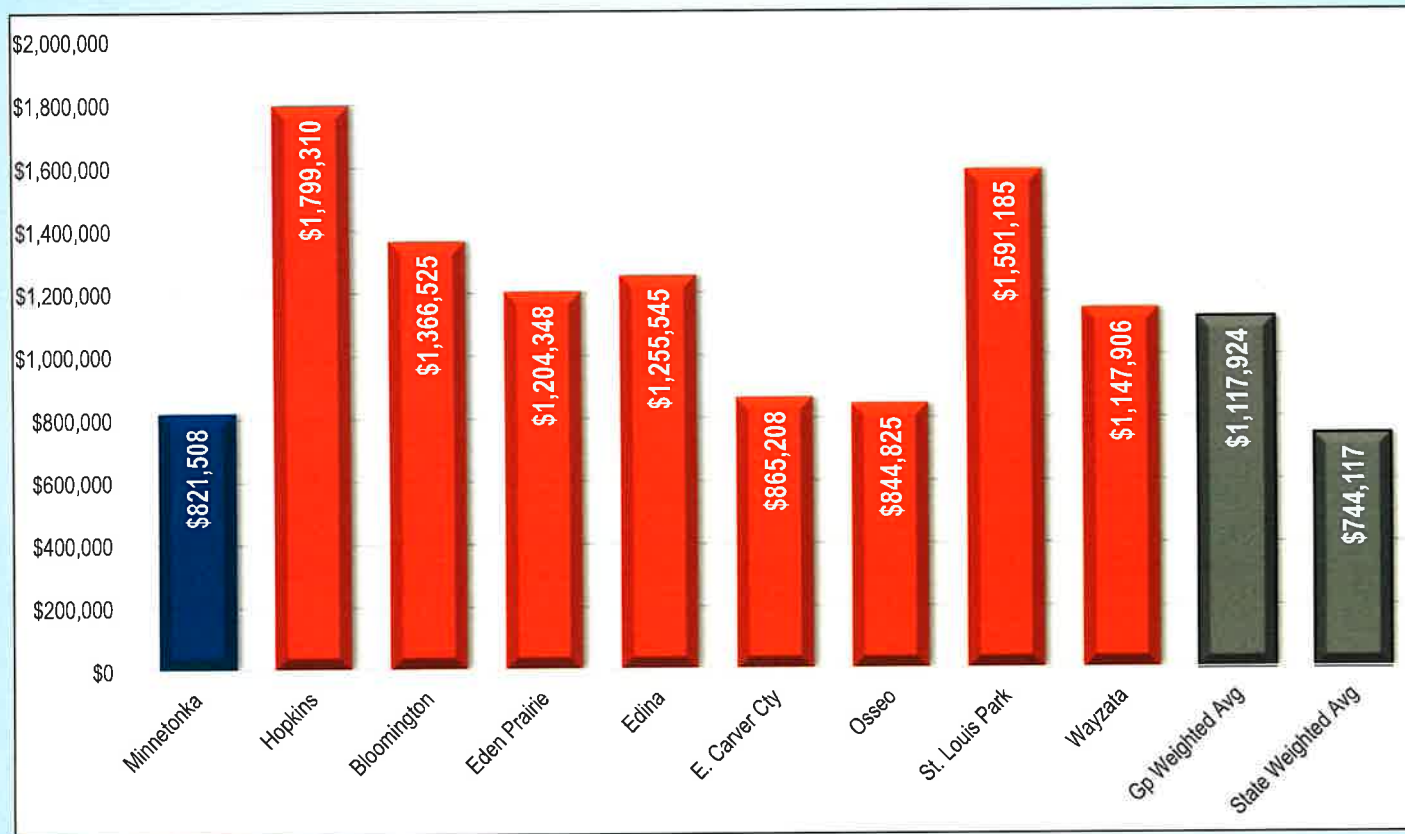
Minnetonka ISD 276 Net Tax Capacity Per Pupil - 2020



Source: Pay 2020 School Tax Report

Pupil: MDE Estimated FY2021 Enrollment From 19 Pay 20 Levy Limitation & Certification Report

Minnetonka ISD 276 Referendum Market Value Per Pupil - 2020



Source: Pay 2020 School Tax Report

Pupil: MDE Estimated FY2021 Enrollment From 19 Pay 20 Levy Limitation & Certification Report

Minnetonka ISD 276

19 Pay 20 School Property Taxes Per Capita

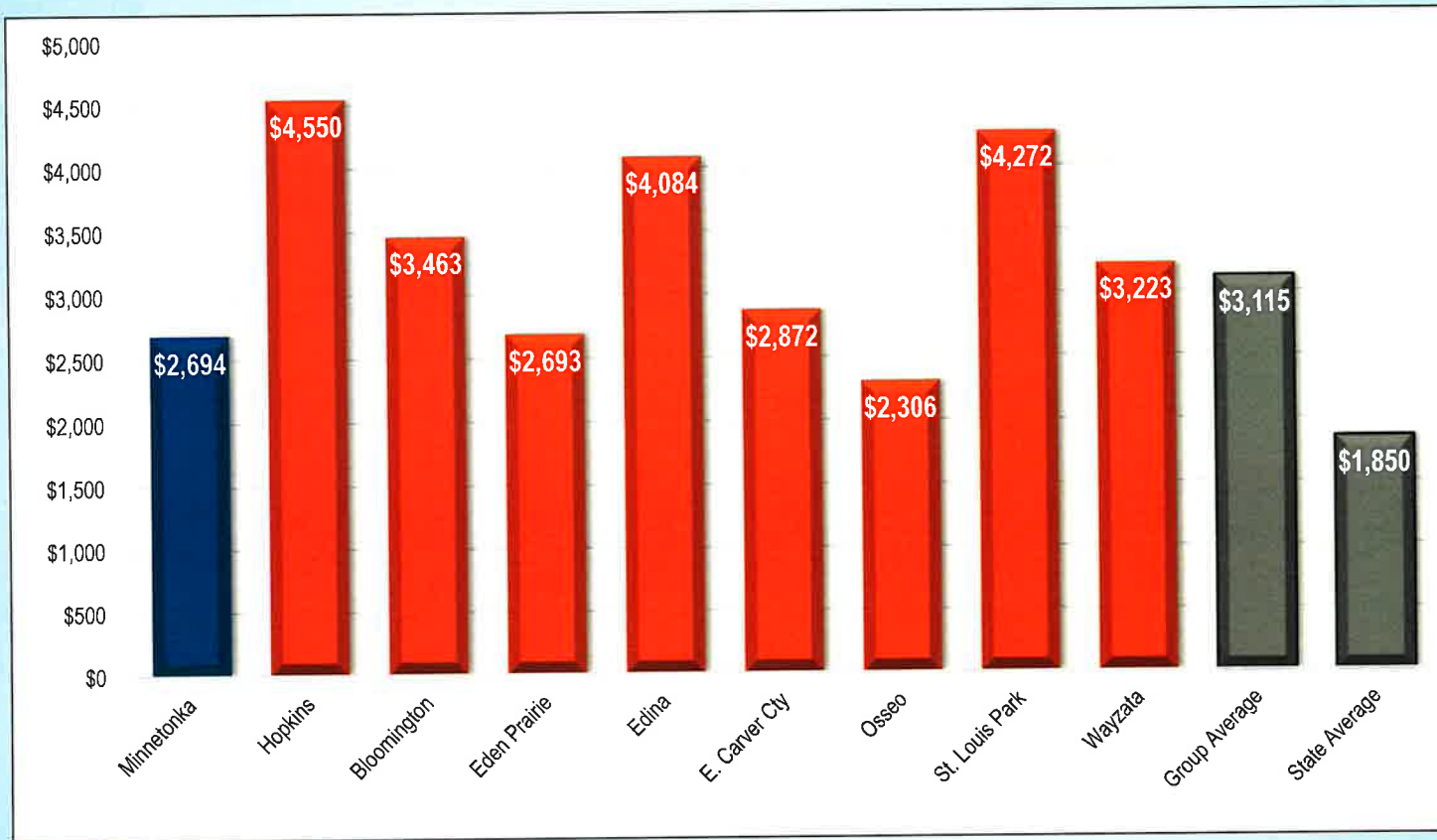
District	Voter Approved * Per Capita	Non-Voter Approved Per Capita	Total School Levy Per Capita	Median Family Income (2017)	Levy as a % of Income
Minnetonka	\$745.79	\$563.51	\$1,309.30	\$134,895	0.97%
Hopkins	\$500.68	\$385.63	\$886.32	\$99,364	0.89%
Bloomington	\$430.68	\$264.52	\$695.20	\$87,312	0.80%
Eden Prairie	\$404.94	\$385.19	\$790.13	\$127,383	0.62%
Edina	\$870.32	\$601.06	\$1,471.38	\$150,603	0.98%
E. Carver Cty	\$555.08	\$340.69	\$895.77	\$118,464	0.76%
Osseo	\$367.47	\$284.82	\$652.29	\$94,597	0.69%
St. Louis Park	\$455.41	\$241.72	\$697.14	\$98,750	0.71%
Wayzata	\$702.39	\$597.67	\$1,300.06	\$127,650	1.02%
Group Average	\$514.03	\$378.09	\$892.12	\$109,071	0.82%
State Average	\$282.52	\$295.73	\$578.24	\$73,537	0.79%

Source: Pay 2020 School Tax Report
2010 Census

* - Includes Operating Referendum, Capital Projects Referendum and 1996 Bonds

Minnetonka ISD 276

19 Pay 20 Voter-Approved Levies Per Pupil (Operating Referendum Levy, Technology Levy, Debt Levy)

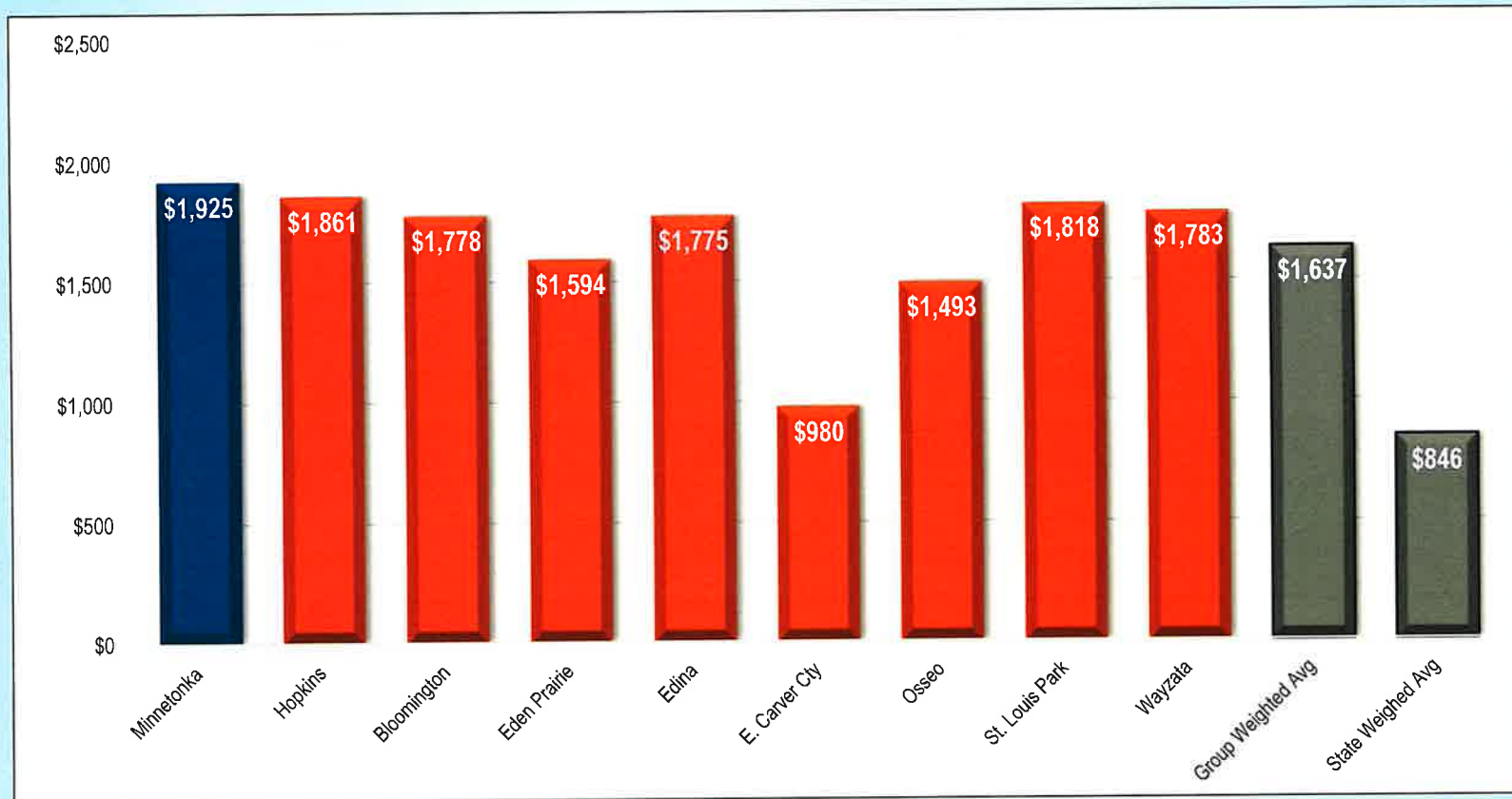


Source: Pay 2020 School Tax Report

Pupil: MDE Estimated FY2021 Enrollment From 19 Pay 20 Levy Limitation & Certification Report

Minnetonka ISD 276

Voter-Approved Operating Referendum Authority Per Pupil Unit 19 Pay 20 For FY21



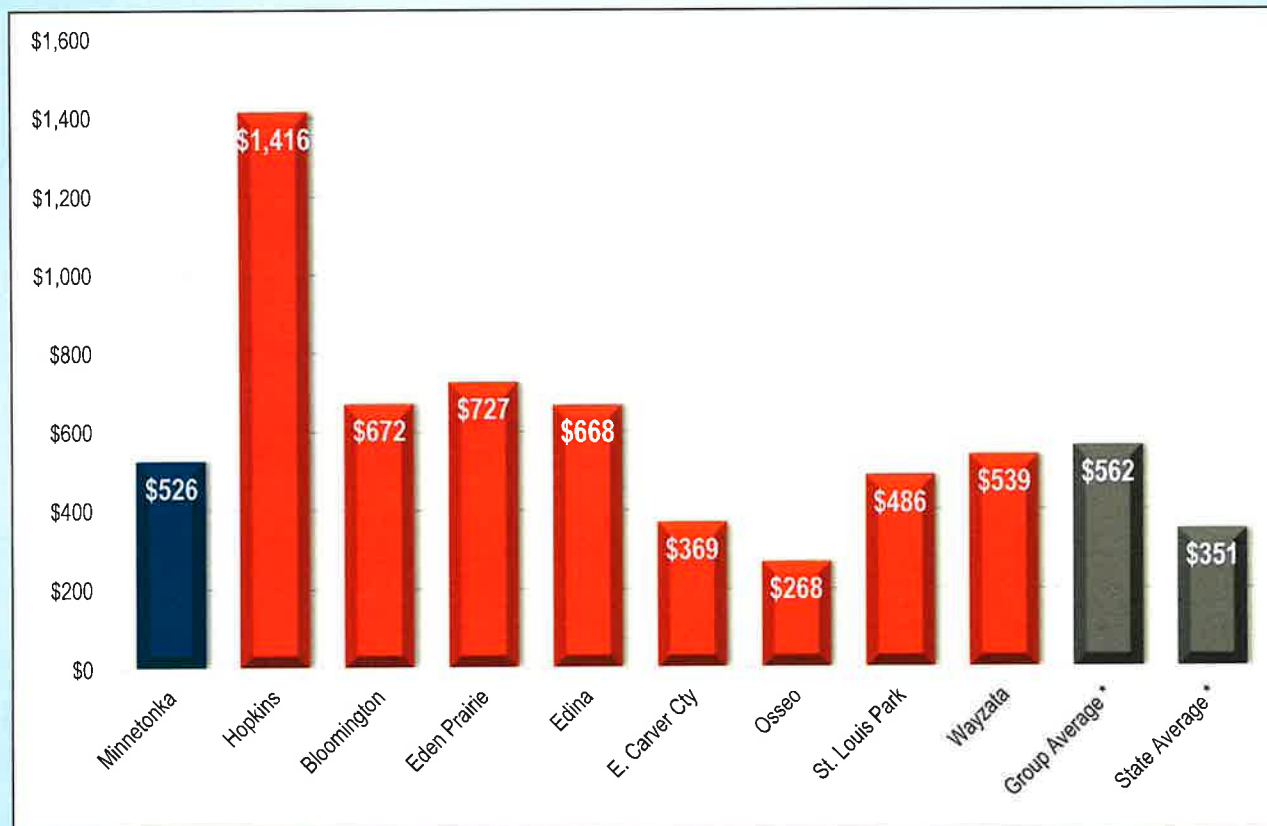
Source: MDE January 2020 Operating Referendum Phaseout Report

In effect through the December 2024 Levy for Calendar 2025 Collection for Fiscal Year 2026 Use

ISD 276 is at the Operating Referendum Cap – per current statute cannot receive more per pupil at renewal, other than an annual inflation increase

Minnetonka ISD 276

Voter-Approved Technology Levy Authority Per Pupil Unit 19 Pay 20 For FY21



Source: Pay 20 School Tax Report

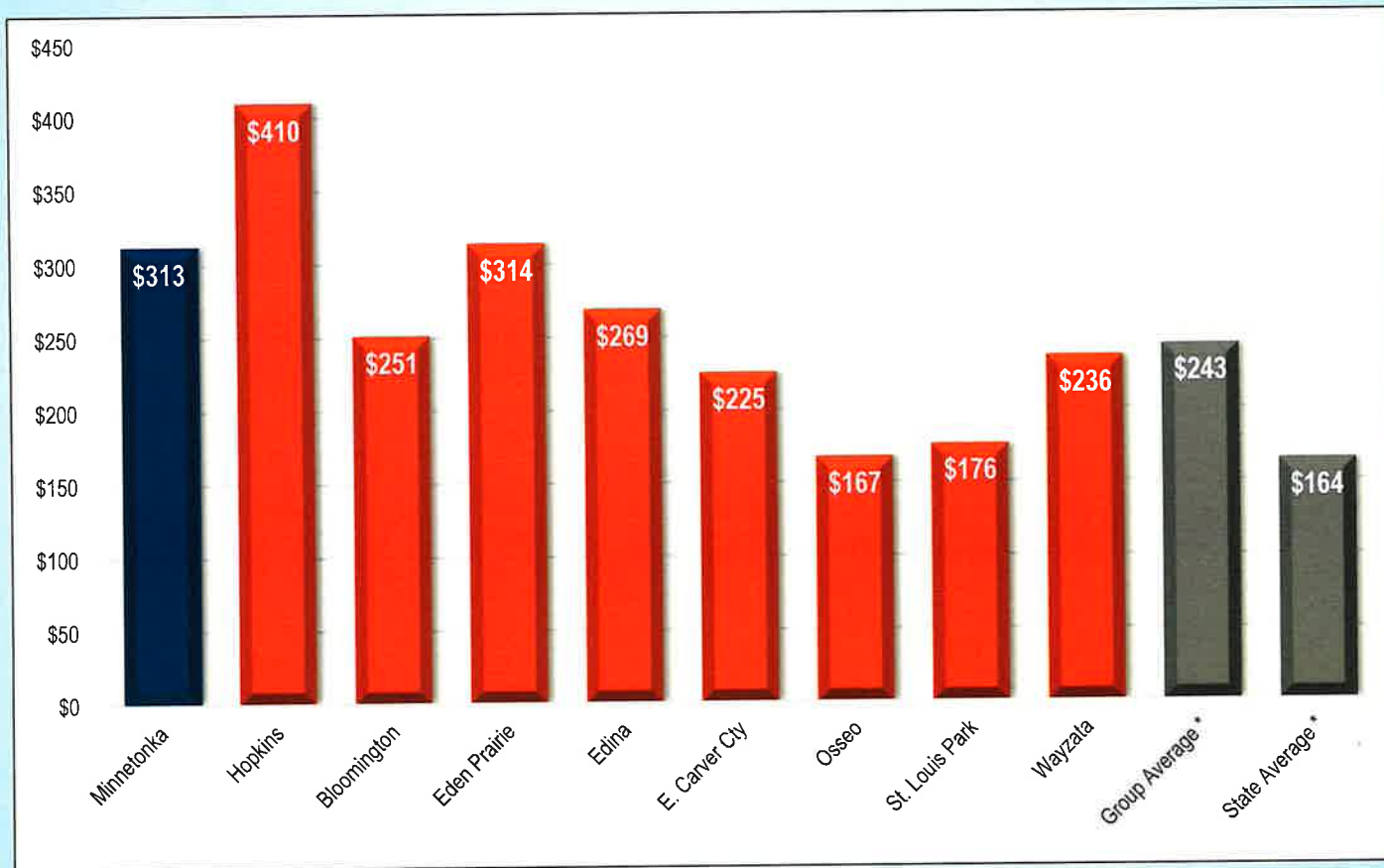
Pupil: MDE Estimated FY2020 Enrollment From FY2021 WhatIf Report -Includes only districts with Capital Projects Levy (53 Districts)

In effect through the December 2024 Levy for Calendar 2025 Collection for Fiscal Year 2026 Use

6.569% of Net Tax Capacity – per statute ISD 276 has the ability to request an increase from the voters at renewal

Minnetonka ISD 276

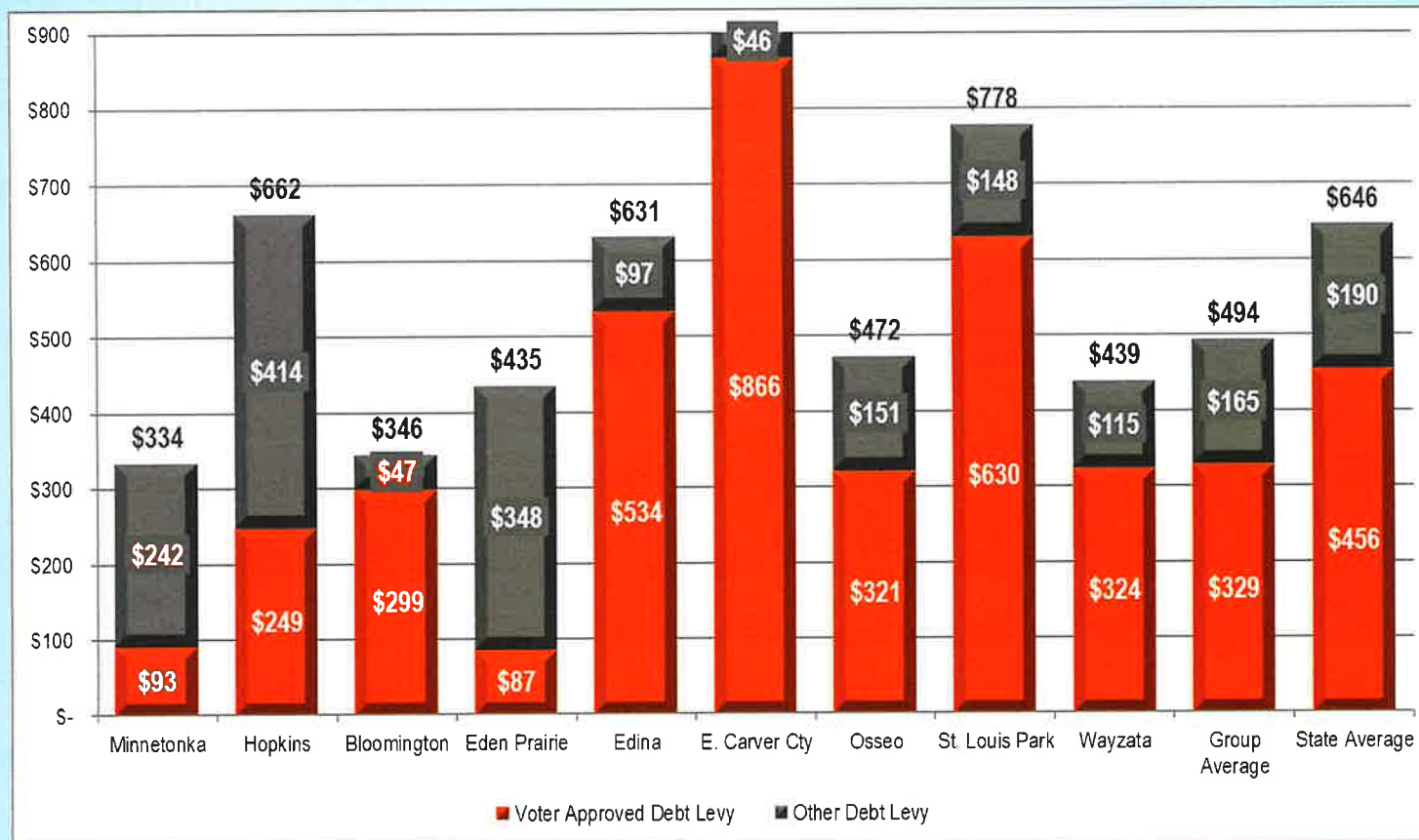
Voter-Approved 19 Pay 20 For FY21 Technology Levy On A \$500,000-Market-Value Home



Source: Pay 2020 School Tax Report

Pupil: MDE Estimated FY2021 Enrollment From FY2020 WhatIf Report - Includes only districts with a Capital Projects Levy (53 Districts)

Minnetonka ISD 276 Total School Debt Taxes 19 Pay 20 On A \$500,000-Market-Value Home



Source: Pay 2020 School Tax Report (Excludes OPEB Levy)

Minnetonka ISD 276 Debt Service Levy 19 Pay 20 As Percent Of Total Property Tax Levy

District	Total 2020 School Property Tax Levy	2020 Voter Approved Debt Plus Other Debt Levy (Excludes OPEB)	Debt Service Levy as a Percent of Total Levy
Minnetonka	\$52,351,117	\$6,799,517	13.0%
Hopkins	\$54,785,970	\$17,039,140	31.1%
Bloomington	\$57,623,027	\$10,445,434	18.1%
Eden Prairie	\$45,662,910	\$9,605,694	21.0%
Edina	\$57,725,291	\$14,332,019	24.8%
E. Carver Cty	\$46,277,410	\$16,338,201	35.3%
Osseo	\$88,150,048	\$17,845,307	20.2%
St. Louis Park	\$30,431,431	\$10,942,663	36.0%
Wayzata	\$76,169,183	\$13,951,252	18.3%
Group Totals	\$509,176,387	\$117,299,225	23.0%
State Totals/Rates	\$3,066,872,680	\$1,037,779,401	33.8%

Source: Pay 2020 School Tax Report

Minnetonka ISD 276

Debt Levy 19 Pay 20 Per Capita On A Home With \$500,000 Market Value

District	Voter Approved Debt Per Capita	Other Debt Per Capita	Total Debt Levy Per Capita	Median Income Per Family	Levy as a % of Income
Minnetonka	\$47.05	\$123.01	\$170.06	\$134,895	0.126%
Hopkins	\$103.46	\$172.19	\$275.66	\$99,364	0.277%
Bloomington	\$108.88	\$17.14	\$126.02	\$87,312	0.144%
Eden Prairie	\$33.21	\$133.00	\$166.21	\$127,383	0.130%
Edina	\$309.10	\$56.22	\$365.31	\$150,603	0.243%
E. Carver Cty	\$300.47	\$15.78	\$316.25	\$118,464	0.267%
Osseo	\$89.77	\$42.28	\$132.05	\$94,597	0.140%
St. Louis Park	\$203.05	\$47.63	\$250.68	\$98,750	0.254%
Wayzata	\$175.77	\$62.35	\$238.12	\$127,650	0.187%
Group Totals/Avg	\$136.95	\$68.57	\$205.52	\$109,071	0.188%
State Average	\$138.17	\$57.50	\$195.67	\$73,537	0.266%

Source: Pay 2020 School Tax Report and 2010 Census Redistricting Data Summary File

Minnetonka ISD 276
Debt Service Levy 19 Pay 20 Per Pupil

District	Projected FY 21 Enrollment	Debt Levy (Excluding OPEB)	Debt Levy Per Pupil
Minnetonka	11,068	\$6,799,517	\$614
Hopkins	6,802	\$17,039,140	\$2,505
Bloomington	10,309	\$10,445,434	\$1,013
Eden Prairie	8,691	\$9,605,694	\$1,105
Edina	8,361	\$14,332,019	\$1,714
E. Carver Cty	9,985	\$16,338,201	\$1,636
Osseo	21,531	\$17,845,307	\$829
St. Louis Park	4,653	\$10,942,663	\$2,352
Wayzata	12,769	\$13,951,252	\$1,093
Group Totals	94,169	\$117,299,225	\$1,246
State Totals/Rates	810,004	\$1,037,779,401	\$1,281

Source: Pay 2020 School Tax Report and Enrollment From MDE FY2021 Whatif Report

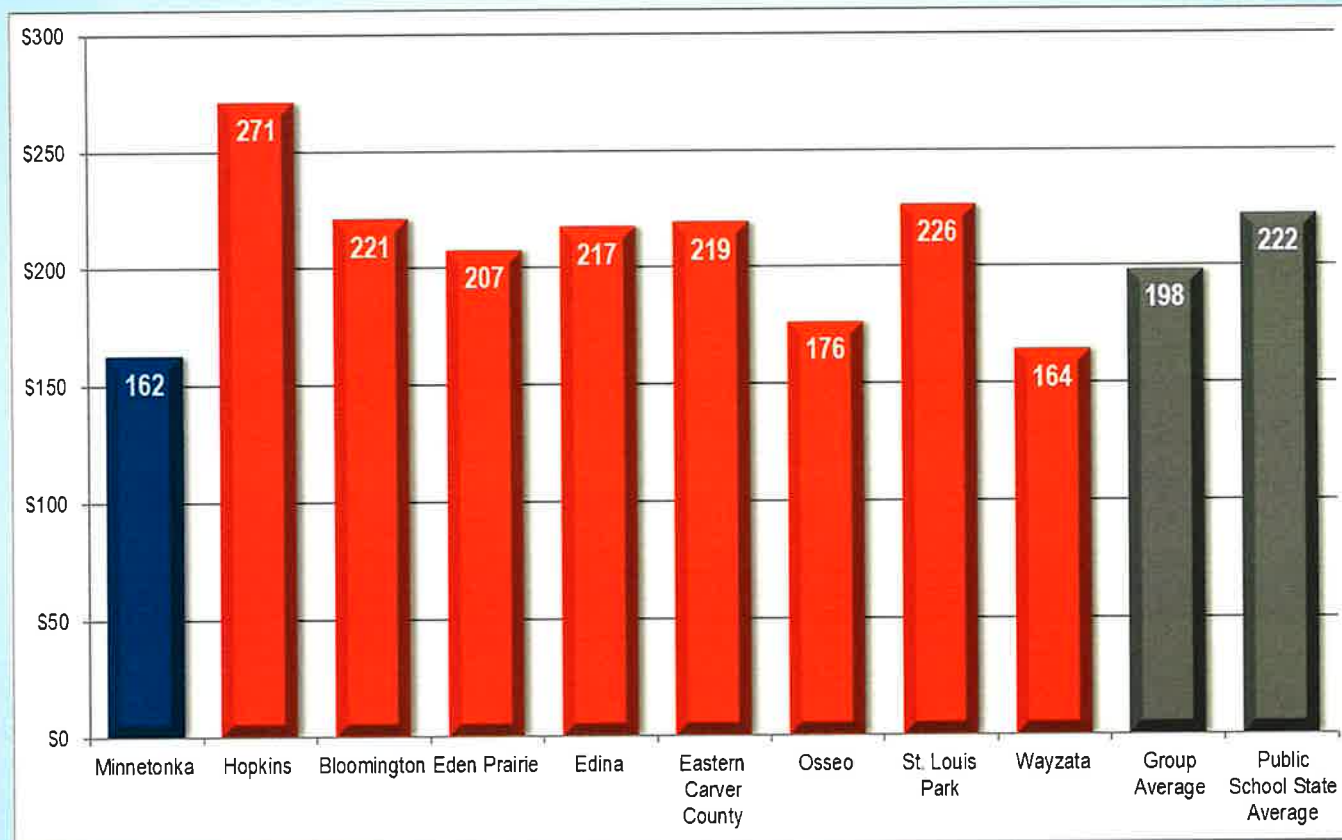
Minnetonka ISD 276
Debt Levy 19 Pay 20 Per Square Foot Of District Buildings

District	Total Debt Pay 20 Levy	Square Feet	Debt Levy Per SF
Minnetonka	\$ 6,799,517	1,798,158	\$ 3.78
Hopkins	\$ 17,039,140	1,843,429	\$ 9.24
Bloomington	\$ 10,445,434	2,274,630	\$ 4.59
Eden Prairie	\$ 9,605,694	1,802,079	\$ 5.33
Edina	\$ 14,332,019	1,814,999	\$ 7.90
Eastern Carver County	\$ 16,338,201	2,185,951	\$ 7.47
Osseo	\$ 17,845,307	3,790,394	\$ 4.71
St. Louis Park	\$ 10,942,663	1,052,008	\$ 10.40
Wayzata	\$ 13,951,252	2,094,274	\$ 6.66
Group Average	\$ 117,299,225	18,655,922	\$ 6.29
Public School State Average	\$ 1,037,779,401	179,670,365	\$ 5.78

Source: Pay 2020 School Tax Report and FY2020 MDE Building Age Report

Minnetonka ISD 276

Square Feet Per Pupil Based On FY2021 Projected Enrollment



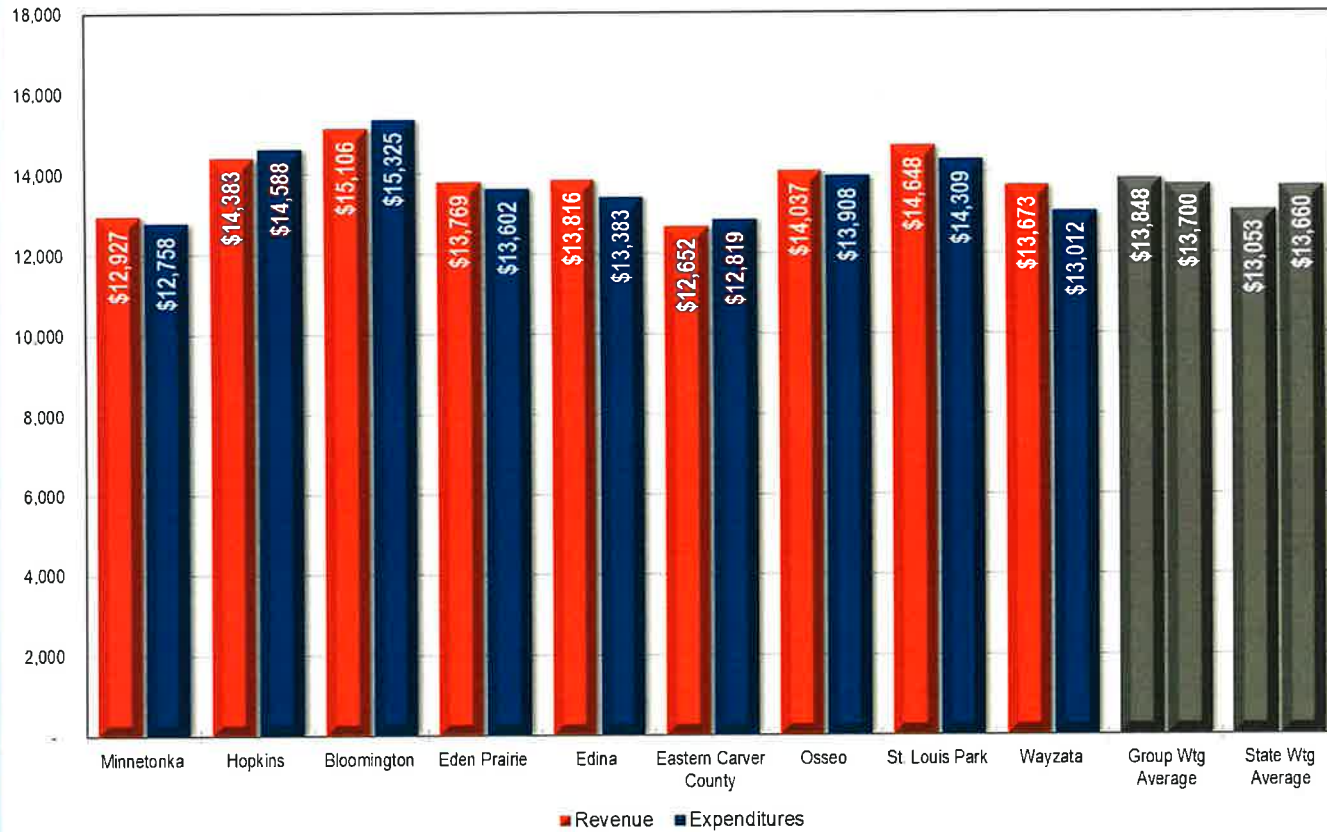
Source: FY2020 Building Age And Square Footage Report
MDE FY2021 What If Revenue Model

Minnetonka ISD 276 FY2019 General Fund Revenue Per ADM Compared To Expenditures Per ADM (Includes Operating Capital Which Is Part of UFARS General Fund)

Revenue Rank Per ADM

Bloomington	41
St. Louis Park	46
Hopkins	53
Osseo	64
Edina	77
Eden Prairie	78
Wayzata	80
Minnetonka	136
Eastern Carver	154

Minnetonka Rank Without
Operating Referendum -
State Aid Only - 312

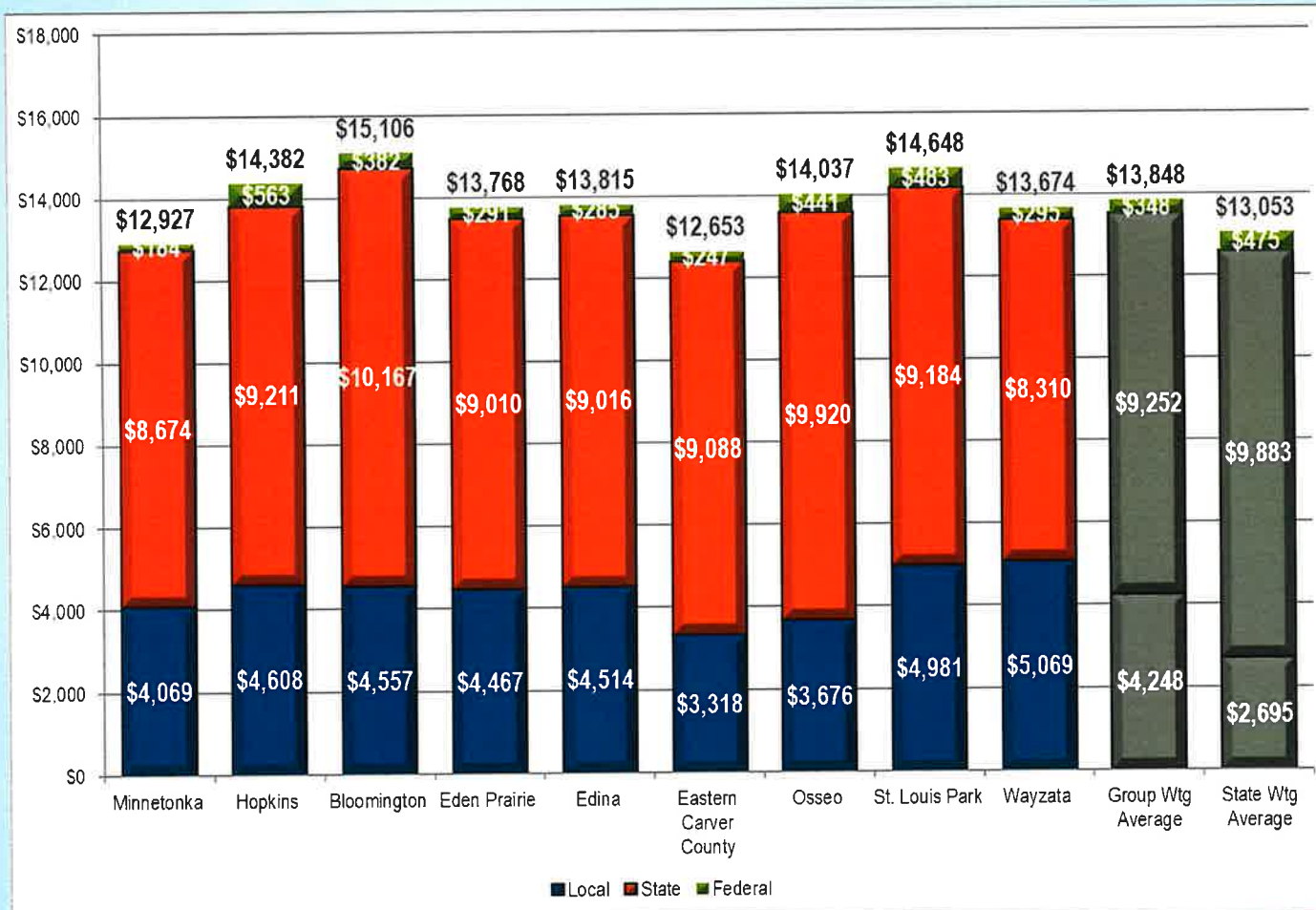


Expense Rank Per ADM

Bloomington	40
Hopkins	41
St. Louis Park	51
Osseo	64
Eden Prairie	79
Edina	86
Wayzata	113
Eastern Carver	131
Minnetonka	138

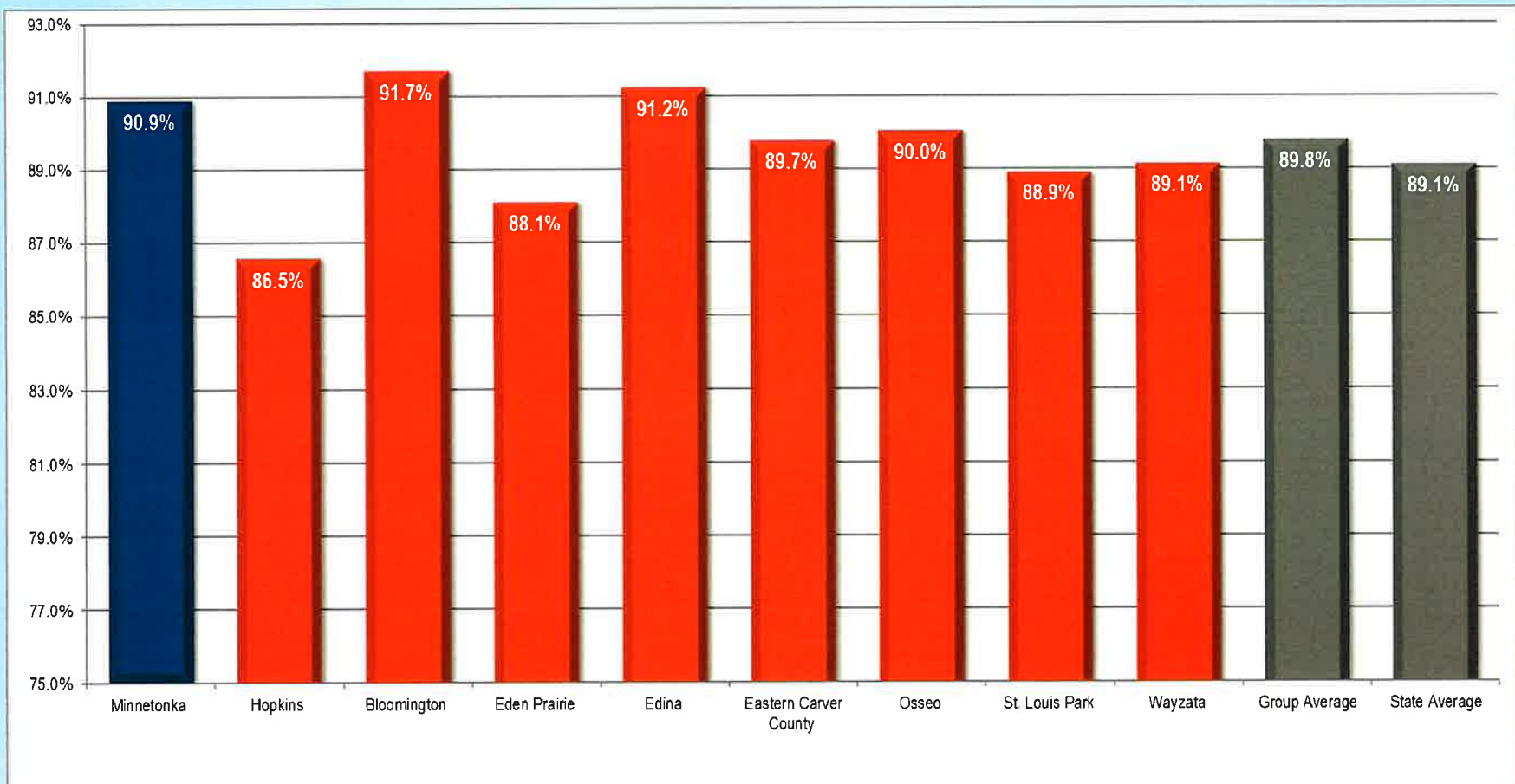
Source: FY2019 School Profiles

Minnetonka ISD 276 FY2019 General Fund Revenue Sources Including Operating Capital



Source: FY2019 School Profiles

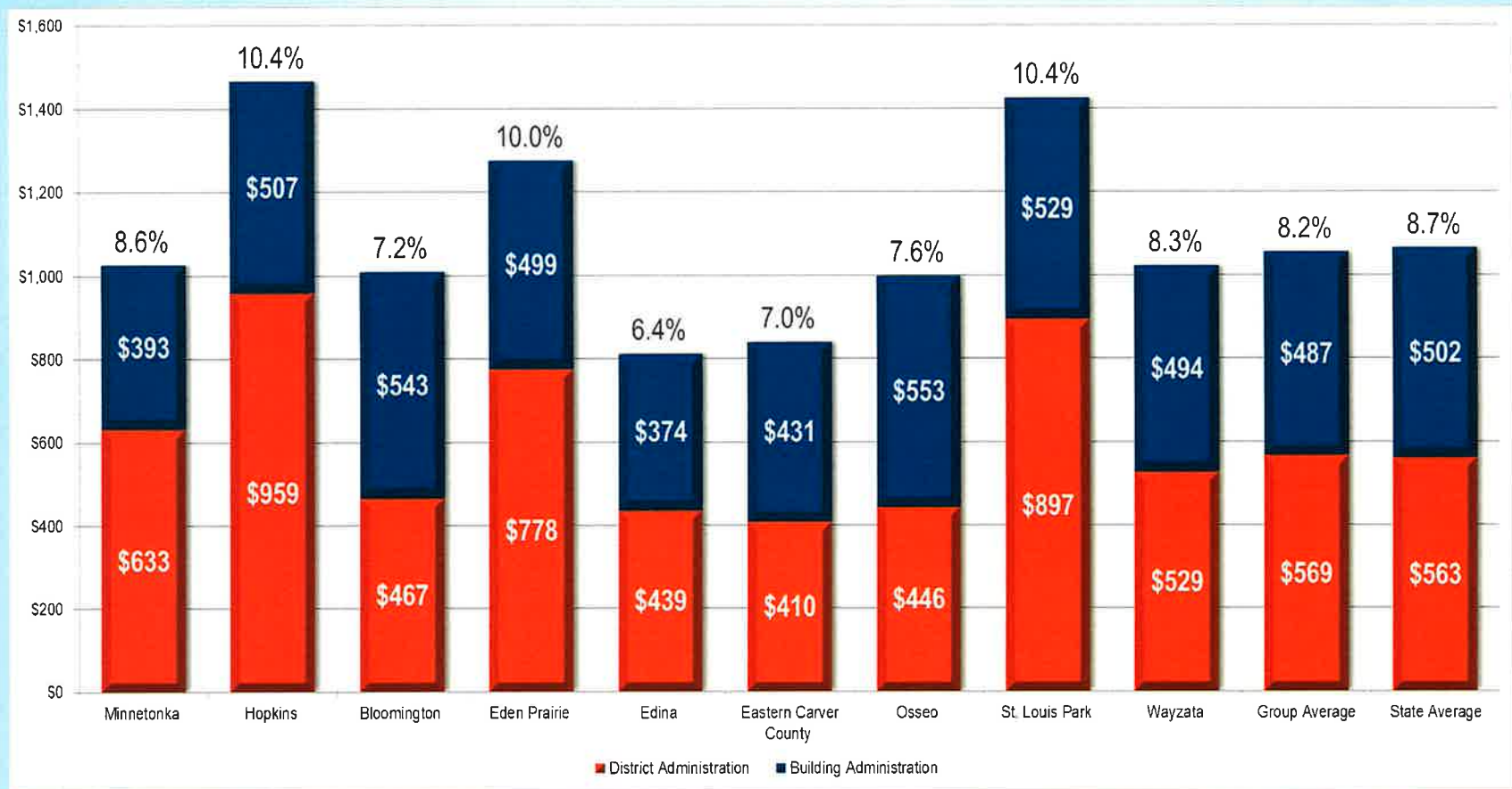
Minnetonka ISD 276
Percent Of FY2019 General Fund Operating Expenditures Allocated To Building Operations



Source: FY2019 School Profiles

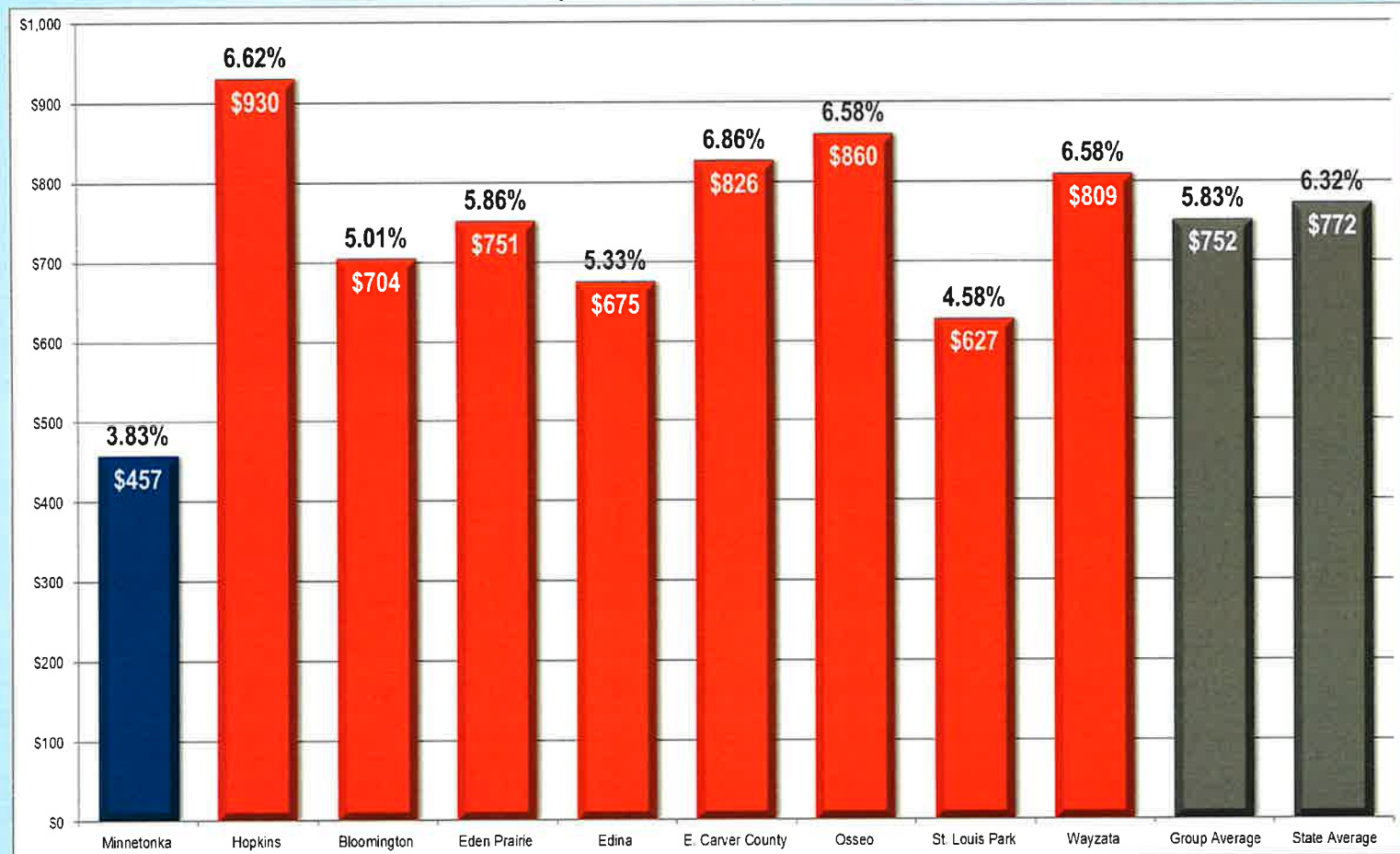
Minnetonka ISD 276

Percent Of FY2019 General Fund Operating Expenditures Allocated To Total Administration Per ADM



Source: FY2019 School Profiles

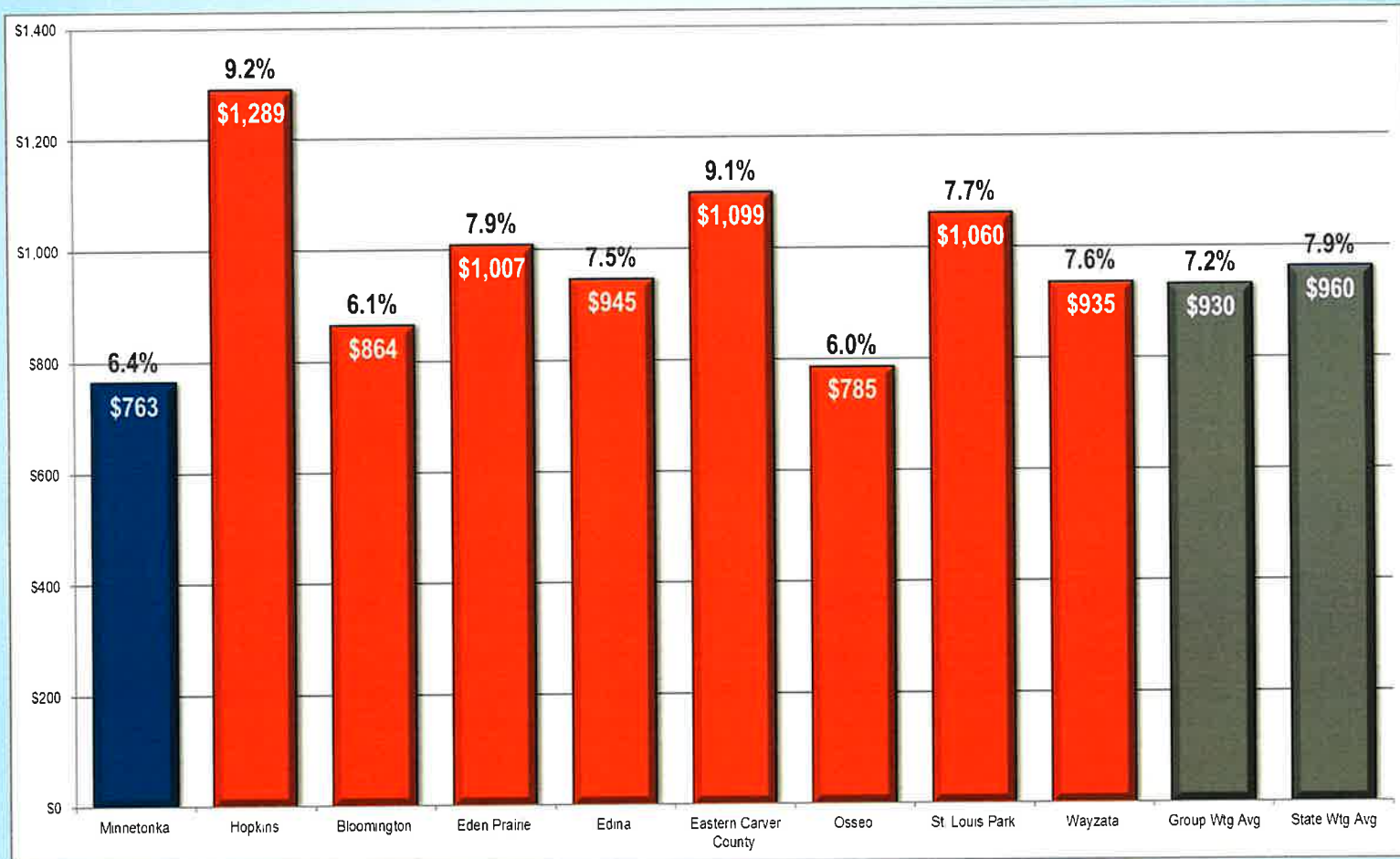
Minnetonka ISD 276 FY2019 Transportation Expenditures Per ADM



Source: FY2019 School Profiles

Note: If Minnetonka Transportation Expenditures were at the same amount per ADM as the State Average, they would have been \$3,441,413 higher - \$315 x 10,925.12 ADM

Minnetonka ISD 276 FY2019 Building Operations & Maintenance Expenditures Per ADM



Source: FY2019 School Profiles

Note: If Minnetonka Maintenance Expenditures were at the same amount per ADM as the State Average, they would be \$2,152,249 higher - $\$197 \times 10,925.12$ ADM

Goal 3 Report
Facility Capacity
March 18, 2021

In spring of 2020, the District undertook a capacity study of the facilities of the District. The final report was presented to the School Board on April 23, 2020.

The study determined that total room capacity of the District for Grades K-12 is 14,012, referred to as RCap in the final report on Page 10.

A summary of District capacity is as follows:

Facility	Capacity	October 2020 Enrollment
Minnetonka High School	4,190	3,456
Minnetonka Middle School East	1,580	1,318
Minnetonka Middle School West	1,592	1,242
Clear Springs Elementary School	1,120	863
Deephaven Elementary School	892	653
Excelsior Elementary School	1,046	802
Groveland Elementary School	1,160	920
Minnewashta Elementary School	1,262	899
Scenic Heights Elementary School	1,170	901

The District also utilizes two off-campus facilities for the Vantage Program:

Facility	Capacity	Usage Per Half-Day Session
Vantage Baker Road	135	100-125
Vantage Highway 7	150	110-140

The District also runs a Community Education program as follows:

Facility	Capacity	Usage Per Half Day Session
Minnetonka Community Education Center	680	450

Capacity Summary – District(K-12)

Target Capacity Grade Level Sizes		Target	Clear Springs (K-5)	Deerhaven (K-5)	Excelsior (K-5)	Groveland (K-5)	Minnetonka (K-5)	Scenic Heights (K-5)	MME (6-8)	MMW (6-8)	MHS (9-12)	District Total												
K	22	7	154	6	132	6	132	8	176	9	198	6	132											
G1	23	6	138	5	115	6	138	8	184	7	161	6	138											
G2	24	6	144	5	120	7	168	6	144	7	168	7.5	180											
G3	25	6	150	5	125	6	150	6	150	8	200	7.5	188											
G4	27	6	162	5	135	6	162	6	162	7	189	6.5	176											
G5	28	6	168	4	112	6	168	6	168	5	140	6.5	182											
6	32	max																						
7	32	max																						
8	32	max																						
9	35	max (exceeds ventilation basis)																						
10	35	max (exceeds ventilation basis)																						
11	35	max (exceeds ventilation basis)																						
12	35	max (exceeds ventilation basis)																						
Target Program Capacity		37	916	30	739	37	918	40	984	43	1,056	40	995	52	1,325	86%	51	1,275	86%	122	3,400	96%	11,608	
Student Membership (Oct 1, 2019)			881		648		814		897		946		905		1,322		1,250		1,250		3,394		11,057 Oct 1, 2019	
Max Capacity		30	37	1,110	30	900	37	1,110	40	1,200	43	1,290	40	1,200	52	1,431	86%	51	1,404	86%	122	4,099	98%	13,744
RCap Capacity (incl. K, CR)		37	1,120	30	892	37	1,046	40	1,160	44	1,262	40	1,170	52	1,580		51	1,592		122	4,190		14,012 CR / Labs	
(Vent) VRCap Capacity (incl. K, CR)			912		894		831		876		871		847		920			945			955			
RCap Capacity (incl. Spec Educ)		22	204	12	98	23	182	16	130	17	142	24	192	12	192		12	213		18	497		13,505 CR / Labs	
RCap Capacity (incl. Art, Music, PE)		5	198	6	138	7	176	6	200	6	214	6	214	6	236		5	206		10	470		2,052 Music/PE	
ACTUAL																								
K	21.9	7	165	6	130	6	131	8	168	9	184	6	143											
G1	22.4	6	142	5	115	6	126	8	164	7	166	6	138											
G2	20.2	6	132	5	97	7	135	6	136	7	135	7.5	144											
G3	22.1	6	140	5	103	6	128	6	145	8	172	7.5	163											
G4	23.8	6	153	5	108	6	150	6	152	7	144	6.5	162											
G5	24.5	6	149	4	95	6	144	6	132	5	145	6.5	155											
Target Capacity		37	881	30	648	37	814	40	897	43	946	40	905											

Target Cap Enrollment

5,608

5,091

6,650 (100%)

Program Cap Enrollment

3,400 (96%)

3,324

4,190 (100%)

Target Program Capacity

37

916

30

739

37

918

40

984

43

1,056

40

995

52

1,325

86%

51

1,275

86%

122

3,400

96%

11,608

Student Membership (Oct 1, 2019)

881

648

814

897

946

905

1,322

1,250

1,250

3,394

11,057 Oct 1, 2019

Max Capacity

30

37

1,110

30

900

37

1,110

40

1,200

43

1,290

40

1,200

52

1,431

86%

51

1,404

86%

122

4,099

98%

13,744

RCap Capacity (incl. K, CR)

37

1,120

30

892

37

1,046

40

1,160

44

1,262

40

1,170

52

1,580

51

1,592

122

4,190

14,012 CR / Labs

(Vent) VRCap Capacity (incl. K, CR)

912

894

831

876

871

847

920

945

955

RCap Capacity (incl. Spec Educ)

22

204

12

98

23

182

16

130

17

142

24

192

12

192

12

213

18

497

13,505 CR / Labs

RCap Capacity (incl. Art, Music, PE)

5

198

6

138

7

176

6

200

6

214

6

214

6

236

5

206

10

470

2,052 Music/PE

Program Cap Enrollment

2,600 (86%)

2,572

3,172 (100%)

4/21/20

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

Board Agenda Item VI.

Title: Acceptance of FY2020 Audit Report

Date: December 3, 2020

EXECUTIVE SUMMARY:

The audit of the Fiscal Year 2020 Financial Statements has been completed by the auditing firm of CliftonLarsonAllen LLP and is ready for acceptance and approval by the School Board at the December 3, 2020 School Board Meeting.

Michelle Hoffman, CPA will review the main financial schedules in the audit at the December 3, 2020 School Board Meeting prior to final acceptance of the complete audit report by the School Board. 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, 2020.

The School District completed Fiscal Year 2020 with an increase in the Comprehensive General Fund Unassigned Fund Balance of \$4,587,976 due to revenues and other sources over expenditures for the fiscal year, related to FY2020 being the first year of an additional \$340 per pupil in Operating Referendum Revenue and the impact of the COVID-19 Pandemic reducing expenditures from approximately March 16 through June 30, 2020.. The Comprehensive General Fund Balance at a total of \$32,955,275 stands at 22.6% of Comprehensive General Fund Expenditures, and the Unassigned General Fund Balance stands at 17.4% of Comprehensive General Fund Expenditures. (According to Generally Accepted Accounting Principles and MDE accounting requirements, the Comprehensive General Fund includes the District's General Fund, Transportation Fund, Operating Capital Fund, Activities Fund, Trust Fund, Arts Center Fund, Pagel Center Fund, Tonka Dome Fund and Capital Projects-Technology Fund.)

The District General Fund for ongoing operations inclusive of the General Fund, Student Activities Fund, and Transportation Fund, had a surplus of revenues over expenditures of \$4,500,677 and an Unassigned Fund Balance of \$26,500,354, which is 20.4% of General 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 88 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 2020 Audit will be published on the District's web site upon acceptance by the School Board.

BASIC FINANCIAL STATEMENTS

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF NET POSITION
JUNE 30, 2020**

	Governmental Activities 2020
ASSETS	
Cash and Investments	\$ 93,321,925
Cash with Fiscal Agent	1,264,388
Receivables:	
Property Taxes	28,633,437
Other Governments	12,754,200
Other	427,898
Prepaid Items	1,316,480
Inventories	391,509
Capital Assets:	
Land and Construction in Progress	6,993,564
Other Capital Assets, Net of Depreciation	154,106,183
Total Assets	<u>299,209,584</u>
DEFERRED OUTFLOWS OF RESOURCES	
Losses on Debt Refunding	1,839,208
Deferred Outflows - Pension Payments	76,584,031
Deferred Outflows - Other Postemployment Benefits	1,322,952
Total Deferred Outflows	<u>79,746,191</u>
LIABILITIES	
Salaries Payable	8,823,816
Accounts and Contracts Payable	5,460,632
Accrued Interest	1,707,305
Due to Other Governmental Units	190,848
Unearned Revenue	3,774,631
Long-Term Liabilities:	
Net Pension Liability	92,425,180
Other Postemployment Benefits Due Within One Year	870,423
Other Postemployment Benefits Liability Due in More Than One Year	10,222,369
Other Long-Term Liabilities Due Within One Year	9,543,488
Other Long-Term Liabilities Due in More Than One Year	162,757,714
Total Liabilities	<u>295,776,406</u>
DEFERRED INFLOWS OF RESOURCES	
Property Taxes Levied for Subsequent Year	50,057,891
Deferred Inflows - Pensions	109,322,718
Deferred Inflows - Other Postemployment Benefits	165,753
Total Deferred Inflows of Resources	<u>159,546,362</u>
NET POSITION	
Net Investment in Capital Assets	15,992,201
Restricted for:	
General Fund Operating Capital Purposes	2,962,504
General Fund State-Mandated Reserves	339,827
Food Service	1,555,912
Community Service	1,141,606
Capital Projects - Building Construction	57,826
Unrestricted	<u>(98,416,870)</u>
Total Net Position	<u>\$ (76,366,994)</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2020**

Functions	2020				Net (Expense)
	Expenses	Charges for Services	Program Revenues		Revenue and
			Operating	Capital	Change in
			Grants and Contributions	Grants and Contributions	Net Position
					Total Governmental Activities
GOVERNMENTAL ACTIVITIES					
Administration	\$ 4,936,009	\$ -	\$ 403,963	\$ 149,973	\$ (4,382,073)
District Support Services	6,450,685	-	44,714	-	(6,405,971)
Regular Instruction	92,005,723	1,264,150	2,743,937	83,326	(87,914,310)
Vocational Education Instruction	961,154	-	25,331	-	(935,823)
Special Education Instruction	21,594,997	-	15,900,141	-	(5,694,856)
Instructional Support Services	6,914,441	141,938	32,291	-	(6,740,212)
Pupil Support Services	4,629,422	180,757	13,463	-	(4,435,202)
Sites and Buildings	11,665,056	-	902,655	1,575,013	(9,187,368)
Fiscal and Other Fixed Cost Programs	247,710	-	240,036	20	(7,654)
Food Service	4,933,756	3,702,981	1,027,669	-	(203,106)
Community Service	12,207,091	9,330,529	895,030	1,067	(1,980,465)
Transportation	5,382,421	-	224,985	-	(5,157,436)
Interest and Fiscal Charges on Long-Term Liabilities	6,030,869	-	-	-	(6,030,869)
Total School District	<u>\$ 177,959,334</u>	<u>\$ 14,620,355</u>	<u>\$ 22,454,215</u>	<u>\$ 1,809,399</u>	<u>(139,075,365)</u>
GENERAL REVENUES					
Property Taxes Levied for:					
General Purposes					42,493,968
Community Service					942,780
Debt Service					8,329,244
State Aid Not Restricted to Specific Purposes					82,544,597
Earnings on Investments					2,056,107
Miscellaneous					547,067
Total General Revenues					<u>136,913,763</u>
CHANGE IN NET POSITION					(2,161,602)
Net Position - Beginning					<u>(74,205,392)</u>
NET POSITION - ENDING					<u>\$ (76,366,994)</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2020
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2019)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2020	2019
ASSETS							
Cash and Investments	\$ 45,430,325	\$ 1,938,401	\$ 2,365,600	\$ 1,579,524	\$ 5,497,913	\$ 56,811,763	\$ 53,535,805
Cash with Fiscal Agent	12,296	-	-	1,252,092	-	1,264,388	1,578,634
Receivables:							
Current Property Taxes	23,383,124	-	502,891	-	4,587,277	28,473,292	25,868,189
Delinquent Property Taxes	128,293	-	2,987	-	28,865	160,145	137,156
Accounts and Interest Receivable	221,207	456	202,226	4,009	-	427,898	892,885
Due from Other Minnesota School Districts	166,455	-	72,386	-	-	238,841	239,111
Due from Minnesota Department of Education	10,676,160	8,250	35,376	-	57,218	10,777,004	10,515,720
Due from Federal through Minnesota Department of Education	1,479,435	-	-	-	-	1,479,435	1,449,994
Due from Other Governmental Units	258,920	-	-	-	-	258,920	217,533
Due from Other Funds	794,338	-	-	-	-	794,338	707,637
Inventory	251,771	139,738	-	-	-	391,509	269,897
Prepays	1,578,958	14,646	56,493	-	1,086,193	2,736,290	3,239,507
Total Assets	\$ 84,381,282	\$ 2,101,491	\$ 3,237,959	\$ 2,835,625	\$ 11,257,466	\$ 103,813,823	\$ 98,652,068
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE							
Liabilities:							
Salaries and Compensated Absences Payable	\$ 5,468,053	\$ 32,476	\$ 357,462	\$ -	\$ -	\$ 5,857,991	\$ 4,907,441
Payroll Deductions and Employer Contributions Payable	2,963,801	471	1,553	-	-	2,965,825	2,633,846
Accounts and Contracts Payable	1,825,822	15,016	155,287	1,525,707	-	3,521,832	2,298,602
Due to Other Governmental Units	190,848	-	-	-	-	190,848	229,894
Unearned Revenue	481,257	497,616	624,704	-	-	1,603,577	2,148,835
Total Liabilities	10,929,781	545,579	1,139,006	1,525,707	-	14,140,073	12,218,618
Deferred Inflows of Resources:							
Unavailable Revenue - Contributions for Subsequent Years	-	-	-	-	-	-	350,000
Levied for Subsequent Year	40,367,933	-	957,347	-	8,732,611	50,057,891	47,437,927
Unavailable Revenue - Delinquent Property Taxes	128,293	-	2,987	-	28,865	160,145	137,156
Total Deferred Inflows of Resources	40,496,226	-	960,334	-	8,761,476	50,218,036	47,925,083
Fund Balance:							
Nonspendable:							
Inventory	251,771	139,738	-	-	-	391,509	269,897
Prepays	1,578,958	14,646	56,493	-	1,086,193	2,736,290	3,239,507
Restricted for:							
Student Activities	8,160	-	-	-	-	8,160	-
Scholarships	231,667	-	-	-	-	231,667	-
Projects Funded by Certificates of Participation	-	-	-	1,252,092	-	1,252,092	1,193,632
Operating Capital	2,962,504	-	-	-	-	2,962,504	3,678,713
Community Education	-	-	649,258	-	-	649,258	1,520,924
Early Childhood and Family Education	-	-	212,523	-	-	212,523	82,345
School Readiness	-	-	200,143	-	-	200,143	216,361
Adult Basic Education	-	-	14,524	-	-	14,524	14,524
Long-Term Facilities Maintenance	-	-	-	936,224	-	936,224	2,269,165
Restricted for Other Purposes	-	1,401,528	5,678	-	1,409,797	2,817,003	4,222,628
Restricted for Medical Assistance	100,000	-	-	-	-	100,000	56,484
Assigned for:							
Q Comp	263,376	-	-	-	-	263,376	666,458
Athletic Equipment	330,784	-	-	-	-	330,784	388,455
Operating Capital Deferred Use	-	-	-	-	-	-	219,483
Special Purposes	1,376,928	-	-	-	-	1,376,928	1,566,401
Unassigned	25,304,127	-	-	(878,398)	-	24,425,729	18,903,390
Total Fund Balance	32,955,275	1,555,912	1,138,619	1,309,918	2,495,990	39,455,714	38,508,367
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	\$ 84,381,282	\$ 2,101,491	\$ 3,237,959	\$ 2,835,625	\$ 11,257,466	\$ 103,813,823	\$ 98,652,068

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
JUNE 30, 2020**

	2020
Total Fund Balance for Governmental Funds	\$ 39,455,714
Total net position reported for governmental activities in the statement of net position is different because:	
Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:	
Land	4,450,229
Construction in Progress	2,543,335
Land Improvements, Net of Accumulated Depreciation	13,742,337
Buildings and Improvements, Net of Accumulated Depreciation	133,611,921
Equipment, Net of Accumulated Depreciation	6,751,925
Some of the District's property taxes will be collected after year-end, but are not available soon enough to pay for the current period's expenditures and, therefore, are reported as unearned revenue in the funds.	160,145
When a bond defeasance occurs the difference between the amount paid to the refunded bond escrow and the principal of the defeased debt is expensed in the governmental funds. These expenditures are capitalized on the statement of net position as deferred charges.	1,839,208
Interest on long-term debt which is paid prior to it becoming due is recorded as a prepaid item in the governmental funds, but for the government-wide purposes the interest accrues over time and, therefore, the prepaid is removed and expensed.	(1,419,810)
Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due.	(1,707,305)
The District's net pension liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year-end are:	
Net Pension Liability	(92,425,180)
Deferred Inflows of Resources - Pensions	(109,322,718)
Deferred Outflows of Resources - Pensions	76,584,031
The District's OPEB liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year end are:	
Other Postemployment Benefits Liability	(11,092,793)
Deferred Inflows of Resources - Other Postemployment Benefits	(165,753)
Deferred Inflows of Resources - Other Postemployment Benefits	1,322,952
Long-term liabilities that pertain to governmental funds, including bonds payable, are not due and payable in the current period and, therefore, are not reported as fund liabilities. All liabilities - both current and long-term - are reported in the statement of net position. Balances at year-end are:	
Bonds Payable	(107,135,000)
Unamortized Premiums	(6,441,445)
Certificates of Participation Payable	(55,210,000)
Promissory Note Payable	(547,000)
Obligations Under Capital Leases	(902,401)
Severance Benefits Payable	(516,326)
Compensated Absences Payable	(1,282,629)
Early Retirement Incentive Payable	(266,400)
Internal service funds are used by management to charge the costs of health and dental insurance services to individual funds. The assets and liabilities of the internal service funds are included in governmental activities in the statement of net position. Internal service fund net position at year-end is:	31,605,970
Total Net Position of Governmental Activities	\$ (76,366,993)

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2020
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2020	2019
REVENUES							
Local Sources:							
Property Taxes	\$ 42,472,695	\$ -	\$ 942,587	\$ -	\$ 8,327,721	\$ 51,743,003	\$ 47,752,873
Earnings and Investments	708,519	33,993	55,655	9,940	39,446	847,553	923,943
Other	5,562,456	3,707,821	9,700,858	37,500	-	19,008,635	23,423,379
State Sources	98,568,215	104,728	519,005	-	578,663	99,770,611	96,228,983
Federal Sources	2,197,099	918,101	-	-	-	3,115,200	2,996,291
Total Revenues	149,508,984	4,764,643	11,218,105	47,440	8,945,830	174,485,002	171,325,469
EXPENDITURES							
Current:							
Administration	4,443,920	-	-	-	-	4,443,920	4,270,151
District Support Services	6,343,341	-	-	-	-	6,343,341	6,150,430
Elementary and Secondary Regular Instruction	80,310,648	-	-	-	-	80,310,648	76,259,944
Vocational Education Instruction	896,121	-	-	-	-	896,121	582,801
Special Education Instruction	20,421,959	-	-	-	-	20,421,959	19,597,432
Instructional Support Services	6,499,566	-	-	-	-	6,499,566	6,738,998
Pupil Support Services	4,249,036	-	-	-	-	4,249,036	4,015,384
Sites and Buildings	8,734,327	-	-	-	-	8,734,327	8,481,626
Fiscal and Other Fixed Cost Programs	247,710	-	-	-	-	247,710	243,794
Food Service	-	4,878,178	-	-	-	4,878,178	5,491,043
Community Service	-	-	12,012,110	-	-	12,012,110	11,986,244
Transportation	5,382,421	-	-	-	-	5,382,421	4,993,905
Capital Outlay	3,402,382	226,656	101,674	7,982,071	-	11,712,783	13,567,874
Debt Service:							
Principal	2,592,599	-	-	-	5,390,000	7,982,599	8,556,614
Interest and Fiscal Charges	2,317,587	-	-	-	3,923,580	6,241,167	6,275,587
Total Expenditures	145,841,617	5,104,834	12,113,784	7,982,071	9,313,580	180,355,886	177,211,827
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	3,667,367	(340,191)	(895,679)	(7,934,631)	(367,750)	(5,870,884)	(5,886,358)
OTHER FINANCING SOURCES (USES)							
Sale of Bonds	-	-	-	4,665,000	2,420,000	7,085,000	12,430,000
Bond Premium	-	-	-	257,961	115,860	373,821	859,070
Issuance of Certificates of Participation	-	-	-	1,160,000	12,185,000	13,345,000	14,365,000
Premium on Certificates of Participation	-	-	-	152,542	249,894	402,436	1,423,426
Capital Leases	-	-	-	-	-	-	2,521,614
Proceeds from Other State and Nonstate Loans Received	547,000	-	-	-	-	547,000	-
Payment to Refunded Bond Escrow Agent	-	-	-	-	(14,935,026)	(14,935,026)	(20,419,461)
Transfers In	373,663	-	-	-	54	373,717	3,566,280
Transfers Out	(54)	-	-	-	(373,663)	(373,717)	(3,566,280)
Total Other Financing Sources (Uses)	920,609	-	-	6,235,503	(337,881)	6,618,231	11,179,649
NET CHANGE IN FUND BALANCE	4,587,976	(340,191)	(895,679)	(1,699,128)	(705,631)	947,347	5,293,291
FUND BALANCES							
Beginning of Year	28,367,299	1,896,103	2,034,298	3,009,046	3,201,621	38,508,367	33,215,076
End of Year	\$ 32,955,275	\$ 1,555,912	\$ 1,138,619	\$ 1,309,918	\$ 2,495,990	\$ 39,455,714	\$ 38,508,367

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGE IN FUND BALANCE – GOVERNMENTAL FUNDS
TO STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2020**

	2020
Net Change in Fund Balance - Total Governmental Funds	\$ 947,347
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. The amount by which capital outlays exceeded depreciation in the current period:	
Capital Outlays	9,188,434
Loss on Disposal of Capital Assets	(311,541)
Depreciation Expense	(6,707,024)
Delinquent property taxes receivable will be collected this year, but are not available soon enough to pay for the current period's expenditures and, therefore, are unearned in the governmental funds.	22,989
Pension expenditures in the governmental funds are measured by current year employer contributions. Pension expenses on the statement of activities are measured by the change in the net pension liability and the related deferred inflows and outflows of resources.	(10,171,682)
In the statement of activities, certain operating expenses - severance benefits, compensated absences, and retirement incentives - are measured by amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (amounts actually paid).	178,804
Payments to the District's OPEB liability are recognized as expenditures at the fund level while the change in the OPEB obligation and the related deferred inflows and outflows of resources are recognized in the statement of net position.	(55,874)
The governmental funds report bond proceeds as financing sources, while repayment of bond principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. Also, governmental funds report the effect of premiums when debt is first issued, whereas these amounts are amortized in the statement of activities. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in treatment is as follows:	
General Obligation and Certificates of Participation Bond Proceeds	(20,430,000)
Bond Premium or Discount	(776,257)
Promissory Note Proceeds	(547,000)
Payment to Refunded Bond Escrow Agent	14,935,026
Bond Premium Included in Loss on Refunding	(1,061,779)
Repayment of Bond Principal	5,390,000
Repayment of Certificates of Participation Payable	2,592,599
Change in Accrued Interest Payable	230,789
Change in Prepaid Interest Expensed	(56,095)
Amortization of Bond Premium	1,440,198
Amortization of Deferred Charges on Refunding Bonds	(342,815)
Internal service funds are used by the District to charge the costs of employee health and dental benefits to individual funds. The net revenue of the internal service funds is reported with governmental activities.	3,372,280
Total	\$ (2,161,601)

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2020**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Property Taxes	\$ 42,427,969	\$ 42,480,022	\$ 42,472,695	\$ (7,327)
Earnings and Investments	655,000	550,000	708,519	158,519
Other	5,386,705	5,727,583	5,562,456	(165,127)
State Sources	97,129,236	98,345,665	98,568,215	222,550
Federal Sources	2,075,902	2,910,295	2,197,099	(713,196)
Total Revenues	147,674,812	150,013,565	149,508,984	(504,581)
EXPENDITURES				
Current:				
Administration	4,618,507	4,265,298	4,443,920	178,622
District Support Services	7,466,490	6,365,939	6,343,341	(22,598)
Elementary and Secondary Regular Instruction	77,512,401	80,605,980	80,310,648	(295,332)
Vocational Education Instruction	838,915	915,063	896,121	(18,942)
Special Education Instruction	20,534,083	21,929,956	20,421,959	(1,507,997)
Instructional Support Services	7,485,147	6,890,064	6,499,566	(390,498)
Pupil Support Services	4,576,530	4,188,130	4,249,036	60,906
Sites and Buildings	8,161,859	8,260,563	8,734,327	473,764
Fiscal and Other Fixed Cost Programs	268,126	248,000	247,710	(290)
Transportation	4,913,349	5,330,692	5,382,421	51,729
Capital Outlay	2,716,046	3,964,712	3,402,382	(562,330)
Debt Service:				
Principal	1,885,000	2,897,599	2,592,599	(305,000)
Interest and Fiscal Charges	1,966,482	2,388,269	2,317,587	(70,682)
Total Expenditures	142,942,935	148,250,265	145,841,617	(2,408,648)
EXCESS OF REVENUES OVER EXPENDITURES	4,731,877	1,763,300	3,667,367	1,904,067
OTHER FINANCING SOURCES (USES)				
Proceeds from Other State and Nonstate				
Loans Received	-	-	547,000	547,000
Transfers In	-	373,106	373,663	557
Transfers Out	-	-	(54)	(54)
Total Other Financing Sources (Uses)	-	373,106	920,609	547,503
NET CHANGE IN FUND BALANCE	<u>\$ 4,731,877</u>	<u>\$ 2,136,406</u>	4,587,976	<u>\$ 2,451,570</u>
FUND BALANCE				
Beginning of Year			28,367,299	
End of Year			<u>\$ 32,955,275</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
MAJOR FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2020**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Earnings and Investments	\$ 8,500	\$ 8,500	\$ 33,993	\$ 25,493
Other - Primarily Meal Sales	5,260,311	5,260,311	3,707,821	(1,552,490)
State Sources	140,468	140,468	104,728	(35,740)
Federal Sources	945,694	945,694	918,101	(27,593)
Total Revenues	<u>6,354,973</u>	<u>6,354,973</u>	<u>4,764,643</u>	<u>(1,590,330)</u>
EXPENDITURES				
Current:				
Food Service	5,570,585	5,815,587	4,878,178	(937,409)
Capital Outlay	378,000	378,000	226,656	(151,344)
Total Expenditures	<u>5,948,585</u>	<u>6,193,587</u>	<u>5,104,834</u>	<u>(1,088,753)</u>
NET CHANGE IN FUND BALANCE	<u>\$ 406,388</u>	<u>\$ 161,386</u>	<u>(340,191)</u>	<u>\$ (501,577)</u>
FUND BALANCE				
Beginning of Year			<u>1,896,103</u>	
End of Year			<u>\$ 1,555,912</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
MAJOR COMMUNITY SERVICE FUND
YEAR ENDED JUNE 30, 2020**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Over (Under)</u>
	<u>Original</u>	<u>Final</u>	<u>Amounts</u>	<u>Final Budget</u>
REVENUES				
Local Sources:				
Property Taxes	\$ 947,266	\$ 947,266	\$ 942,587	\$ (4,679)
Earnings and Investments	55,000	55,000	55,655	655
Other - Primarily Tuition and Fees	11,669,983	12,176,110	9,700,858	(2,475,252)
State Sources	510,930	518,444	519,005	561
Total Revenues	<u>13,183,179</u>	<u>13,696,820</u>	<u>11,218,105</u>	<u>(2,478,715)</u>
EXPENDITURES				
Current:				
Community Service	13,034,342	13,159,500	12,012,110	(1,147,390)
Capital Outlay	411,150	276,700	101,674	(175,026)
Total Expenditures	<u>13,445,492</u>	<u>13,436,200</u>	<u>12,113,784</u>	<u>(1,322,416)</u>
NET CHANGE IN FUND BALANCE	<u>\$ (262,313)</u>	<u>\$ 260,620</u>	(895,679)	<u>\$ (1,156,299)</u>
FUND BALANCE				
Beginning of Year			<u>2,034,298</u>	
End of Year			<u>\$ 1,138,619</u>	

See accompanying Notes to Basic Financial Statements.

INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF NET POSITION
PROPRIETARY FUND
INTERNAL SERVICE FUND
JUNE 30, 2020
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2019)

	Governmental Activities - Internal Service Funds	
	2020	2019
CURRENT ASSETS		
Cash and Investments	\$ 36,510,162	\$ 33,002,483
CURRENT LIABILITIES		
Accounts Payable	4,800	4,078
Claims Payable - Medical	1,934,000	1,993,200
Due to Other Funds	794,338	707,637
Unearned Revenue	2,171,054	2,063,878
Total Current Liabilities	<u>4,904,192</u>	<u>4,768,793</u>
NET POSITION		
Unrestricted	<u>\$ 31,605,970</u>	<u>\$ 28,233,690</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN NET POSITION
PROPRIETARY FUND
INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2020
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)**

	Governmental Activities - Internal Service Funds	
	2020	2019
OPERATING REVENUES		
Charges for Services:		
Health Insurance Premiums	\$ 14,996,794	\$ 13,843,001
Dental Insurance Premiums	1,049,031	1,049,031
Total Operating Revenues	<u>16,045,825</u>	<u>14,892,032</u>
OPERATING EXPENSES		
Salaries	104,358	91,229
VEBA Contributions	1,074,755	2,432,314
Wellness Payments	40,830	38,430
Health Insurance Claim Payments	10,149,201	11,290,890
Dental Insurance Claim Payments	904,971	959,208
OPEB Payments	794,338	707,637
General Administration Fees	810,290	1,044,006
Total Operating Expenses	<u>13,878,743</u>	<u>16,563,714</u>
OPERATING INCOME (LOSS)	2,167,082	(1,671,682)
NONOPERATING INCOME		
Earnings on Investments	<u>1,205,198</u>	<u>1,448,254</u>
CHANGE IN NET POSITION	3,372,280	(223,428)
Net Position - Beginning	<u>28,233,690</u>	<u>28,457,118</u>
NET POSITION - ENDING	<u>\$ 31,605,970</u>	<u>\$ 28,233,690</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF CASH FLOWS
PROPRIETARY FUND
INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2020
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)**

	Governmental Activities - Internal Service Funds	
	2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Interfund Services Provided	\$ 16,153,001	\$ 15,889,338
Payments for Administrative Costs	(810,290)	(1,044,006)
Payments for Salaries	(104,358)	(91,229)
Payments for Medical Fees and Insurance Claims	(11,112,650)	(12,072,202)
Payments for Wellness	(40,830)	(38,430)
Payments to Employee VEBA Accounts	(1,074,755)	(2,432,314)
Payments for Retirement Benefits	(707,637)	(627,570)
Net Cash Provided (Used) by Operating Activities	2,302,481	(416,413)
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest Received	138,436	169,185
Proceeds from Sale of Investments	707,637	627,570
Net Cash Provided by Investing Activities	846,073	796,755
NET INCREASE IN CASH AND CASH EQUIVALENTS	3,148,554	380,342
Cash and Cash Equivalents - Beginning	9,266,852	8,886,510
CASH AND CASH EQUIVALENTS - ENDING	<u>\$ 12,415,406</u>	<u>\$ 9,266,852</u>
Total Cash and Investments per Statement of Net Position	\$ 36,510,162	\$ 33,002,483
Less: Investments Included in Cash and Investments	(24,094,756)	(23,735,631)
Total Cash and Cash Equivalents	<u>\$ 12,415,406</u>	<u>\$ 9,266,852</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USE)D BY OPERATING ACTIVITIES		
Operating Income (Loss)	\$ 2,167,082	\$ (1,671,682)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:		
Increase (Decrease) in Accounts Payable	722	(504)
Increase (Decrease) in Claims Payable	(59,200)	178,400
Increase (Decrease) in Due to Other Funds	86,701	80,067
Increase (Decrease) in Unearned Revenue	107,176	997,306
Total Adjustments	135,399	1,255,269
Net Cash Provided (Used) by Operating Activities	<u>\$ 2,302,481</u>	<u>\$ (416,413)</u>
NONCASH INVESTING ACTIVITIES		
Increase in Fair Value of Investments	<u>\$ 2,263,397</u>	<u>\$ 1,575,355</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2020**

	<u>Private-Purpose Trust</u>	<u>LCTS Grants Agency Fund</u>
ASSETS		
Cash and Investments	\$ 60,896	\$ 289,257
LIABILITIES		
Accounts and Contracts Payable	<u>12,280</u>	<u>\$ 289,257</u>
NET POSITION		
Held In Trust	<u>\$ 48,616</u>	

**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
YEAR ENDED JUNE 30, 2020**

	<u>Private-Purpose Trust</u>
ADDITIONS	
Gifts and Donations	\$ 114,431
DEDUCTIONS	
Scholarships Awarded	238,421
Miscellaneous	<u>141,898</u>
Total Deductions	<u>380,319</u>
CHANGE IN NET POSITION	(265,888)
Net Position - Beginning of Year	<u>314,504</u>
NET POSITION - END OF YEAR	<u>\$ 48,616</u>

See accompanying Notes to Basic Financial Statements.

Goal 3 Report
Space Plans Facility Funding
March 18, 2021

Since 2008, Minnetonka Independent School District 276 has been able to successfully meet the facility needs of District programs without having to run a School Building Bond Referendum Election. Since 2008 and through the end of Calendar Year 2021, the District will have completed \$78,590,000 facility utilizing financing paid for with Operating Capital revenue, Lease Levy revenue, and for a few select projects, revenue from fees, rentals and donations.

As the District has reached the School Board's enrollment cap of 11,100 K-12 students, the need for additional new facility construction is declining. In addition, since both Operating Capital revenue and Lease Levy revenue are provided annually on a per-pupil basis, the enrollment cap of 11,100 K-12 students also places an effective limit on those revenue sources that is available to make payments on building bonds. As a result, the enrollment cap will also limit the amount of "payment capacity" available for any potential new facility construction.

In Calendar Year 2021, two projects are underway to meet program needs – one that will be financed from remaining Operating Capital bond payment capacity and one that will be financed from remaining Lease Levy bond payment capacity.

The first project is the purchase of the 8,149 square foot Shorewood Professional Building at 19685 Highway 7 in Shorewood and conversion of the building to house the District's Transition to Adult program. This project requires the issuance of \$2.2 million in 2021C Certificates of Participation (COP) Bonds to fund the \$1.7 million purchase and the \$500,000 conversion project. This project will be completed by August 15, 2021 in time for use at the start of school on September 7, 2021.

To be able to make the annual \$143,360 payment on the 2021C COP Bonds, it was necessary to refund and restructure the 2013A COP Bonds that were originally issued to fund the Excelsior Elementary School multipurpose room. The 2021B Refunding COP bonds lowered the annual payment by an average of \$88,402. That lower amount is sufficient to allow the annual 2021C COP Bonds payment to be paid for out of ongoing Operating Capital Funds.

The second project is the construction of a 10,322 square foot addition on to the Pagel Activity Center to house various strands of the Momentum Minnetonka Design and Skilled Trades Program. This building will require \$4,000,000 in Certificates of Participation Bonds to design and construct. The COP bonds will be issued in an initial tranche of \$1,250,000 2021D COP bonds and a second tranche of \$2,750,000 2021E COP Bonds.

The payment of the 2021D and 2021E COP Bonds will be from Lease Levy revenue. Lease Levy revenue is capped at \$212 times District Adjusted Pupil Units annually. At the District enrollment cap of 11,100 K-12 students, the District Lease Levy revenue cap is approximately \$2,567,735 annually. All payments of bonds from Lease Levy revenue must fit under that cap.

In order to be able to make the annual average payments of \$79,918 for the 2021D COP Bonds and \$175,583 for the 2021E COP Bonds – a combined \$255,501 annually - from Lease Levy revenue, it is necessary to refund and restructure three COP Bonds that are currently paid for out of Lease Levy revenue – the 2012A COP Bonds originally issued to fund classrooms at the middle schools and Groveland Elementary School, the 2013D COP Bonds originally issued to fund a music room and

classrooms at Scenic Heights Elementary School, and the 2014C COP Bonds originally issued as a second tranche to construct All Day Kindergarten classrooms at 5 elementary schools.

The average payments for the 2012A, 2013D and 2014C COP Bonds are as follows - \$234,023, \$80,421, and \$337,189 for a total for the three COP Bonds of \$651,633.

Upon refunding and restructuring, the average payments of the new 2021H, 2021I and 2021J Refunding COP Bonds will be an estimated \$135,351, \$53,006, and \$201,870 for a total of the three refunding COP Bonds of \$390,227. This is a total of \$261,406 lower each year than the former bond payments.

The \$261,406 difference is then “payment capacity” created in Lease Levy with which to annually pay the estimated \$255,501 combined annual payments of the 2021D and 2021E COP Bonds for the Momentum project.

Upon completion of the issuance in June and July 2021 of the 2021D and 2021E COP bonds for the Momentum project, and the issuance of the 2021H, 2021I, and 2021J Refunding COP Bonds in September 2021, the District payments from Lease Levy starting in FY2023 will be approximately \$90,000-\$100,000 below the Lease Levy revenue limit.

At current interest rates, this would fund approximately \$1.0 million in additional Lease Levy funding immediately, which by itself is not a large enough dollar amount for a project of material significance. However, in Fiscal Year 2023 and Fiscal Year 2024, there are two bonds that can be refunded to generate additional capacity to fund approximately \$500,000 worth of construction projects, meaning that in late calendar 2023 there would be sufficient Lease Levy payment capacity to support a project of approximately \$1.5 million.

Looking to the future, there is one significant construction project to better support programs. The Vantage program has seen steady growth over 10 years, both in student participation and in the number of strands offered., and the Momentum program is also starting to grow steadily.

It would be possible to build a facility to support both the Vantage and Momentum programs on the District-owned property at 5735 Highway 101. The location in the District would be beneficial to students and parents in the programs, being located only 1.4 miles from Minnetonka High School, which is a short 2-to-3-minute bus ride away, or a 2-to-3-minute car ride for those students who drive themselves. The location would be more convenient for students in the Vantage and Momentum programs who wish to participate in after-school activities. For students that are driven to the morning programs by their parents, the location in District would also likely prove to be more convenient.

A purpose-built facility would also allow for future growth in number of strands offered in both the Vantage and Momentum programs, all conveniently located near Minnetonka High School but in a purpose-built facility that would continue to maintain the professional ambiance expected for the Vantage and Momentum programs.

Bonding resources for a purpose-built facility can be made available from Operating Capital revenue through a combination of restructuring two COP bonds to lower their annual payments and by utilizing approximately \$320,000 annually in lease payments for the current Vantage Baker Road space to instead make COP bond payments once the Vantage Baker Road lease expires at the end of FY2024.

The current annual COP payment for the 2016F COP Bonds and the 2016G COP Bonds average \$341,344 and \$70,634, respectively, for a total of \$411,978 for the two COP bonds. These two bonds can be refunded and restructured in late FY2021, which would drop the payments on the new 2021K Refunding COP Bonds and 2021L COP Bonds to an estimated \$222,553 and \$50,205, respectively, for a total of \$272,758 for the two Refunding COP Bonds. This frees up \$139,220 in Operating Capital revenue to make payments on a new 2022A COP Bond that would provide resources to construct a purpose-built Vantage/Momentum building.

Augmented by \$320,000 in redeployed Operating Capital revenue in FY2025, there is sufficient payment capacity to support payments on a COP Bond of \$8.0 million.

These bond proceeds coupled with \$250,000 remaining from the 2020D COP Bonds issued for site acquisition and site work at the 5735 Highway 101 site would provide a total of \$8.25 million in COP bond proceeds to construct an 18,000-square-foot facility on that site. The \$8.25 million is sufficient to cover the current estimated cost of \$8.0 million for the 18,000 square foot project building and site work. Included in the \$8.0 million estimate is site work for the base 18,000 square foot building and future expansions.

An \$8.0 million COP Bond for a Vantage/Momentum facility will maximize the payment capacity in the Operating Capital Fund for the next several years. There are several COP Bonds that will be reaching their call dates in FY2024 and FY2025, and it may be possible to restructure those bonds to free up payment capacity to support \$2.0-\$3.0 million in future COP Bonds at that time.

An additional option to expand the size of the base Vantage/Momentum building by 8,000 square feet up to 26,000 square feet would require a total of \$10.8 million, or \$2.6 million over the available bond proceeds. One source of potential funds could be excess assets in the Revocable Trust Fund over and above those needed for funding the OPEB Liability.

One important fact to point out is that the 18,000 square foot building for \$8.0 million is more expensive per square foot than the 8,000 square foot addition for \$2.8 million is because the \$8.0 million base building project includes all the core mechanical spaces for the future 8,000 square foot addition and it also includes all the site work - grading, paving, stormwater pond capacity – for the future 8,000 square foot addition. The 8,000 square foot addition will increase available space for programs by 50%.

Another potential project to be considered is the replacement of the four temporary classrooms at the front of Clear Springs Elementary School. The four metal-sided classrooms at the front of Clear Springs Elementary School are temporary buildings that can be picked up off their wall foundation and transported to another site if necessary. They are of wood frame construction and were constructed in 1995.

Replacement of the four classrooms has been challenging because all the room capacity at Clear Springs is needed for students – there are no “excess” rooms.

However, the potential construction of a Vantage/Momentum building starting in spring of 2022 with completion in summer 2023 would create a window of opportunity to relocate students out of the temporary buildings for one year. The elementary students that are served in the temporary rooms could be housed for one year in a portion of the Vantage/Momentum building.

This would allow for a one-year window to remove the temporary classrooms and build a permanent addition that would be ready by the summer of 2024 for the elementary students to move back to the permanent replacement classrooms at Clear Springs.

The summer of 2024 is when the Vantage Baker Road lease is scheduled to expire, and Vantage Baker Road operations would be moving to the Vantage/Momentum Building.

The replacement classrooms could be an equal number of four. An option to build an additional four on a second story could also be considered.

The estimated cost of a one-story 4 classroom addition is approximately \$3.0 million, and a second story would add an additional \$2.8 million.

These costs are higher than in the past for classroom additions primarily for one reason. In fall 2020 the State of Minnesota adopted new building codes that requires any new construction for school buildings housing 50 or more students – both new buildings and additions - to have a tornado shelter that will withstand an F5 tornado (250 mile-an-hour winds) built integrally in the new construction. The shelter must have its own generator and ventilation system so that ventilation can continue if the power is out, and it must have enough new restroom capacity to serve 100% of the occupant capacity of the tornado shelter.

These additional requirements add significant cost to any addition that will have 50 or more students in it, as well as new construction. These costs are also embedded in the Vantage/Momentum building estimates.

In 2023, the District will be fully utilizing payment capacity for Operating Capital. The District will have payment capacity in Lease Levy for between \$1.0 million and \$1.5 million of new COP Bonds. Additional payment capacity for sufficient bonds to construct either four or eight replacement classrooms will have to come from other sources, such as the General Fund or from excess assets in the Revocable Trust Fund.

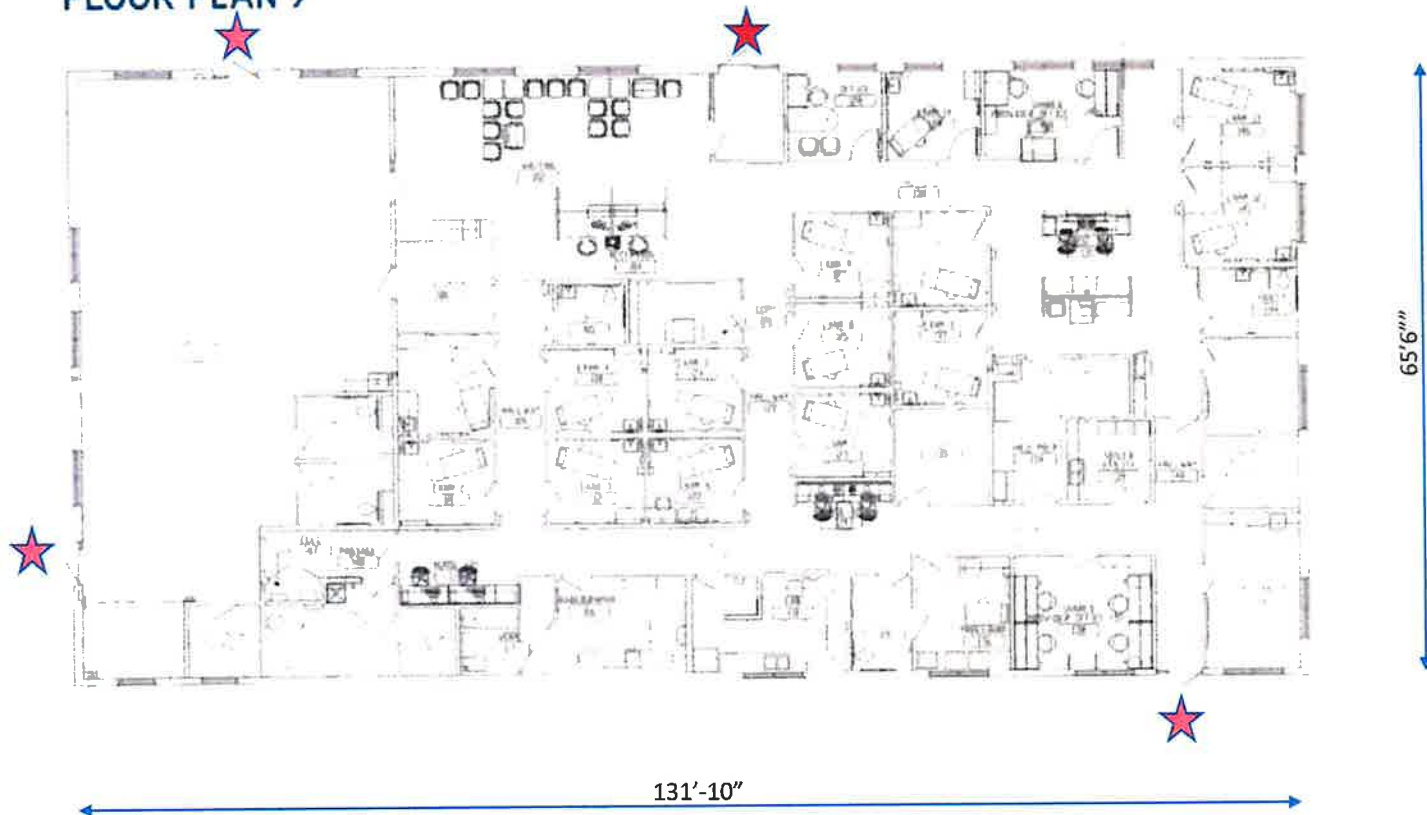
Minnetonka Independent School District 276
Certificates Of Participation Bond Issues For Capacity Infrastructure 2008-Present
Original Issue Amount
As Of June 30, 2021

COP Bond	Main Project	Original Amount
2008C	Minnewashta & Scenic Heights Classrooms	\$ 3,600,000
2008F	Aquatics Center Pool Addition	\$ 2,750,000
2008G	Community Education Addition	\$ 2,545,000
2008H	Minnewashta Parking	\$ 1,685,000
2009B	Elementary Classrooms	\$ 3,830,000
2009D	Baseball & Softball Fields	\$ 3,145,000
2009E	Elementary Classrooms	\$ 5,350,000
2010B	High School Classrooms, Student Union	\$ 6,500,000
2010E	Secure Entries Refunding Wells Fargo Leases	\$ 3,290,000
2011A	Clear Springs & Groveland Classrooms	\$ 2,365,000
2011B	Clear Springs & Excelsior Parking	\$ 1,700,000
2012A	Middle School Classrooms & Groveland Media Center	\$ 3,425,000
2013A	Excelsior Kitchen & Multipurpose Room	\$ 2,400,000
2013C	Pagel Activity Center	\$ 2,970,000
2013D	Scenic Heights Classrooms	\$ 1,200,000
2014B	All Day K, Elementary Music	\$ 1,700,000
2014C	All Day K, Elementary Music	\$ 4,700,000
2016F	High School Science Labs	\$ 4,510,000
2016G	High School Parking	\$ 1,000,000
2016N	Groveland Parking	\$ 1,190,000
2016O	Highway 7 Classroom Center	\$ 1,585,000
2017A	Groveland Gymnasium & Classroom	\$ 3,000,000
2018A	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 1,900,000
2018C	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 4,800,000
2020D	5735 Highway 101 Site	\$ 1,250,000
2021C	Shorewood Professional Building	\$ 2,200,000
2021D	Momentum Skilled Trades Addition	\$ 1,250,000
2021E	Momentum Skilled Trades Addition	\$ 2,750,000

Total		\$ 78,590,000
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Lease Levy Instructional Spaces	\$ 43,370,000
Operating Capital	\$ 26,780,000
Fees and Rentals	\$ 8,440,000

FLOOR PLAN >



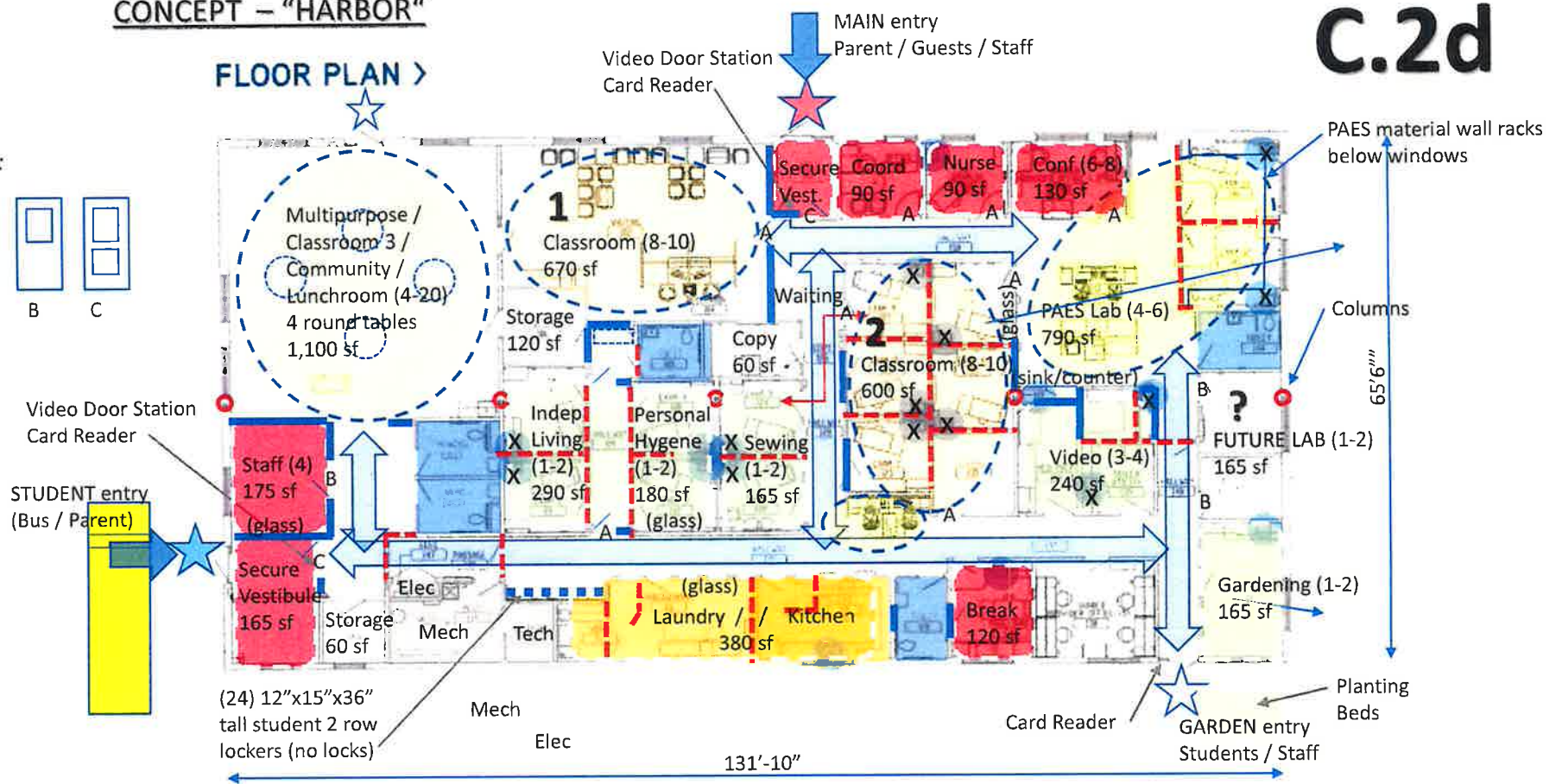
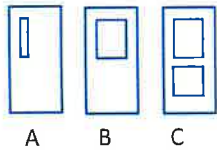
HIGHLIGHTS >

~ 8,149 SF medical office building

CONCEPT – "HARBOR"

FLOOR PLAN >

Doors:



HIGHLIGHTS >

3,814 SF modern learning building

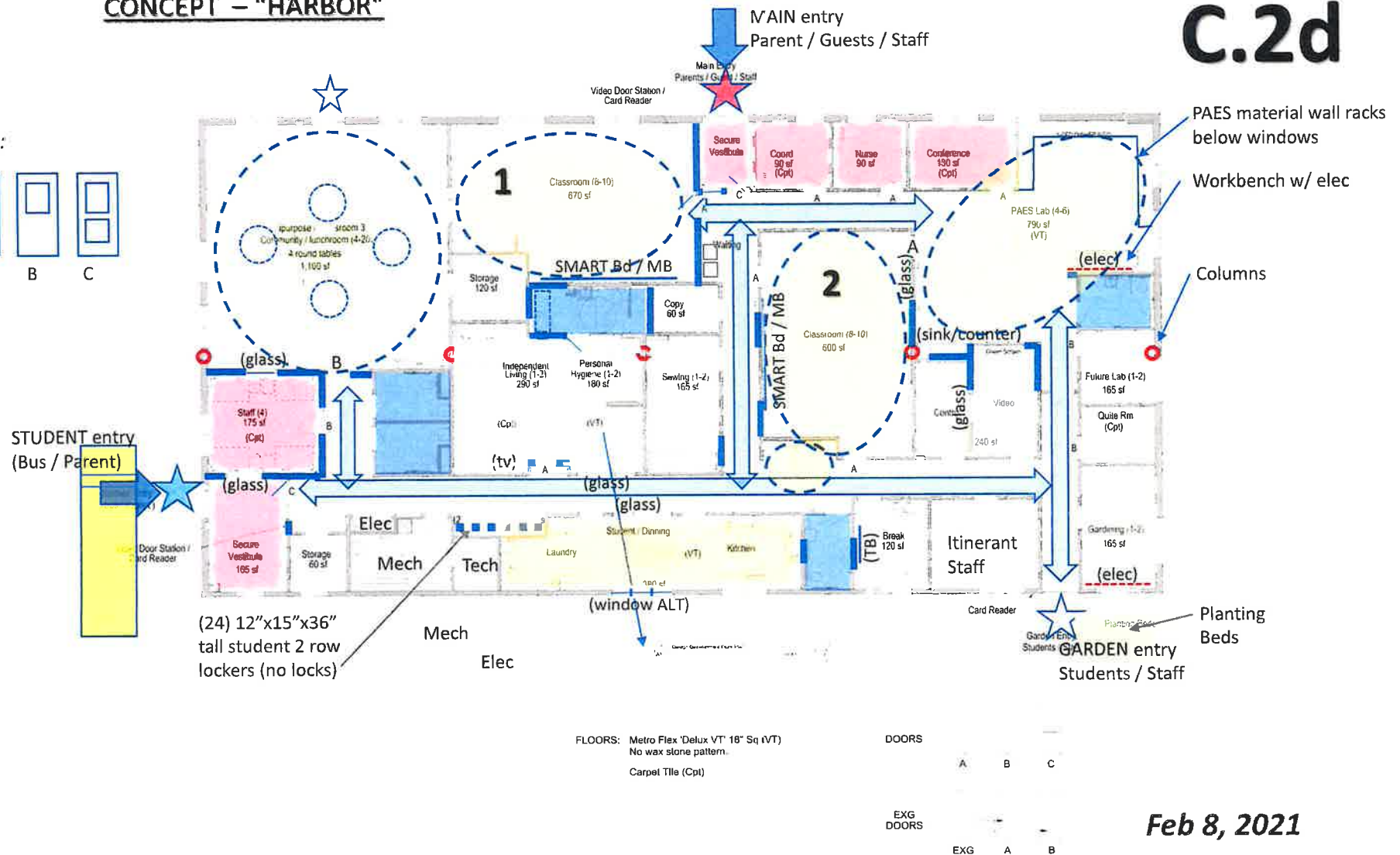
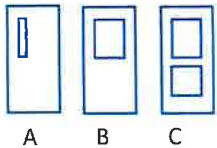
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Jan 26, 2021

CONCEPT – “HARBOR”

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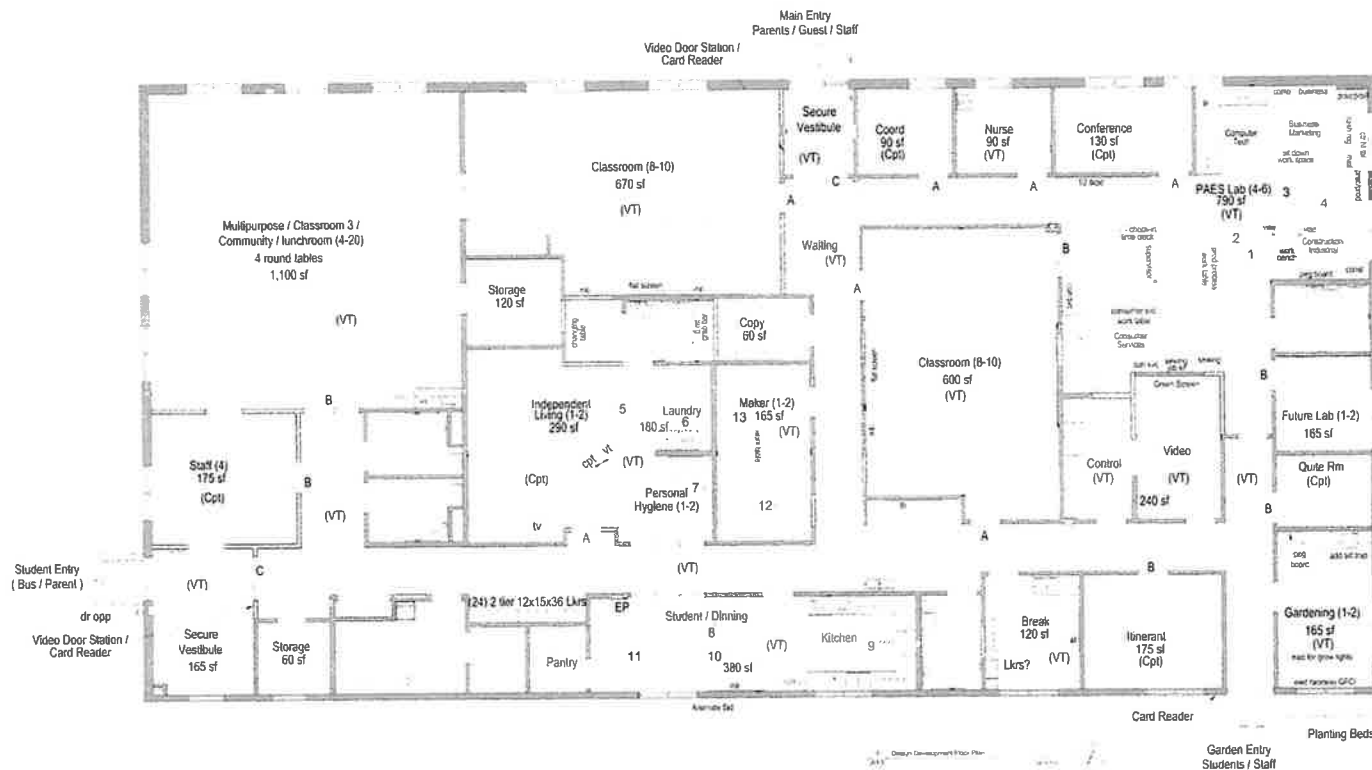
Doors:



Feb 8, 2021

CONCEPT – “HARBOR”

C.2d



FLOORS: Metro Flex 'Delux VT' 18" Sq (VT)
No wax stone pattern.
Carpet Tile (Cpt)

DOORS

A B C

EXG DOORS

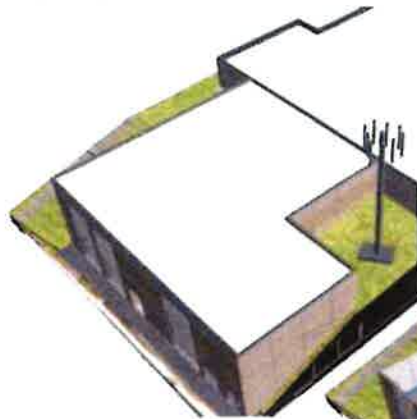
EXG A B

Feb 19, 2021



MINNETONKA
PUBLIC SCHOOLS

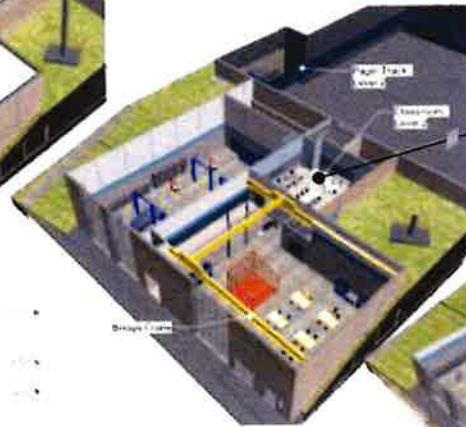
★ MHS – Momentum Skilled Trades Spaces – Opt 9a+



Classroom
at upper level



Building Section Through Automotive Bay



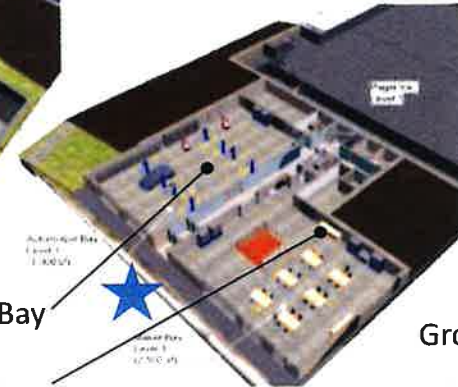
Building Section Through Maker Bay



Automotive Bay

Maker Bay

Ground level



A T S + R

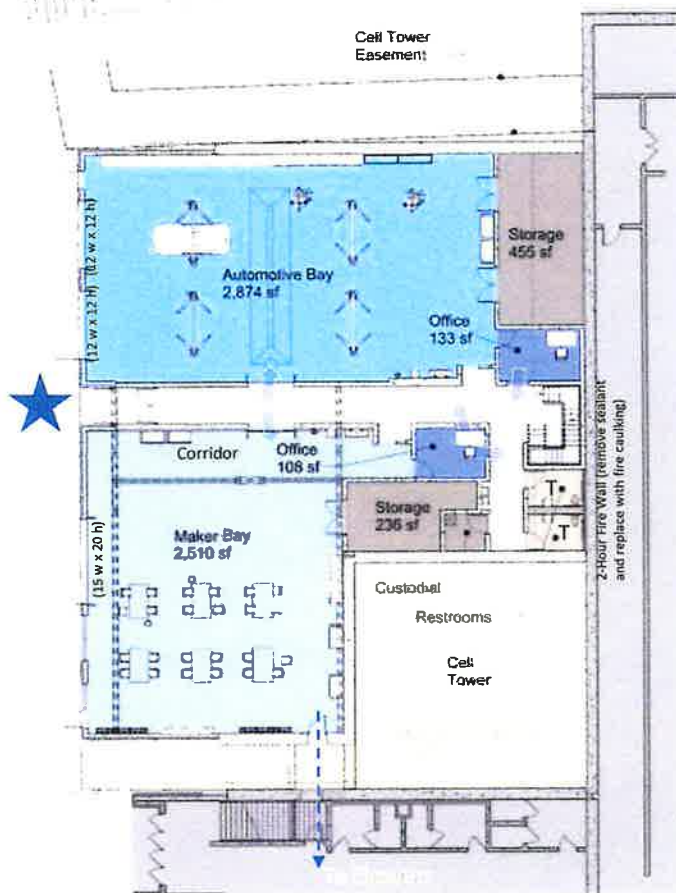
Target Completion: Dec 2021

March 3, 2021

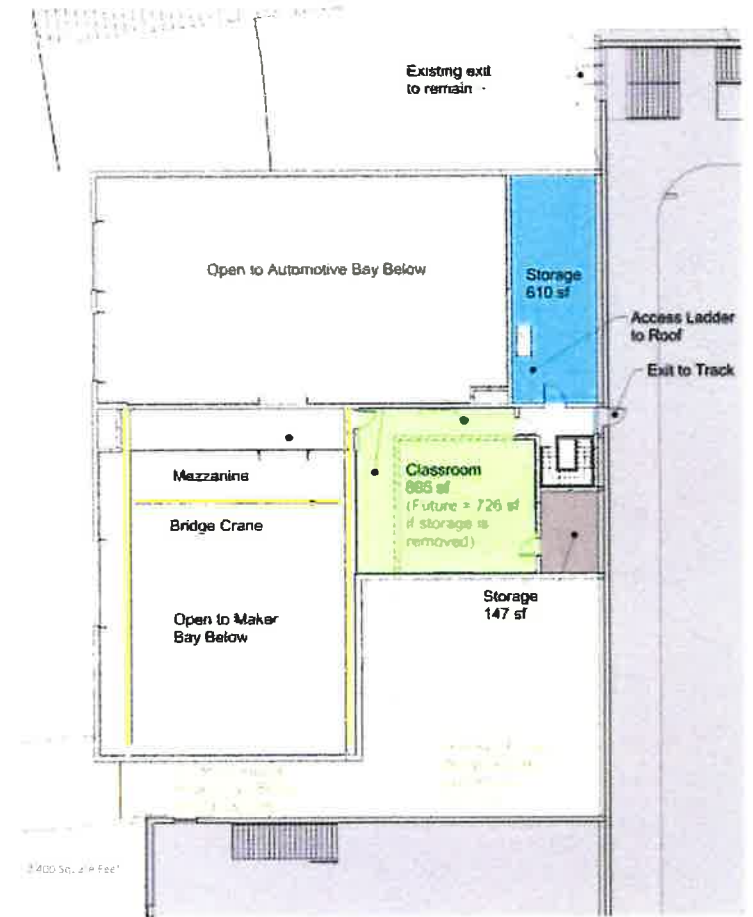


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★ MHS – Momentum Skilled Trades Spaces – Opt 9a+



Level 1 Floor Plan



Level 2 Floor Plan

A T S R

March 3, 2021



wall panels



vinyl base



restroom wall tile



restroom floor tile



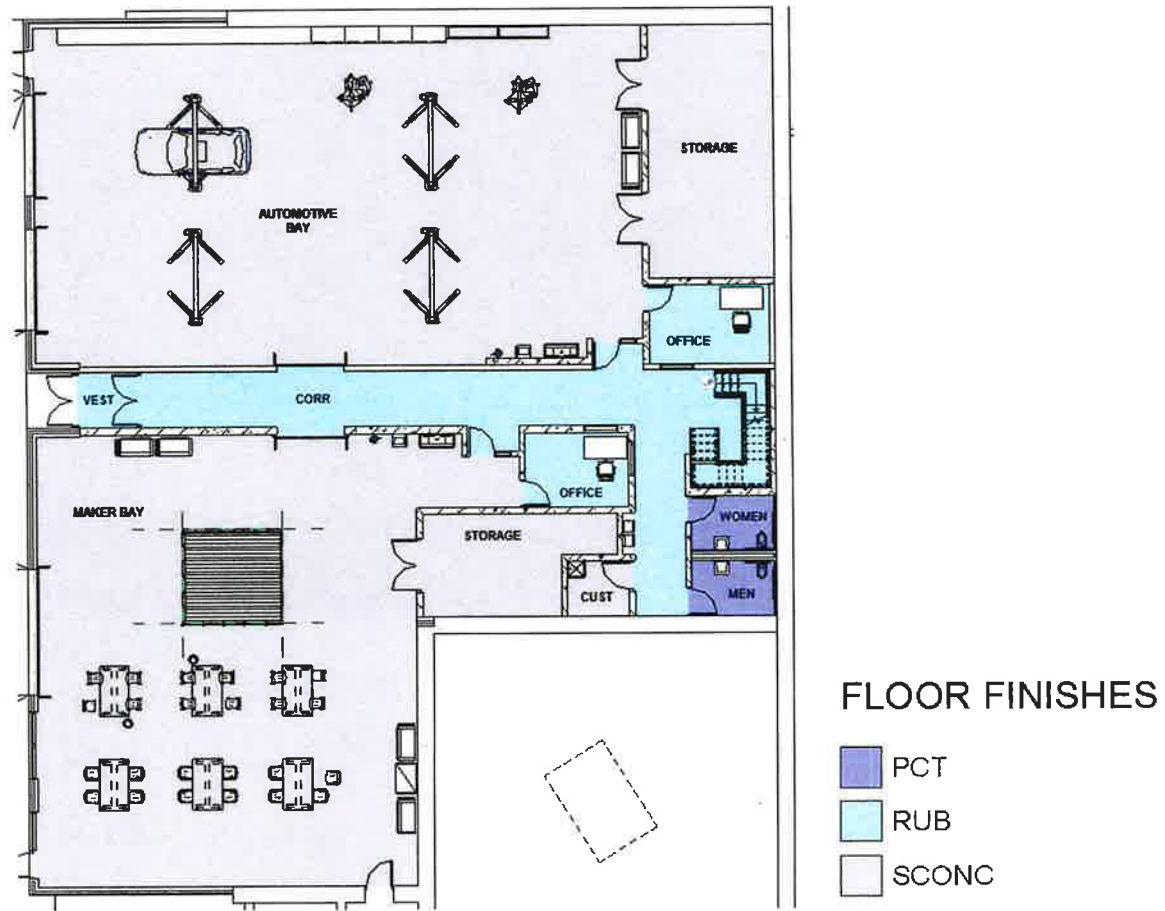
paint



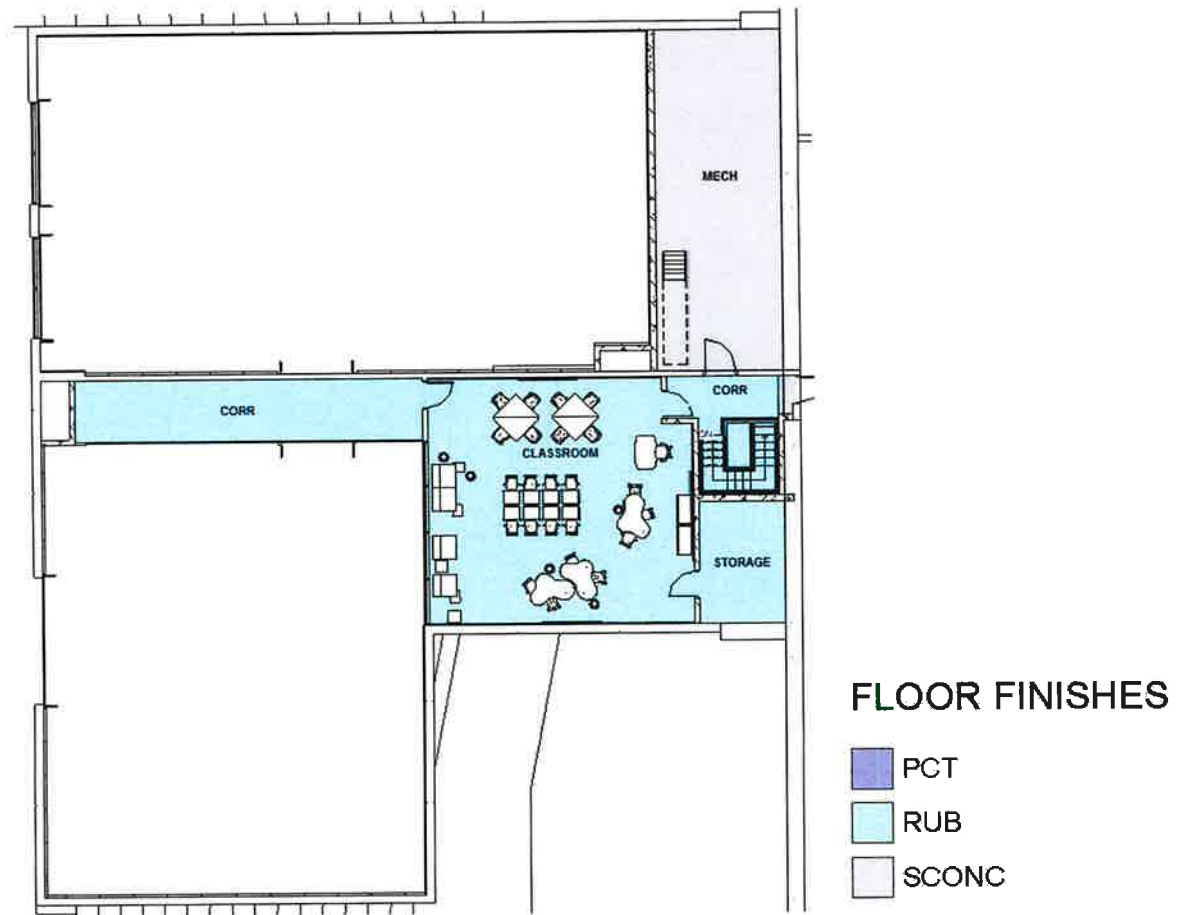
rubber



Overall Palette - interior



Level 1 — floor finishes



Level 2 — floor finishes



Entrance Corridor



Bay Entrances



Stair / Corridor



Automotive Bay

Bench System:

- Supports a full set of tools and additional storage plus potential for a large screen monitor for teaching in the center of the upper stainless portion.
- Two mobile mini tool boxes stored under the top to go mobile to the different lifts.
- One tall storage unit for an Oil King used oil unit.
- Suggest electronic locks on the tools plus there are many other accessories in addition to cater to their specific needs.

A T S R



Reference number : WS-SAA0-5AEC-5B32

Components

Products

- GT-5RDG76002S-055-L | Storage Cabinet
- GT-M096F1401S-000 | GT Workcenter, Middle (96W)
- GT-B096B04000A8S-055 | GT Workcenter, Under Worksurface (96W)
- RL-XKG76S004NS-055-R | R2V Vertical Storage System
- RC35-9630-000 | Stainless Steel Top

Accessories

- L50 | L50 Locking Mechanism
- RC52 | LCD Monitor Support
- RC53 | Keyboard and Mouse Support
- RD45 | LED Light
- RF70 | Handle Protector
- RG40 | PVC Drawer Liner





A T S R

Example Autom



Maker Bay



Maker Bay







Rubber Installation Examples



The Loft



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★ MHS – Momentum Skilled Trades Spaces

Schedule

Nov-Feb Design

Mar Bid

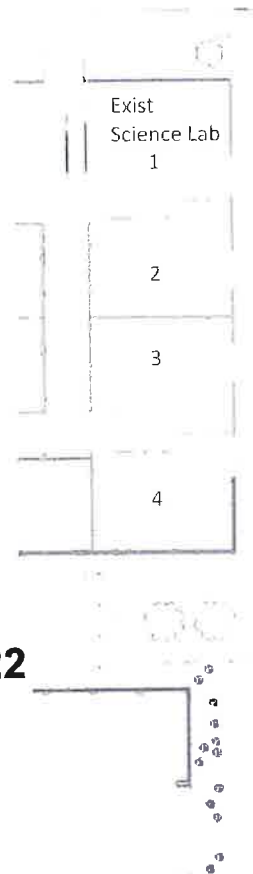
Apr Award

**Jun Begin Construction
(7 months)**

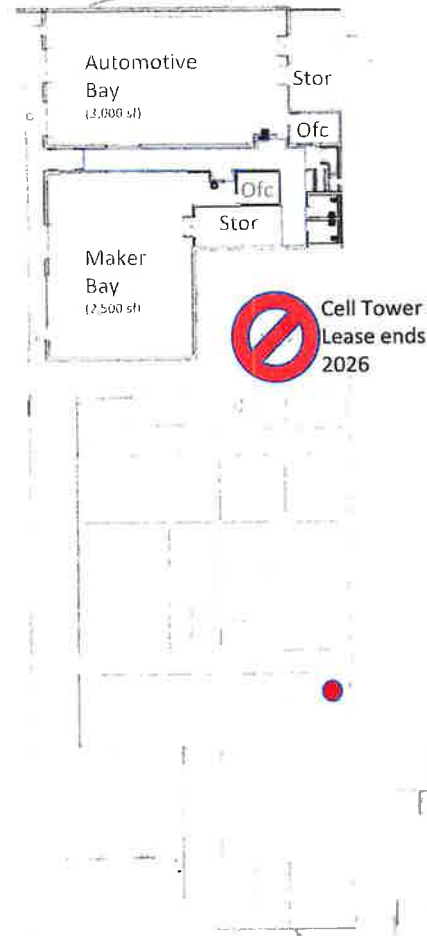
Dec Complete

Jan Available Sem 2, 2022

A T S R



Level 1



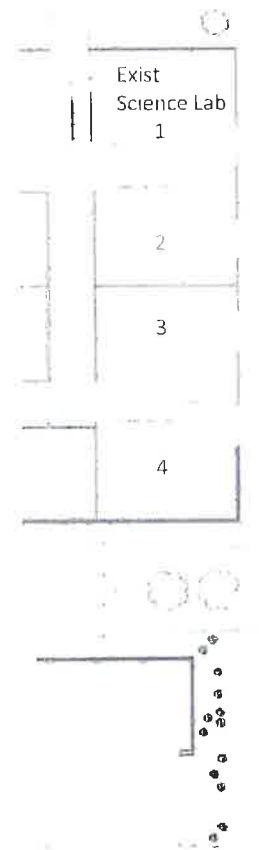
Dec 16, 2020



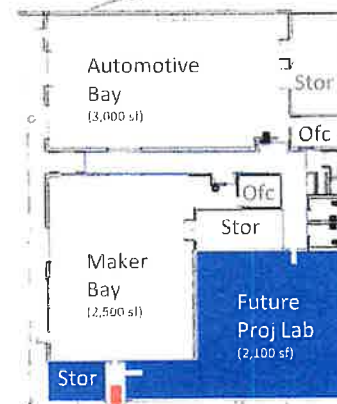
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★ MHS – Momentum Skilled Trades Spaces

FUTURE 2026



Level 1



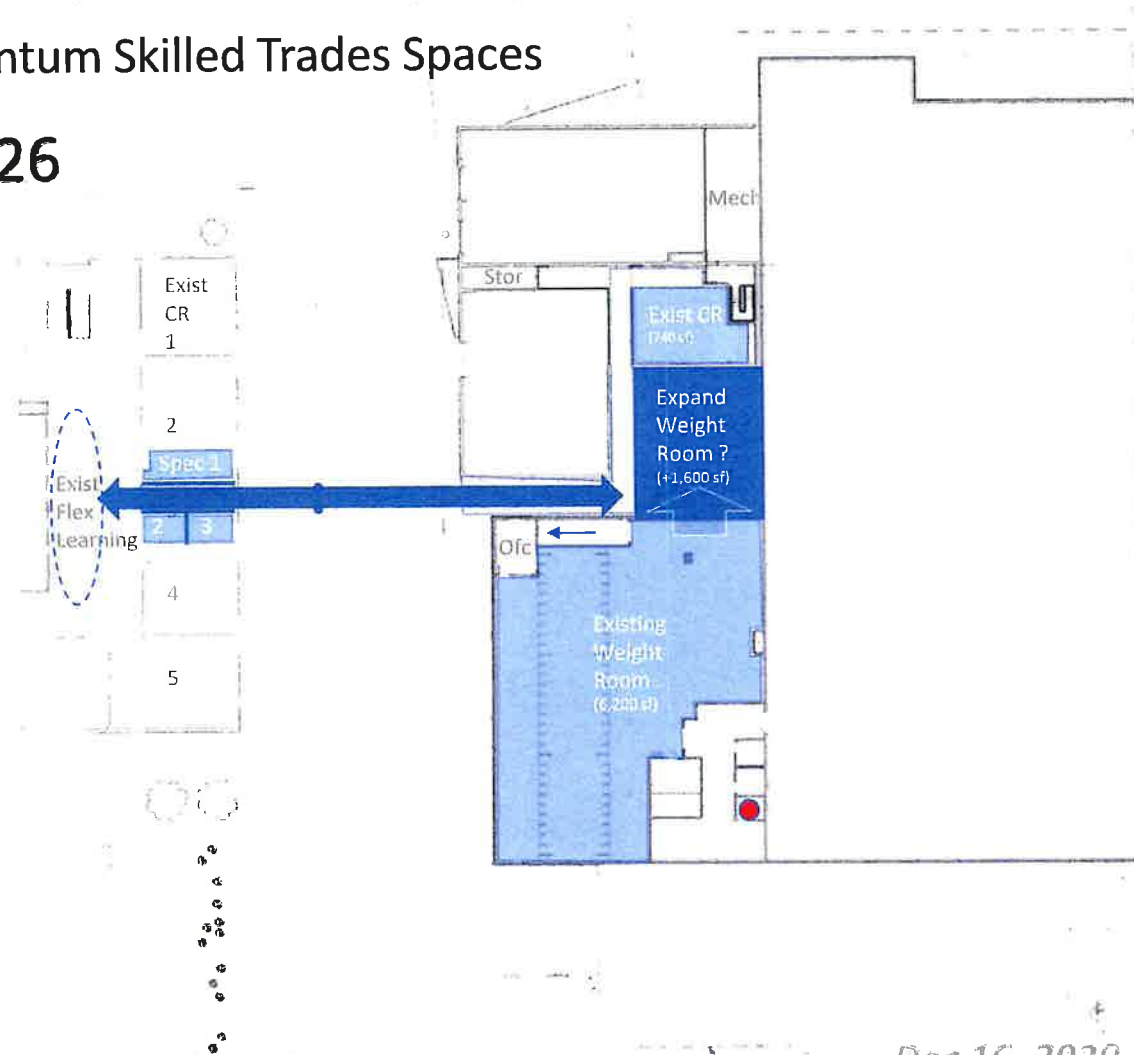
Dec 16, 2020

A T S + R



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★ MHS – Momentum Skilled Trades Spaces FUTURE 2026



A T S + R

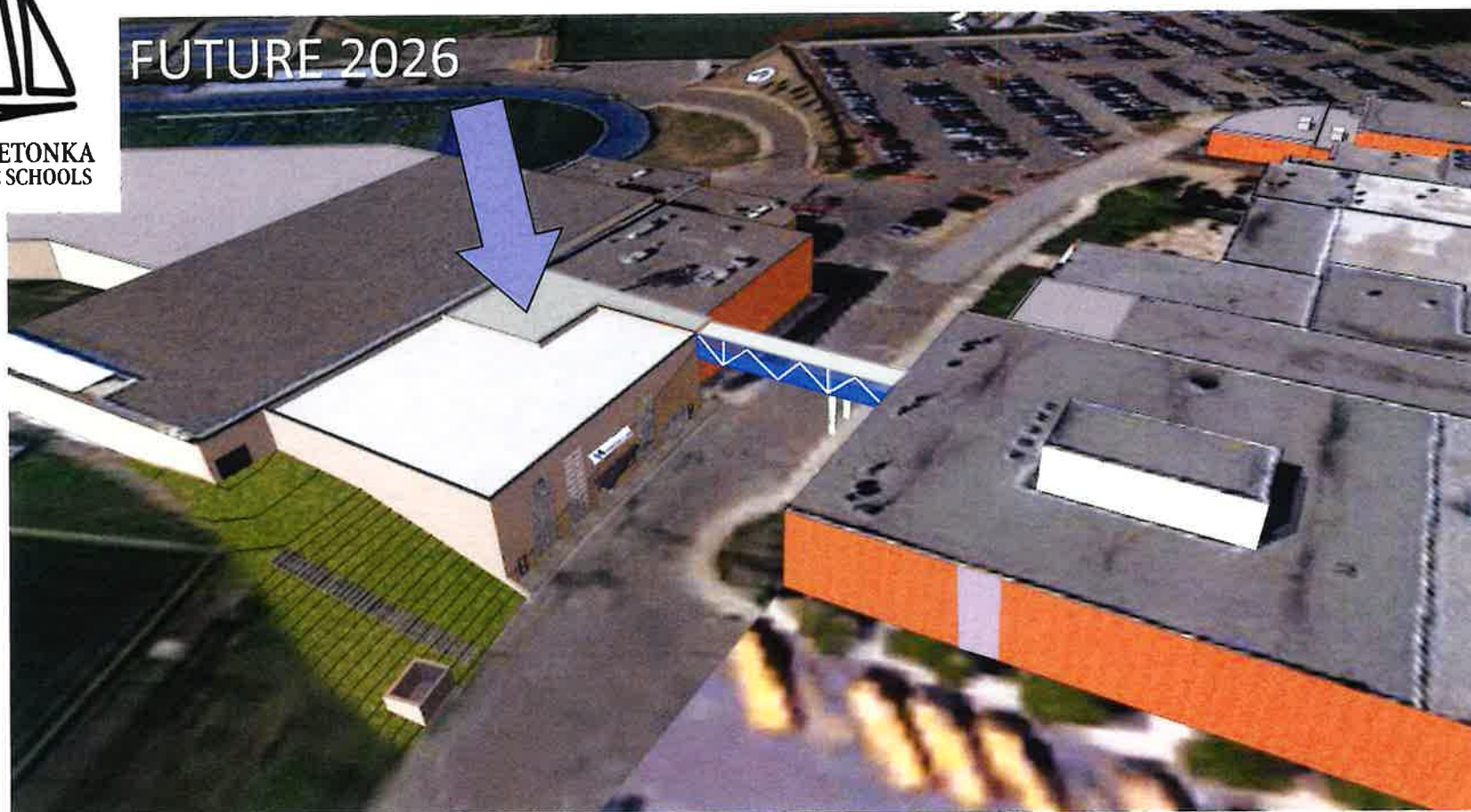
Level 2

Dec 16, 2020



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★ MHS – Momentum Skilled Trades Spaces



A T S + R

Dec 16, 2020



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Minnetonka High School

Momentum
Skilled Trades

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MINNETONKA DESIGN AND SKILLED TRADES

A T S + R



Vantage Building Design
Option – 1

View from highway 101



VANTAGE
MINNETONKA ADVANCED PROFESSIONAL STUDIES



A T S R
PLANNERS + ARCHITECTS + ENGINEERS



Vantage Building Design
Option – 2

View from highway 101



VANTAGE
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Vantage Building Design
Option - 1

View to Main Entry



VANTAGE
MINNETONKA ADVANCED PROFESSIONAL STUDIES



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PLANNERS + ARCHITECTS + ENGINEERS



Vantage Building Design
Option - 2

View to Main Entry

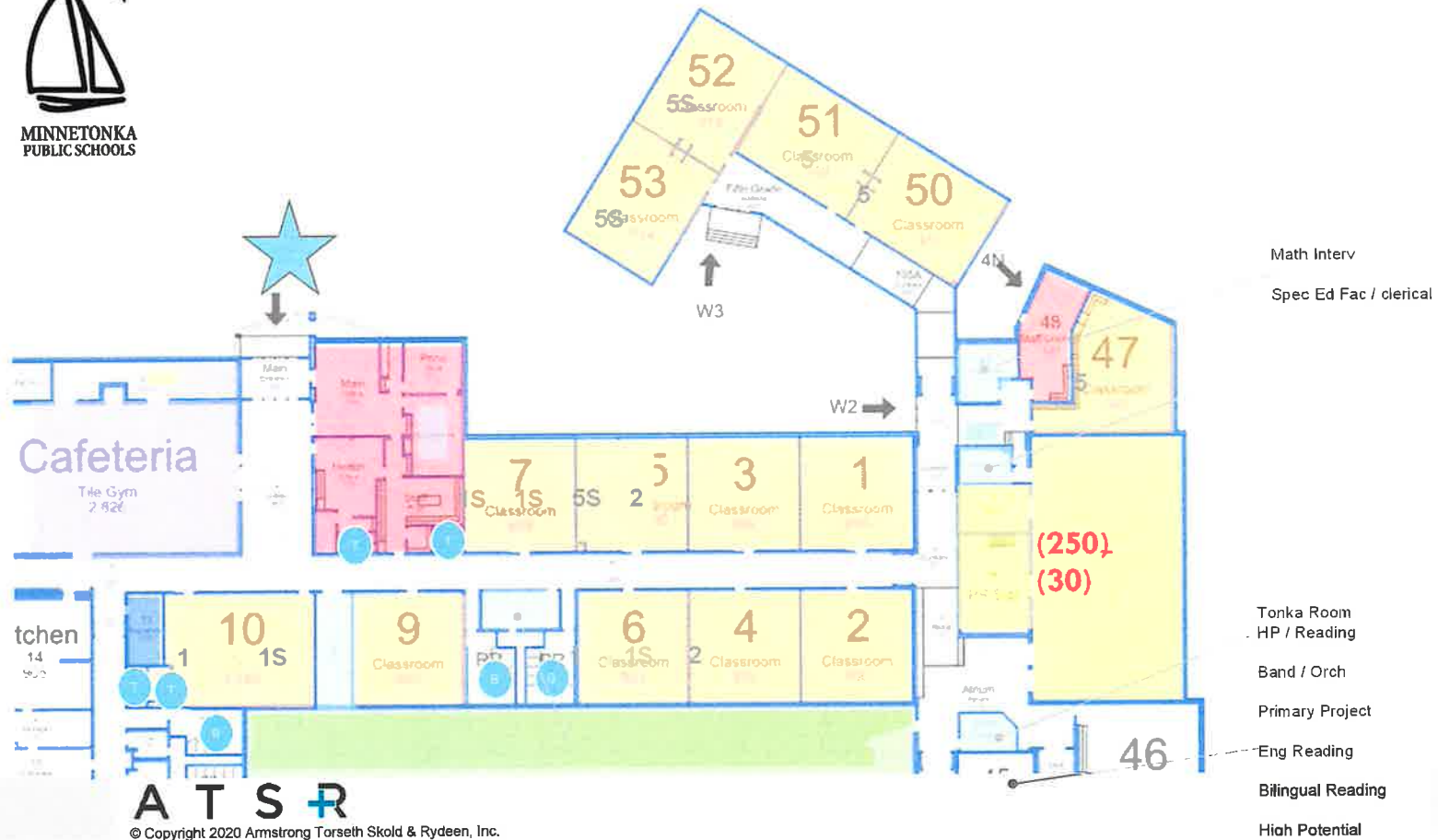


VANTAGE
MINNETONKA ADVANCED PROFESSIONAL STUDIES

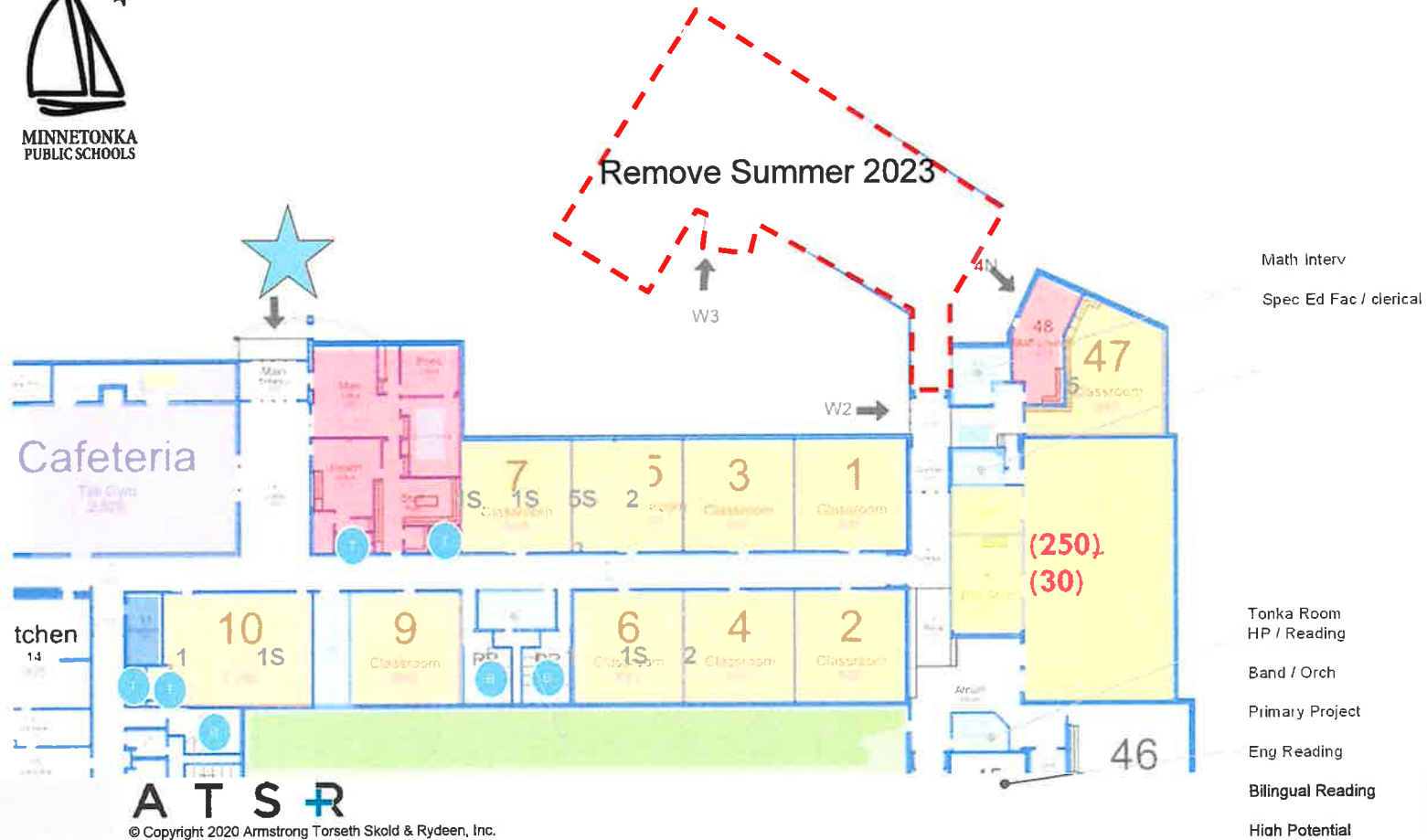


A T S R
PLANNERS + ARCHITECTS + ENGINEERS

Clear Springs Elem (K-5) – Current Portable CR



Clear Springs Elem (K-5) – Classroom Add. (4)



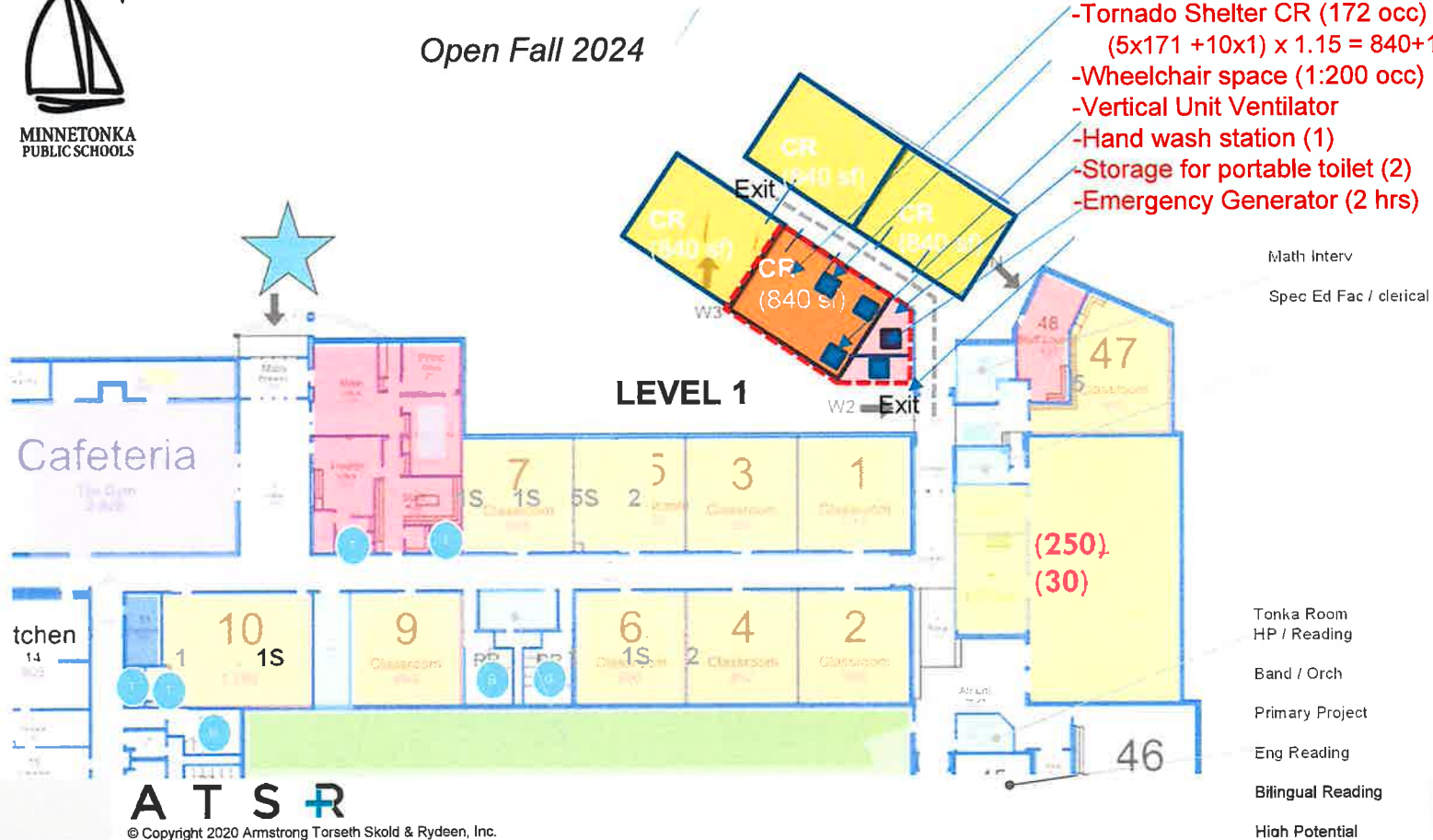
Clear Springs Elem (K-5) – Classroom Add. (4) 1 story



Open Fall 2024

IF: $840/20 = 42$ per CR.

- Tornado Shelter CR (172 occ)
($5 \times 171 + 10 \times 1$) $\times 1.15 = 840 + 155$ stor gsf)
- Wheelchair space (1:200 occ)
- Vertical Unit Ventilator
- Hand wash station (1)
- Storage for portable toilet (2)
- Emergency Generator (2 hrs)



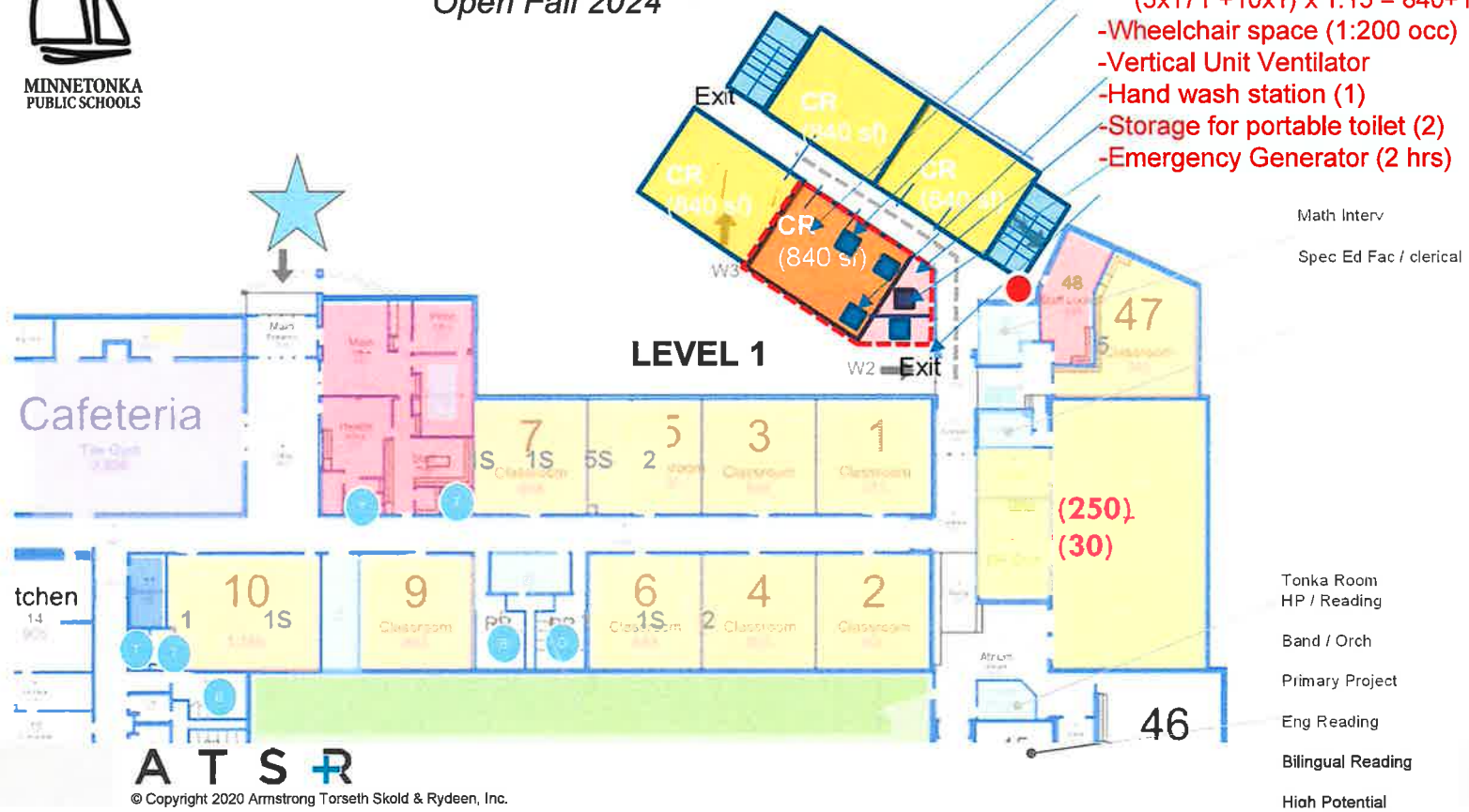
Clear Springs Elem (K-5) – Classroom Add. (4+4) 2 story



Open Fall 2024

IF: $840/20 = 42$ per CR.

- Tornado Shelter CR (172 occ)
 $(5 \times 171 + 10 \times 1) \times 1.15 = 840 + 155$ stor gsf)
- Wheelchair space (1:200 occ)
- Vertical Unit Ventilator
- Hand wash station (1)
- Storage for portable toilet (2)
- Emergency Generator (2 hrs)



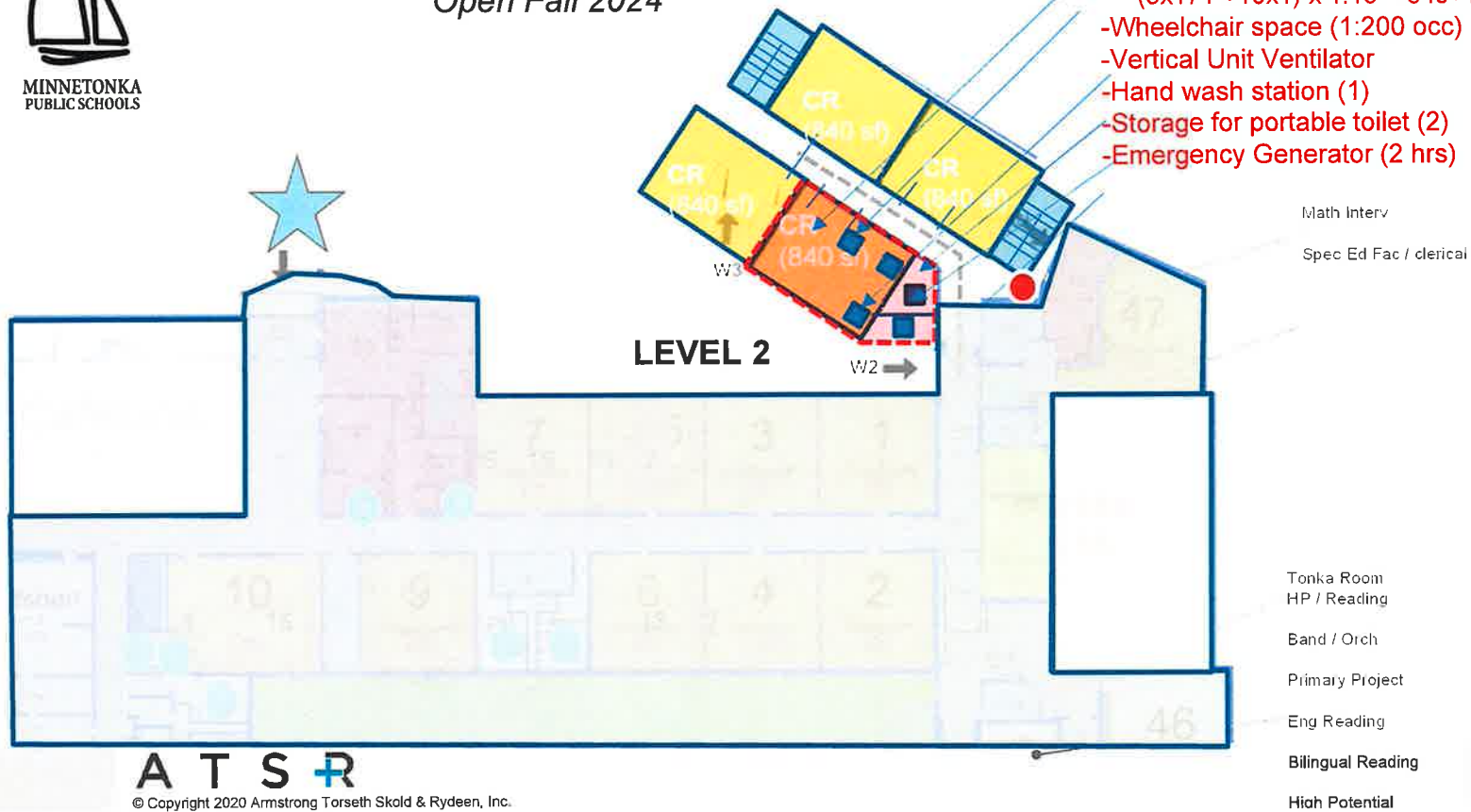
Clear Springs Elem (K-5) – Classroom Add. (4+4) 2 story



Open Fall 2024

IF: $840/20 = 42$ per CR.

- Tornado Shelter CR (172 occ)
($5 \times 171 + 10 \times 1$) $\times 1.15 = 840 + 155$ stor gsf)
- Wheelchair space (1:200 occ)
- Vertical Unit Ventilator
- Hand wash station (1)
- Storage for portable toilet (2)
- Emergency Generator (2 hrs)



A T S R

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

Chart 11

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

*Refunding is needed to increase payment capacity for Momentum Skilled Trades Tranche 1 and Tranche 2 - \$4.0 million needed in Summer 2021 FY22
**Refunding needed to increase payment capacity for \$2.7 mm bonding need in summer 2023 in FY24
***2023?? is \$1.5 million in new COP sale proceeds for an unspecified project(s) in Calendar 2023 in FY24

Fiscal Year	2012A* Call Date 02/01/22	2013D* Call Date 03/01/22	2014C* Call Date 02/01/22	2016H** Call Date 02/01/23	2016O** Call Date 02/01/24	2017A Call Date 07/01/26	2019A Call Date 02/01/25	2019E Call Date 10/01/26	2020B Call Date 02/01/26	2020I Call Date 02/01/26	2021D Call Date 07/01/28	2021E Call Date 07/01/28	2021H(2012A) At Call 02/01/29	2021I(2014C) At Call 02/01/29	2021J(2013D) At Call 03/01/29	2023??*** Call Date 02/01/33	Fiscal Year Lease Levy Total	Fiscal Year Lease Levy Limit 12,111.96	Amount Under(Over) Limit
FY22	235,837.50	81,072.50	335,600.00	188,650.00	115,750.00	208,812.50	561,862.50	292,125.00	374,023.00	120,462.22							2,514,195.22	2,567,735.52	53,540.30
FY23				190,500.00	112,950.00	211,337.50	562,862.50	292,400.00	381,517.00	87,050.00	81,070.10	174,352.87	135,365.70	203,418.28	54,274.44		2,487,098.39	2,567,735.52	80,637.13
FY24				192,200.00	115,150.00	208,787.50	563,462.50	291,700.00	378,667.00	84,550.00	81,971.00	174,061.75	133,607.00	202,905.00	52,300.00		2,479,361.75	2,567,735.52	88,373.77
FY25				187,600.00	112,150.00	210,712.50	563,662.50	290,000.00	380,742.00	82,050.00	79,806.00	174,600.50	135,107.00	205,655.00	51,050.00		2,473,135.50	2,567,735.52	94,600.02
FY26				188,000.00	113,400.00	212,012.50	563,462.50	293,000.00	377,642.00	79,550.00	82,532.75	174,931.75	136,357.00	202,155.00	54,800.00		2,477,843.50	2,567,735.52	89,892.02
FY27				188,200.00	114,400.00	208,212.50	562,862.50	290,700.00	374,340.50	72,550.00	80,151.25	175,055.50	137,357.00	201,405.00	53,300.00		2,458,534.25	2,567,735.52	109,201.27
FY28				188,200.00	116,850.00	209,312.50	531,862.50	293,100.00	380,837.50	75,750.00	77,769.75	174,971.75	133,107.00	200,405.00	51,800.00		2,433,966.00	2,567,735.52	133,769.52
FY29				188,000.00	114,150.00	210,212.50	564,750.00	290,200.00	376,877.50	73,750.00	80,280.00	174,680.50	133,857.00	204,155.00	55,300.00		2,466,212.50	2,567,735.52	101,523.02
FY30				187,600.00	116,450.00	210,912.50	564,750.00	292,000.00	377,835.00	76,750.00	78,519.00	175,943.50	136,157.00	201,050.00	53,900.00		2,471,867.00	2,567,735.52	95,868.52
FY31				192,000.00	113,600.00	211,412.50	564,000.00	293,400.00	378,585.00	74,550.00	77,559.00	173,783.50	133,307.00	202,945.00	52,500.00		2,467,642.00	2,567,735.52	100,093.52
FY32				187,350.00	115,750.00	211,712.50	562,500.00	289,500.00	378,685.00	72,900.00	81,492.25	176,438.00	135,457.00	199,725.00	51,100.00		2,462,609.75	2,567,735.52	105,125.77
FY33				187,700.00	112,750.00	211,812.50	565,250.00	291,475.00	378,645.00	76,250.00	80,322.25	173,918.00	137,457.00	201,505.00	54,700.00		2,471,784.75	2,567,735.52	95,950.77
FY34				187,895.00	114,750.00	211,062.50	562,000.00	294,275.00	378,465.00	74,450.00	79,087.25	176,209.25	134,611.50	202,633.50	53,100.00		2,468,539.00	2,567,735.52	99,196.52
FY35				187,935.00	116,600.00	209,437.50	563,000.00	290,600.00	563,145.00	72,650.00	77,793.75	178,273.00	136,766.00	203,628.50	51,500.00		2,651,328.75	2,567,735.52	(83,593.23)
FY36				187,490.00	113,300.00	207,562.50	563,000.00	290,400.00	747,505.00	71,450.00	81,392.00	175,160.50	133,785.00	204,490.00	54,900.00		2,830,435.00	2,567,735.52	(262,699.48)
FY37				191,880.00		210,312.50	562,000.00	291,150.00	769,680.00	75,250.00	79,879.50	176,857.75	135,804.00	200,218.00	53,550.00		2,746,581.75	2,567,735.52	(178,846.23)
FY38				185,940.00		212,562.50	565,000.00	292,900.00	775,615.00	73,650.00	78,301.50	178,313.00	137,687.50	200,754.00	52,200.00		2,752,923.50	2,567,735.52	(185,187.98)
FY39						209,231.25	566,750.00	294,350.00	820,775.00	72,650.00	81,615.00	174,593.00	134,291.50	201,150.50	50,850.00		2,606,256.25	2,567,735.52	(38,520.73)
FY40						210,306.25	562,250.00		1,203,920.00	71,187.50	79,818.75	175,700.25	135,895.50	201,407.50	54,500.00		2,694,985.75	2,567,735.52	(127,250.23)
FY41						210,856.25	561,750.00		743,400.00	74,725.00	77,973.75	176,579.00	137,358.00	201,525.00	53,000.00		2,237,167.00	2,567,735.52	330,568.52
FY42						210,881.25			1,176,480.00	73,150.00	81,020.00	177,231.25	133,679.00	201,359.00	51,500.00		2,105,300.50	2,567,735.52	462,435.02
FY43						210,381.25				71,575.00				201,049.50			483,005.75	2,567,735.52	2,084,729.77
FY44														200,596.50			200,596.50	2,567,735.52	2,367,139.02

- 2012A
- Middle Schools and Groveland Classrooms-Refunded
- 2013D
- Scenic Heights Music Room and Classrooms-Refunded
- 2014C
- All Day Kindergarten Classrooms-Refunded
- 2016H
- Minnewashta and Scenic Heights Classrooms - Refunded 2008C
- 2016O
- Highway Seven Education Center - Shifted From Operating Capital 20 Pay 21
- 2017A
- Groveland Gymnasium - Shifted From Operating Capital 20 Pay 21
- 2019A
- Elementary Classrooms and Clear Springs and Groveland Classrooms - Refunded 2009B, 2009E, 2011A
- 2019E
- MHS Student Union Classrooms - Refunded 2010B
- 2020B
- CSP-SCH Gymnasiums - Refunded 2018A, 2018C
- 2020I
- All Day Kindergarten Classrooms - Refunded 2014B
- 2021D
- Momentum Skilled Trades 1st Tranche
- 2021E
- Momentum Skilled Trades 2nd Tranche
- 2021H
- Middle Schools and Groveland Classrooms-Refunded 2012A
- 2021I
- All Day Kindergarten Classrooms - Refunded 2014C
- 2021J
- Scenic Heights Music Room and Classrooms- Refunded 2013D
- 2023??
- \$1.5 Million New Money for Potential Future Projects for September 2023 in FY24

Minnetonka Independent School Distirct 276
Long Range Operating Capital Plan
FY22 And Later AFTER Refunding 2013A, 2016F and 2016G at Call Date

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

\$512,000 in payments support approximately \$8.0 in COP bonds at current rates-issue 01/03/22

*Refunding needed to increase payment capacity

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

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

Fiscal Year	2016F* Call Date 02/01/23	2016G* Call Date 02/01/23	2016L Call Date 03/01/25	2016N* Call Date 02/01/24	2017C Call Date 02/01/25	2018B Call Date 08/01/25	2018D Call Date 01/01/25	2020D No Call Date	2021B Call Date 03/01/28	2021C Call Date 07/01/28	2021K(2016F) Refunding Dec 2021	2021L(2016G) Refunding Dec 2021	2022A** Call Date 02/01/29	Fiscal Year Operating Cap Total	Fiscal Year*** Operating Cap Target Limit	Amount Under(Over) Target Limit
FY22	338,950.00	69,840.00	152,175.00	85,700.00	164,250.00	72,706.26	91,925.00	172,757.78	40,665.68					1,188,969.72	1,500,000.00	311,030.28
FY23			148,775.00	88,700.00	166,700.00	76,206.26	90,325.00	174,500.00	152,433.76	137,964.75	224,773.96	48,472.44	228,480.27	1,537,331.44	1,500,000.00	(37,331.44)
FY24			150,375.00	85,950.00	174,000.00	74,606.26	93,625.00	174,000.00	151,773.76	139,444.50	219,687.50	48,930.00	211,992.00	1,524,384.02	1,500,000.00	(24,384.02)
FY25			156,775.00	88,200.00	170,000.00	73,006.26	91,712.50	173,300.00	151,113.76	141,044.50	224,687.50	47,930.00	511,992.00	1,829,761.52	1,820,000.00	(9,761.52)
FY26			151,775.00	85,200.00	166,000.00	76,306.26	89,800.00	172,400.00	150,453.76	137,444.50	224,187.50	51,930.00	511,992.00	1,817,489.02	1,820,000.00	2,510.98
FY27			151,775.00	87,200.00	167,000.00	74,675.01	93,000.00	171,300.00	154,793.76	138,844.50	223,437.50	50,680.00	511,242.00	1,823,947.77	1,820,000.00	(3,947.77)
FY28			152,575.00	85,250.00	167,800.00	73,212.51	91,000.00	170,000.00	153,471.26	140,044.50	222,437.50	49,430.00	509,742.00	1,814,962.77	1,820,000.00	5,037.23
FY29			153,175.00	83,300.00	163,400.00	76,668.76	94,000.00	173,400.00	152,148.76	141,044.50	221,187.50	48,180.00	512,492.00	1,818,996.52	1,820,000.00	1,003.48
FY30			153,575.00	86,350.00	164,000.00	74,950.01	91,800.00		150,826.26	136,844.50	224,687.50	51,930.00	509,242.00	1,644,205.27	1,820,000.00	175,794.73
FY31			153,775.00	89,250.00	164,400.00	73,137.51	89,600.00		153,957.50	139,744.50	221,523.50	50,910.00	508,314.00	1,644,612.01	1,820,000.00	175,387.99
FY32			153,775.00	87,000.00	164,600.00	76,234.38	92,400.00		152,007.50	138,061.50	223,191.50	49,890.00	511,961.50	1,649,121.38	1,820,000.00	170,878.62
FY33			153,575.00	89,750.00	164,600.00	74,240.63	89,700.00		155,057.50	141,268.50	219,595.50	48,870.00	510,049.00	1,646,706.13	1,820,000.00	173,293.87
FY34			153,175.00	87,350.00	164,400.00	72,246.88	92,000.00		152,557.50	139,290.50	220,869.00	52,850.00	507,649.00	1,642,387.88	1,820,000.00	177,612.12
FY35			148,835.00	84,950.00	164,000.00	74,750.00	89,075.00		155,057.50	137,209.00	221,894.00	51,660.00	509,832.50	1,637,263.00	1,820,000.00	182,737.00
FY36			149,495.00	87,550.00	163,400.00	71,750.00	91,150.00		152,457.50	140,024.00	222,678.00	50,470.00	511,449.50	1,640,424.00	1,820,000.00	179,576.00
FY37					167,600.00	73,625.00	93,000.00		154,857.50	137,636.00	223,214.00	49,280.00	512,482.00	1,411,694.50	1,820,000.00	408,305.50
FY38					166,400.00	75,250.00	89,625.00		151,685.00	140,140.00	223,511.50	48,090.00	507,955.50	1,402,657.00	1,820,000.00	417,343.00
FY39						71,750.00	91,250.00		153,512.50	137,427.50	223,564.50	51,900.00	508,011.50	1,237,416.00	1,820,000.00	582,584.00
FY40							92,650.00		150,222.50	139,602.50	223,384.50	50,540.00	507,526.50	1,163,926.00	1,820,000.00	656,074.00
FY41							88,825.00		151,932.50	136,547.50	222,966.50	49,180.00	509,895.00	1,159,346.50	1,820,000.00	660,653.50
FY42									153,525.00	138,388.50	222,305.50	52,820.00	507,721.50	1,074,760.50	1,820,000.00	745,239.50
FY43											221,396.50	51,290.00		272,686.50	1,820,000.00	1,547,313.50
FY44											220,234.50	49,760.00		269,994.50	1,820,000.00	1,550,005.50
FY45											223,864.50	48,230.00		272,094.50	1,820,000.00	1,547,905.50
FY46											222,030.50	51,700.00		273,730.50	1,820,000.00	1,546,269.50

2016F	MHS Science Research-Refunded
2016G	MHS NE-NW Parking Lots-Refunded
2016L	Pagel Center
2016N	Groveland Parking Lots
2016O	TSP Building-Moved to Lease Levy Funding FY22
2017C	Secure Entries
2018B	Minnewashta Parking Lot
2018D	Clear Springs-Excelsior Parking Lots
2020D	Kolstad Property Acquisition
2021B	Excelsior Multipurpose Room Refunding 2013A
2021C	Shorewood Building Purchase and Conversion
2021K	MHS Science Research-Refunded 2016F
2021L	MHS NE-NW Parking Lots-Refunded 2016G
2022A	Vantage Kolstad Site New Construction

**Goal 3 Report
Tomorrow's Workforce
March 18, 2021**

EXECUTIVE SUMMARY:

The mission of the Minnetonka School District is to “ensure all students envision and pursue their highest aspirations while serving the greater good.” The district is committed to providing a comprehensive instructional program that prepares students for the future by providing curriculum that meets the needs of tomorrow’s workforce in support of School Board Goal 3:

Create and publish a five-year Strategic Plan for the district with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap. Update will be presented for review by April 2021 including new learnings.

Key components should include:

- Space and capacity plans for students, classrooms and non-instructional spaces
- Facility upkeep and maintenance plans for education and non-instructional spaces
- Technology plan for fixed assets (infrastructure) and variable (students, staff, vendors) needs and expenses
- Curriculum that is demonstrably meeting the needs of tomorrow’s workforce
- District budget that considers the effects of enrollment trends, facility needs and provides options that deal with fluctuations of state/local funding and enrollment.

Minnetonka Schools has introduced, expanded, and revised programs and resources to ensure that they are meeting the needs of tomorrow’s workforce. The District’s instructional programs, its Teaching and Learning Framework, its robust innovation process, its expansion of personalized pathways, and its continuous improvement process all work to ensure that students are prepared for the future. A comprehensive analysis and report outlining this was presented to the Board on May 21, 2020.

Minnetonka Schools continues to evaluate and expand curriculum and programming to prepare tomorrow’s workforce. This report serves as an update on how the district is moving forward to further meet this goal during the 2020-21 school year.

UPDATES: ACADEMIC STANDARDS AND CONTINUOUS IMPROVEMENT

Updated Curriculum Review Process

The District employs a broad continuous improvement process that includes curriculum writing, curriculum review, and ongoing unit development in order to maintain, enhance, and build upon existing programs. Minnetonka program leads and department chairs, under the direction of building and district leadership, evaluate programmatic needs each year, implementing new standards, curriculum and instructional resources. During the

previous three years, the curriculum review process was placed on hold to facilitate unit plan development and the implementation of the Teaching and Learning Framework.

The Curriculum Review Process is reviewed regularly to ensure that it incorporates and advances district goals. As described in School Board Policy 603, “The goal of the instructional review and improvement process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula, and materials.” Content areas and programs undergo comprehensive evaluations using this process. During the 2020-21 school year, this process was evaluated and updated, with specific consideration of Board Goal 2.

Articulation of Courses and Programs

This year, several new courses were proposed to further advance career and college readiness opportunities for students. For the 2021-22 school year, Family and Consumer Science options will expand to include a new discipline, Exploring the Teaching Profession; science options will include calculus-based AP Physics C: Mechanics and the Tonka Online Fundamentals of Neuroscience courses; the MOMENTUM pathway will include Advanced Automotive I; and VANTAGE will include a new Public Policy strand. The comprehensive description of new courses was approved by the School Board. Course development has begun and will continue throughout the summer.

Technology Education (MOMENTUM)

During the 2020-21 school year the Momentum program was introduced, as an expansion of technology education and as a pathway for students to explore the skilled trades. Planned growth for this program has continued with introduction of additional courses and a plan for dedicated space through an addition to MHS.

Tonka Online Expansion and Proposed Tonka K-8 e-Learning Academy

Tonka online is a supplemental online learning program approved by the Minnesota Department of Education in 2016 to provide additional opportunities for students in seventh through twelfth grade. Tonka Online offers more than 50 courses, all of which offer students Minnetonka District high quality curriculum. Through this program, students engage in interesting and rigorous coursework, add flexibility to their schedule and gain experience with online classes in a supportive environment.

For the 2021-22 school year, an e-Learning program option is being proposed to offer students in kindergarten through twelfth grade a full-time online learning experience. An expansion application for a comprehensive K-12 online learning program has been completed and submitted to the Minnesota Department of Education for approval. Once approved, this will allow for the addition of a K-8 opportunity as well as expansion of the current 9-12 program.

VANTAGE

The VANTAGE program is preparing to implement a new full-year strand called Public Policy. This strand will include a College in the Schools course titled American Democracy in a Changing World, as well as the existing AP Seminar course.

CCR DATA INDICATORS

MTSS Review

The District is partnering with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota to collect information on our district's implementation of a Multi-Tiered System of Support (MTSS) framework, often referred to in Minnetonka as Response to Intervention (RTI). The results of this comprehensive evaluation will assist the district to prioritize, plan, and implement the framework with fidelity to ensure we are meeting student needs and improving student outcomes. The implementation review will be conducted under the framework of a continuous improvement process to create a roadmap. Rather than imposing judgments as to whether practices are "good or bad," the goal is to provide information that will help facilitate our district's efforts to move to the next level of performance.

This review, completed during the 2020-21 school year, will provide information on implementation for each building with information also summarized by elementary, secondary, and at the district level. Following the review, CAREI will facilitate the development of a multi-year implementation plan at the district level. During the 2021-22 school year CAREI will offer a coaching and technical assistance component which will focus on helping the district ensure the MTSS framework is being implemented with fidelity.

ATTACHMENTS:

- Board Report: Updated Curriculum Review Process (December 17, 2020)
- Board Report: Approval of New Course Proposals, Changes and Deletions (December 3, 2020)
- Board Report: Momentum Report (January 7, 2021)
- CAREI Proposal: A Proposal to Evaluate the Implementation of the Multi-Tiered System of Support (MTSS) Framework for Minnetonka Public Schools

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

Study Session Agenda Item #4

Title: Update on Curriculum Review Process

Date: December 17, 2020

EXECUTIVE SUMMARY:

Minnetonka Public Schools maintains a robust curriculum review process. As described in School Board Policy #603, “The goal of the instructional review and improvement process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula, and materials.” Content areas and programs undergo comprehensive reviews as part of the District’s continuous improvement process; the process itself is reviewed regularly to ensure that it meets District goals. School Board Goal 2 calls for the District to “evaluate the curriculum review process/Policy #606 to ensure it embraces diversity, equity, inclusion and excellence.” The purpose of this report is to provide an update regarding the curriculum review process.

CURRICULUM REVIEW PROCESS

The curriculum review process supports School Board policies and goals and meets local, state and national standards. The process is informed by the Understanding by Design (UbD) model, using a three-stage design method to create a cohesive, rigorous plan for curriculum, assessment, and instruction:

- 1. Identify Desired Results:** During the first stage of this process, teachers review content standards, course or program objectives, and learning outcomes, and ultimately identify relevant goals, understandings and essential questions. This provides a clear picture of what students should know and be able to do.
- 2. Determine Acceptable Evidence:** During the second stage, teachers develop assessments and performance tasks. This includes formative, as well as summative assessments.
- 3. Plan the Learning Experience:** During the third stage, teachers determine effective instructional methods, design a sequence of lessons and select materials that support the learning goals.

The entire curriculum review process spans approximately six years and consists of four phases. Each of these phases have been evaluated and revised to reflect District priorities. The process is described on these pages.

Phase 1: Needs Assessment

Step A: Review the current program, analyzing all available data and unit plans.

- Identify current essential learnings, formative and summative assessments, instructional practices and resources, including instructional technology tools.
- Analyze assessment data, standardized and District.
- **Gather feedback from stakeholders.**

Step B: Research literature on best practices and standards.

- Identify evidence-based best practices in the discipline, **ensuring excellence for all students.**
- Analyze state and national academic standards, including recommended practices.

Step C: Begin developing and prioritizing recommendations for program improvement.

Phase 2: Recommendations

Step D: Determine the program design.

- Identify or revise essential learnings (*UBD Stage 1*). Minnetonka essential learnings must address:
 - State and/or national academic standards
 - Local, state, and/or national career and college readiness standards that **ensure students successfully function in and contribute as citizens to their local and global communities.** These are informed by:
 - Minnesota Career and College Readiness Guide
 - State and National Standards Guidance
 - Industry Trends
(*The Future of Work in America: People and Places, Today and Tomorrow*, McKinsey Global Institute)
- Develop or revise assessments aligned to Essential Learnings (*UBD Stage 2*).
 - Formative Assessment Elements:
 - Assessment for Learning
 - Teacher-directed
 - Immediate evidence
 - Students check their understanding
 - Provides descriptive feedback
 - Purpose is improvement

- Provides opportunity for teachers to modify instruction
- Summative Assessment Elements:
 - Assessment of Learning
 - Common assessments measuring Essential Learnings
 - Comprehensive in nature
 - Used to identify instructional areas that need additional attention
 - Used to determine if students have mastered specific skills and content
 - Occurs at the end of academic practice, unit, quarter, semester, or year
- Design the learning experience (*UBD Stage 3*). Identify and implement high quality core instructional practices, reflective of the Teaching and Learning Instructional Framework, that promote:
 - Evidenced-based, best practices for the content area
 - Literacy for the content area
 - **Meeting the diverse needs of each student in the pursuit of their highest academic and personal achievement**
 - High levels of student engagement
 - Opportunities for experiential learning
 - Opportunities for inquiry-based learning
- Select proposed core instructional materials, including instructional technology tools and resources, and plan for implementation. Materials must meet the criteria outlined in School Board Policy #606.
 - A. Be appropriate for the age, social development, and maturity of the users. There should be specific designation of the grade levels and courses for which materials have been approved.
 - B. Meet the interests, abilities, learning styles, and differentiated needs of the users.
 - C. **Consider the needs of the diversity of ethnic, political, cultural, and religious values held by the Minnetonka community and the pluralistic society at large. Materials should be inclusive of diverse cultures and reflect the students we serve.**
 - D. Support areas of lifetime success, such as academics, character, physical and mental health, leadership, and service.
 - E. **Recognize various points-of-view, including those considered by some to be controversial.**
 - F. Foster information literacy and enhance student learning through technology.
 - G. Illustrate the contributions made by various groups to our national heritage and the world.
 - H. Stimulate growth in factual knowledge and critical thinking.
 - I. Recognize reading and writing as a foundation in all content areas.
 - J. Provide support for meaningful assessment and progress measures.
 - K. Strive to be **free from bias**, errors, and omissions.

Phase 3: Implementation

- Implement recommendations for program improvement.
- **Identify and provide strategic professional learning for implementation of curriculum using identified practices.**
- Begin collecting and monitoring implementation data.

Phase 4: Refinement and Continuous Improvement

- Based on results from ongoing data analysis and **feedback from stakeholders**, make adjustments and revisions to the implementation plan.
- Analyze implementation data and prepare for Phase 1 of the review.

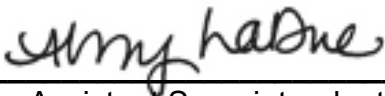
ATTACHMENTS:

- *Attachment A: Curriculum Review Process and Schedule Cover Sheet*
- *Attachment B: Minnesota's Vision of Career and College Readiness*
- *Attachment C: Minnesota Academic Standards: Career and College Readiness*

RECOMMENDATION/FUTURE DIRECTION:

The information in this report is presented for School Board review.


Submitted by: _____


Amy LaDue, Assistant Superintendent for Instruction

Submitted by: _____


Steve Urbanski, Director of Curriculum

Concurrence: _____


Dennis Peterson, Superintendent

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

Board Agenda Item IX.

Title: Approval of New Course Proposals, Changes and Deletions December 3, 2020

OVERVIEW

This report includes new course proposals and course revisions for the 2021-22 school year. All new course proposals have been reviewed by department chairs, building administration, district administration, and the 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 2021-22 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

DEPARTMENT PROPOSALS

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

Course Title	Grade(s)
Advanced Automotive I	11-12
AP Physics C: Mechanics	12
Exploring the Teaching Profession I	11-12

TONKA ONLINE PROPOSALS

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

Course Title	Grade(s)
TO Fundamentals of Neuroscience (Structure, Function, Cognition, Memory, and Learning)	9-12
TO Graphic Arts	9-12
TO Spanish V	9-12
TO Video Game Design (Level I)	9-12
TO Web Development	9-12
TO Yoga	9-12

VANTAGE PROPOSALS

The VANTAGE program is proposing a new full-year strand called Public Policy, which will include a College in the Schools course titled American Democracy in a Changing World, as well as the existing AP Seminar course. The full proposal is included as **Attachment C**.

COURSE REMOVAL LIST

Over the past three years, the following courses have not reached minimum student enrollment and will not be included in the 2021-22 *Skipper Log*. Building and District administration will continue to monitor courses that have not run for subsequent years.

Course Title	Department
Changemakers Design Studio	Innovation
Chinese V S1	World Languages
Chinese V S2	World Languages
Introduction to Hispanic Linguistics and Culture, Spanish Immersion	World Languages/ Immersion
Accelerated Spanish Levels 1 & 2 S1	World Languages
Accelerated Spanish Levels 1 & 2 S2	World Languages
Spanish IV, Honors	World Languages

COURSE TITLE CHANGES

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

Proposed Title	Current Title
Apparel Construction I & II	Sewing I & II

ATTACHMENTS:

Attachment A: Department Proposals

Attachment B: Tonka Online

Attachment C: VANTAGE Proposals

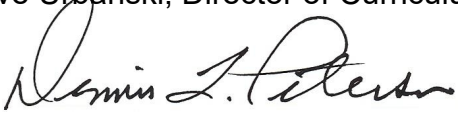
RECOMMENDATION/FUTURE DIRECTION:

These course proposals are submitted for School Board approval.

Submitted by: _____


Steve Urbanski, Director of Curriculum

Concurrence: _____


Dennis Peterson, Superintendent



Course Title: Advanced Automotive I

Submitted by Ann Hanstad and Mitch Burfeind
Department: Technical Education

Description of the Proposal:

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

Advanced Automotive, Grades 11-12, Full Year

2) How did this proposal originate?

Administration, parents/students, department members

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

The 19-20 school year provided MHS with an opportunity to begin a review and rebrand of the trades program. One vital component of this research was student feedback through focus groups. Key themes from the focus group included:

- Primary appeal to students is being hands-on and not having to be in a desk for a majority of the class period
- Common favorite current course is Power & Energy, based on the opportunity to work with engines
- Consistent preference to add an automotive course as the biggest current course need in the tech ed department

Based on current enrollment in Power and Energy courses, student feedback from 19-20 research and continued inquiry by students we would anticipate the ability to run this proposed course with the desire to continue to add new courses to the Automotive pathway in the 22-23 school year. In addition, we have 9 students enrolled in Southwest Metro's auto program as there is not a current course match available at MHS.

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

As we are committed to growing our opportunities for the Momentum program, student feedback continues to communicate a high level of interest and desire to grow offerings in the automotive strand. While our current Power and Energy courses provide a strong foundation for small engine work, an Advanced Automotive course would be designed to provide access for students that seek a more advanced learning opportunities in automotive technology concepts. A key component of the experience would be hands-on lab experience around diagnostic techniques and service.

Areas of study would include:

- Suspension and Steering
- Brakes
- Electronics
- Engine Performance

In Minnetonka's continued pursuit of providing pathways and partnerships with post-secondary institutions, the automotive strand (this course and future courses) would provide a platform for partnering with outside institutions to provide students with opportunities to earn certifications, accreditations, and credits toward their post-secondary aspirations. MHS currently does not offer courses past small engines and as a result, students with that area of interest pursue study off campus at Southwest Metro.

Analysis of the Proposal:

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

The Mission of the Minnetonka School District centers on creating opportunities for each student to identify their passion while providing the support, experience, and tools to grow as individuals and as a school community. The School Board continues to invest in students' sense of belonging, feeling connected and accepted in the learning environment. In addition, there is a Board commitment to creating curricula experiences that prepare Skipper students for "tomorrow's workforce."

The Momentum program provides opportunities for students to engage in hands-on learning experiences, invest in new passions, and build key skills in the area of the trades. This proposal is a continuation of the work to grow the course opportunities in the Momentum Program. The Advanced Automotive course would provide authentic VANTAGE - style learning and experiential opportunities (authentic tasks/projects, expert speakers and visits, site visits).

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

This course would provide students with an opportunity to earn 1.0 elective credit.

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

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

The approval of this course would require a commitment to invest in new space to support programming and automotive course offerings.

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

Initial exploration would recommend that this course be offered in the morning. This would provide ongoing flexibility should we need to seek creative pathways for staffing.

c) Personnel: What staff will be necessary?

CTE licensure certification in Transportation Careers

- 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 addition of this course will require an investment in space, curriculum writing time, supplies, and tools to ensure a successful student experience.

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 would create a pathway in automotive and vehicle services. It would strengthen Momentum's class offerings, add rigor to the program and provide a potential pathway for accreditation and/or post-secondary education credits.

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

This would add an advanced class that we would work to get articulation agreements with local colleges for students to earn college credit in our 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?**

Approval of this course would provide an opportunity to revisit the scope and sequence of the current automotive/engine pathway.

New Course Proposal



Course Title: AP Physics C: Mechanics

Submitted by: Joe Cossette

Department: Science

Description of the Proposal:

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

AP Physics C: Mechanics, primarily 12th Grade but open to other students as long as they have had or are currently taking calculus, Full-year

2) How did this proposal originate?

Curriculum review, parents/students, department members

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

We are currently offering AP Physics 1 for seniors looking to take a mechanics-focused AP Physics course their senior year. We have found that the large majority of the students in this algebra-based class have enough calculus knowledge that they would be able to take the calculus-based offering instead. In this proposal, we would anticipate the same number of sections (~3) as we have had in the AP Physics 1 senior course the past few years.

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

The calculus-based option fits the needs of our school in a few different ways:

- Students that are planning to go into physics or engineering in college will be better prepared by the calculus-based course.
- Seniors taking AP Physics have typically taken or are concurrently taking calculus so the math would be familiar to them.
- Provides a clearer distinction between the different levels of physics courses that we offer. IB Physics will be the advanced level algebra-based course and AP Physics will be the advanced calculus-based course.

Analysis of the Proposal:

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

Provides an opportunity for students to achieve at a high level and be exposed to college level calculus-based physics in high school without requiring an accelerated pathway.

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

This course would satisfy the physics standards and serve as a science/physics credit for the state.

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

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

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

Personnel: What staff will be necessary?

As this course would take the place of the algebra-based AP Physics 1 offering for seniors, we expect it to require approximately the same space/time/personnel resources as the current arrangement.

b) 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 will likely need to purchase calculus-based physics textbooks that are aligned to the new AP Physics C: Mechanics curriculum. This request would be made with other material/resource requests made at the end of the year.

Teachers would benefit from training to become familiar with the AP Physics C: Mechanics 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?

This proposal provides a missing pathway for students to take a brick and mortar calculus-based physics course that doesn't depend on accelerated science in middle school. This expands the choices that students have as they are defining the physics experience that they want based on their needs.

b) How does the proposal affect existing programs?

This proposed course would take the place of the AP Physics 1 offering for juniors and seniors. We expect that this might affect the breakdown of students choosing the different physics options but don't anticipate a major shift toward or away from the other physics levels.

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?

As we do not want to stretch our physics options too thin, this

proposal would require sunseting the AP Physics 1 course for juniors and seniors. If there are students that want an algebra-based accelerated physics option, they are still able to take IB Physics. This would not affect our 9th grade AP Physics 1 classes. This algebra-based option is still a great experience for our accelerated science students as their first science course in the high school and we do not wish to change that at this time.

New Course Proposal



Course Title: Exploring the Teaching Profession I

Submitted by: Mandie Wilder
Department: Family and Consumer Sciences

Description of the Proposal:

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

Exploring the Teaching Profession I will replace the Intro to Education course in the FACS department if Minnetonka is approved to teach the course in alignment with the University of Minnesota. This course would be for grades 11 -12. It would most likely need to be 1 year long, however the logistics of the schedule for this course are yet to be determined as we explore options that are in alignment with the University of Minnesota guidelines for the course field observation requirements.

2) How did this proposal originate?

Administration, 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 may be close to that of Intro to Education, which is 1 section per year. However, with the need for educators in society and the addition of college credit offered via this course, we are hopeful enrollment will be higher.

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

The rationale for this course is to help fill the need for future educators in our country. It is clear there has been a downward trend in those seeking an education degree. This course is relevant, with high standards and expectations that allow students to explore and observe the teaching career. By offering a course that will give students college credit in high school, we are hopeful this offering will intrigue those students who have interest in education as a career.

Analysis of the Proposal:

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

This course is an opportunity for students to explore/find their passion through high achievement and real-life experiences that will foster their education in the profession of teaching. Beyond classroom instruction, students will be asked to complete 30 hours of field work, observing and participating in various classrooms to enhance their learning in a relevant way.

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

This is a 2 credit course at the University of Minnesota, which students will be credited upon completion of the course. How this will translate into Minnetonka High School credits is to be determined.

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

- a) **Space: Where is space currently available for the activity?**
In the FACS department. Classroom 1005 or 1007
- b) **Time: Where will the activity fit in the daily schedule?**
The actual schedule of the course is to be determined. We have pre-existing connections with the elementary and middle schools in our district for placing students to complete their field hours, as we have done this in the past with our Intro to Education course
- 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?**
Costs may include bus transportation for student field hours and possible textbook.

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/replace our Intro to Education course and focus on education as it will provide university credit to those students who complete the course with a passing grade.
- b) **How does the proposal affect existing programs?**
This course would replace our Intro to Education course and aligns with Family and Consumer Sciences as a CTE department that focuses on teaching to the career and providing real-life experiences.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
If this course is approved, Intro to Education should be eliminated.



Course Title: TO Fundamentals of Neuroscience (Structure, Function, Cognition, Memory, and Learning)

Submitted by: Sean Holmes & Caitlin McWhirter
Department: Science

Description of the Proposal:

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

Fundamentals of Neuroscience (Cognition, Memory, and Learning), Grades 9-12, One semester course, Tonka Online offering

2) 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?

One to two sections at first. Based on anecdotal survey data of students in previous science classes.

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

Students have expressed interest in Neuroscience over the past 5-10 years, and we have never had a science course offering to meet this specific interest (outside of Anatomy & Physiology which covers the nervous system amongst other body systems, or Psychology which might utilize a similar scientific foundation but presents content with a more behaviorally focused lens). With the introduction of Minnetonka Research and AP Seminar, we now have more students interested in and conducting Social Science research; with the introduction of the Vantage program, we also have more students interested in Business Marketing and Analytics; this Neuroscience course could be a great lab-based foundation for students interested in these options to better understand the science of human thinking and/or decision making. This course would also dovetail nicely with much of our district messaging and emphasis around Goal #1 (student well-being: supporting socially and emotionally strong students) and Goal #4 (multimodal learning utilizing the Tonka Online system).

Analysis of the Proposal:

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

As mentioned above, this course would support District Goal #1 in helping students understand how the human brain works in cognition, memory, and learning through the production of neural connections and neural networks and how, as the pivotal organ and its biological molecules that control the entire human body, these foundational concepts could be leveraged to support social and emotional well-being.

With the introduction of Board Policy 626 we now have effective grading and reporting practices that reflect a student's overall academic achievement of the course standards and not the mistakes or missteps they might make during the learning process (i.e. formative work). This course would provide students with the scientific foundation (i.e. the initial formation of neural connections and networks, and the subsequent strengthening of said networks through purposeful practice) that underpins this policy. If students can learn about the science behind why the growth mindset and how the teenage brain works specifically, they might be propelled to be more effective learners.

To support the district's goal of belonging, this would be another avenue to explain that all students in their high school years have similar developmental milestones and experiences and validate their individual perspectives. We also have the opportunity to discuss the science behind multimodal learning and explore learning differences based on brain structure and function. This course would provide students with a good overview of the fundamentals of neuroscience, and as a result allow them to understand the neurological basis underlying current research as well as their applications in the academic, business, and personal settings.

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

This course would serve as 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?

This class would be a part of Tonka Online and as such would require no physical space for students (aside from zero hour meetings or lab experiences).

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

This course would be an elective that students fit into their schedule during zero hour, after school, or during the summer.

c) Personnel: What staff will be necessary?

Depending on the number of students that enroll, 1-2 staff would be needed to build the course and run the course sections

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?

By hosting the course through Tonka Online much of the traditional costs of running a course could be eliminated.

Possible upfront costs to create the course include:

- Curriculum Writing Time (50 hours x \$25/hour = \$1250)
- Purchase a Hardcover Text (\$100-150 x 30 students = \$3000-4500)

Costs to run the class could include:

- Transportation to a local Neuroscience or Sleep Center (\$100-500)
- Guest Speaker fees (\$100-500)

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 our list of elective science offerings for students, as well as the options for Tonka Online courses. The course would also complement our existing Chemistry and Biology courses by offering one avenue for extending and applying the content from those courses in a new, novel way.

This course could also support the learning of students interested in Minnetonka Research, AP Seminar, AP Psychology, or certain Vantage strands.

b) How does the proposal affect existing programs?

As an elective Tonka Online option, we hope this course will not diminish enrollment in any of our other science offerings. Our hope is that this course would serve as yet another method for drawing more students toward science classes and as a result potentially lead to increased interest and enrollment in classes such as Anatomy & Physiology, Minnetonka Research, or certain Vantage strands.

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 substitute, nor would it replace any existing courses. Given the scope of the content it would be difficult to integrate into an existing course.

New Course Proposal



Course Title: TO Graphic Arts

Submitted by: Mitch Burfeind

Department: Tech Ed

Description of the Proposal:

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

Graphic Arts (Tonka Online), Grades 9-12, Semester Course

2) 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?

15-30 students (Teaching this course online will give us the flexibility to offer it to as many students that may want to take the course).

This course will be similar to the brick and mortar course we currently offer. We do not always get enough students to run a full section but with Tonka Online we will be able to be more flexible for the students.

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

Students and parents have approached the tech ed staff about different options for students to take some of our Graphics classes and if Tech ed offers any Tonka Online courses. This proposal will meet both questions. This course will be similar to the course we currently offer at the high school, it will just give the flexibility to offer it online.

This course will offer the flexibility of Tonka online courses and it will allow us to offer the course to students looking for a graphic arts course. It will fulfill .5 semesters of their art credit and .5 semesters of an elective course.

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 meets .5 semesters of a student's art requirement.

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. We will use room 1706 for some enrichment and application of the course topics when needed.

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?

The only additional cost will be the adobe suite (photoshop and illustrator) license fee. This is already used in other classes in Tonka Online. Students will pay a small lab fee for some of the materials used in this course. There will be curriculum writing to turn the course into a 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 first class in a graphic arts pathway.

b) How does the proposal affect existing programs?

It will be the same curriculum as the Graphic Arts course offered at the high school. We occasionally do not get enough students to offer a section in school so this will give students the opportunity to take the class outside of school.

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

This course will allow students a Tonka Online alternative to the one of the courses currently offered at the high school.

New Course Proposal



Course Title: TO Spanish V

Submitted by: Ben Stanerson and Bekah Aponte
Department: World Language

Description of the Proposal:

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

Tonka Online Spanish V - General level (Fifth Year Spanish course), Grades: 9-12, 0.5 Credit, Semester Course

2) How did this proposal originate?

Department members

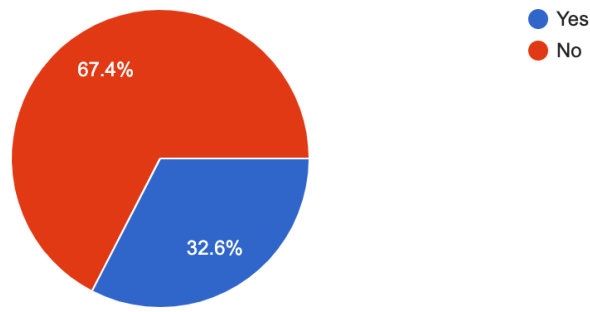
3) What is the anticipated level of participation? What information are you using to determine this level of participation?

World Language teachers and department leaders have been monitoring the retention of upper level language classes for the past few years. They have noticed a significant decrease in students continuing their language during their senior year. This class is designed to give students the opportunity and flexibility to continue with their language in an online format and environment. Last spring the World Language department conducted a survey of 118 Spanish IV students and found that 54% of those students did not plan on continuing Spanish the following year. Of those 67.4% indicated that they would be interested in taking an Online Spanish V course.

Spanish 4 - not continuing

If you had the option to take a Spanish 5 course online, would you have considered registering for that class to be able to keep taking Spanish?

43 responses



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

We feel that there is a significant number of students who would like to continue their Spanish Language at the senior level, but are unable due to scheduling conflicts. The online course would give them more flexibility to continue their language education at MHS.

Analysis of the Proposal:

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

This proposal aligns with the district mission to both support student learning and continue to grow the Tonka Online course offerings and programming.

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

This will help fulfill the World Language requirements for MHS students.

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

- a) **Space: Where is space currently available for the activity?**
Online
- b) **Time: Where will the activity fit in the daily schedule?**
Flexible timing

- c) **Personnel: What staff will be necessary?**
Existing staffing can teach up to 17 additional students, if more students enroll an FTE will be needed for those additional sections.
- 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 will use the existing curriculum, therefore 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.

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?**
We feel that this would potentially strengthen the existing Spanish Program at MHS allowing more students who are interested in the course the chance to continue with their Language Learning.
- b) **How does the proposal affect existing programs?**
The potential impact may be more students are taking the course online and that could decrease the in-person numbers. However, we have not seen a mass change in student preference in other classes that have counterparts online – aside from World History.
In addition, according to our survey of students, it seems that many students stop taking a language due to schedule conflicts when they get to the Level V. By giving students an option to take this class online to avoid schedule conflicts combined with the college credits they may receive if they continue in the language, we anticipate more students may choose to take the Spanish V using the online while those that are currently choosing the in person option to remain about the same.
- 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 programs would be eliminated at this time.

New Course Proposal



Course Title: TO Video Game Design (Level I)

Submitted by: Ben Stanerson and Nick Bahr

Department: Computer Science / Business

Description of the Proposal:

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

Tonka Online Video Game Design, grades 9-12, 0.5 Credit - 1 Semester course

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?

We anticipate that students currently unable to participate in the traditional, face to face, video game design course can take the Tonka Online course because it will allow them to be more flexible with their schedule. Currently there are 2 sections in the fall and 1 in the spring of video game design and continues to be a popular computer science course for students.

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

This proposal is an extension of programming for our Tonka Online courses. We are looking to offer more diverse courses in the online format.

Analysis of the Proposal:

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

This aligns with the mission and goal of growing the Tonka Online program to a wider range and group of students.

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

This will fulfill the elective requirement for MHS students.

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

- a) **Space: Where is space currently available for the activity?**
None (online only)

- b) **Time: Where will the activity fit in the daily schedule?**
Flexible offerings and times
- c) **Personnel: What staff will be necessary?**
Existing staff can offer the course on a per student pay, unless the course exceeds 18, then we will need to hire an FTE to cover the section.
- 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 will use the existing curriculum, therefore, 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.
The license for the curriculum and cloud software is already purchased and available over the summer (Construct 3). The programming tools are based in the “cloud” and can work on any personal device.

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?**
We believe that this will expand the access of Video Game design to a wider group of students and therefore have the potential of growing the program.
- b) **How does the proposal affect existing programs?**
This proposal will align with the current computer science program at the High School.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No current courses will need to be eliminated.

“Merits of Online Instruction”

- Cloud based software - no need for students to have certain types of computers (Mac vs. Windows).
- Software is already paid and licenses for students. These licenses usually go unused during summer months.
- Content and curriculum is very well suited for online instruction.
- Course work provides the necessary scaffolding for initial learning with tons of possibilities for extended learning if students are successful.

- May open up further opportunities for students who wish to enroll in other CS courses.
- Should not be too demanding for students, in case they are looking for a class that is informative and engaging without having to worry about too much “homework”.

New Course Proposal



Course Title: TO Web Development

Submitted by: Ben Stanerson and Nick Bahr

Department: Computer Science / Business

Description of the Proposal:

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

Tonka Online Web Development, Grades 9-12, 0.5 Credit - 1 Semester course

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?

We anticipate that students currently unable to participate in the traditional, face to face, Web Development course can take the Tonka Online course because it will allow them to be more flexible with their schedule.

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

This proposal is an extension of programming for our Tonka Online courses. We are looking to offer more diverse courses in the online format. HTML and CSS with other programming tools are used in the class.

Analysis of the Proposal:

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

This aligns with the mission and goal of growing the Tonka Online program to a wider range and group of students.

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

This will fulfill the elective requirement for MHS students.

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

a) **Space: Where is space currently available for the activity?**
None (online only)

b) **Time: Where will the activity fit in the daily schedule?**
Flexible offerings and times

- c) **Personnel: What staff will be necessary?**
Existing staff can offer the course on a per student pay, unless the course exceeds 18, then we will need to hire an FTE to cover the section.
- 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 will use the existing curriculum, therefore 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.
Existing license for Adobe Cloud.

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?**
We believe that this will expand the access of Video Game design to a wider group of students and therefore have the potential of growing the program.
- b) **How does the proposal affect existing programs?**
This proposal will align with the current computer science program at the High School.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No current courses will need to be eliminated.

“Merits of Online Instruction”

- Cloud based software - no need for students to have certain types of computers (Mac vs. Windows).
- Software is already paid and licenses for students. These licenses usually go unused during summer months.
- Content and curriculum is very well suited for online instruction.
- Course work provides the necessary scaffolding for initial learning with tons of possibilities for extended learning if students are successful.
- May open up further opportunities for students who wish to enroll in other CS courses.
- Should not be too demanding for students, in case they are looking for a class that is informative and engaging without having to worry about too much “homework”.

New Course Proposal



Course Title: TO Yoga

Submitted by: Jason Opsal and Ben Stanerson
Department: Physical Education

Description of the Proposal:

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

TO Yoga, Grades 9-12, 0.5 Credit, Semester course

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?

We anticipate student interest in more online PE offerings. With the success of Fitness A and Wellness B courses in online formats, we are excited to explore the possibility of adding more Tonka Online PE offerings for students looking to achieve a PE credit in the online format.

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

We have seen growth and expansion for students taking our existing online PE courses Fit A and Wellness B. We feel that this will give more selection for students when choosing the online PE option to meet their needs of flexibility and high quality online physical education.

Analysis of the Proposal:

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

This proposal would help to grow the Tonka Online program in the area of Physical Education.

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

This course works to address all 5 Minnesota Physical Education standards and several Focus Areas and Sub-standards. The Yoga component of this course serves as a lifetime activity that incorporates fitness, movement, stress management, personal responsibility, etiquette, safety, cooperation, challenge, social interaction, self-expression and enjoyment. The knowledge component of this course addresses fitness knowledge, knowledge of movement principles, knowledge of stress management techniques and nutrition.

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

- a) **Space: Where is space currently available for the activity?**
Online
- b) **Time: Where will the activity fit in the daily schedule?**
Flexible Timing
- c) **Personnel: What staff will be necessary?**
Existing staffing can teach up to 17 additional students, if more students enroll an FTE will be needed for those additional sections.
- 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 will use the existing curriculum, therefore 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.

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?**
Addition of this TO course provides another flexible pathway for students to earn their PE state requirement.
- b) **How does the proposal affect existing programs?**
We see this course as an opportunity to grow TO reach during the summer semester, in addition to providing students with more options and opportunities when building their high school schedule.
- 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?**
Focus on shifting the current offering to a robust online experience.



Course Title: VANTAGE Public Policy

Submitted by: Roger Andre

Department: VANTAGE

Description of the Proposal:

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

We are proposing a new full-year VANTAGE strand called Public Policy. The strand is available to grades 11 and 12 and includes the following courses:

1.0 Social Studies credit:

University of Minnesota [CIS](#) class

- **PolySci 1001 American Democracy in a Changing World** (.5 credit at MHS, 3 credits at U of M)

This CIS social studies class is offered in many high schools across Minnesota as a semester class. At VANTAGE, this class will be spread over the course of the year in order to incorporate the many layers of experiential learning that define the VANTAGE program. This is similar to what we do for our other strands that are traditionally one-semester classes at MHS. Students will receive a weighted grade that aligns with the weighted grade policy for AP and IB.

CIS Pros	CIS Cons
College transcript from the University of Minnesota	New to MHS - CIS will require ongoing explanation
Free college credits for students	Need qualified CIS teacher
More transferable to other colleges/universities than AP/IB	

1.0 English credit:

- **AP Seminar**

AP Seminar is a cross-disciplinary course focused on building the skills of argumentation, critical research, writing, and speaking. It is a skills-based course that equips students with the argumentative, research, collaborative teamwork, and



communication skills that are increasingly valued and needed post-high school. AP Seminar as it relates specifically to VANTAGE Public Policy may include:

- Inquiry through literature and other text formats into the world of government, public policy, and the relationship between government and the governed
- Building skills around primary research techniques, public speaking, persuasive writing, debate, and other areas relevant to public policy
- The evolving nature of information in modern society
- Rhetorical tools and processes for influencing public policy

How did this proposal originate?

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

As the power of the VANTAGE experience continues to draw more students into the program, this new strand will appeal to a diverse group of students for whom there are currently no obvious choices at VANTAGE.

Focus groups with students and teachers led to the conclusion that VANTAGE Public Policy is attractive to students who are passionate about the nonprofit world and public policy. They are interested in a strand focused on the world of public policy, allowing them to explore how to integrate their learning in order to pursue goals based on their values. Focus groups also concluded that academic rigor is important to the students. The CIS option was very well-received by students in the focus groups.

The VANTAGE Advisory Board has 14 members made up primarily of highly engaged current and former district parents. All member of the VANTAGE Advisory Board support this new strand and are particularly enthusiastic about the CIS option and the resulting University of Minnesota transcript.

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

As this is a completely new VANTAGE strand, it is challenging to gauge likely enrollment. VANTAGE Public Policy is expected to appeal to a different type of student than other strands. We foresee the following classes that are currently offered at MHS as potential “feeder” classes into VANTAGE Public Policy.

Class	2019-20 Enrollment	2020-21 Enrollment	Grade Offered
American Studies	175	184	Grade 10
IB Language and	137 juniors	94 juniors	Grade 11-12



Literature			
AP United States History	166	185	Grade 10
AP Language and Composition	(not available to grade 10 until 20-21)	187	Grade 10
Debate	10	11	Grade 9-12

* By offering AP Language and Composition to 10th grade starting in 2020-21, we feel students enrolled in this course will see it as a pathway to VANTAGE Public Policy during their junior or senior year.

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

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

We held meetings with the English and Social Studies department heads in order to help define the right combination of classes. Additionally, we conducted focus groups with students currently taking American Studies, IB Language and Literature as well as English 10.

Analysis of the Proposal:

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

The district has a priority to expand both experiential learning and inquiry-based learning. This new strand would directly address these priorities due to how the VANTAGE program is run. The students in this strand will have opportunities to work on projects for the various professional entities that are in the business of setting or influencing public policy. These include non-profit policy-advocacy organizations, public relations functions in larger organizations, political organizations, and government entities at the city, county, regional, state and federal levels.

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

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement” – we expect that more students will be drawn into the CIS course opportunity as it challenges them as well as gives them a formal University of Minnesota transcript that is more readily transferable to other universities than traditional AP/IB classes.
- “Tailor learning experiences to the needs of individual learners.” – VANTAGE strands give students many choices about how they want to excel with the context of the overall experience.



- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.” – The background provided by this VANTAGE strand experience will set students up for accelerated success in many different fields.
- “Earn and maintain broad-based community support.” – VANTAGE creates many connections with the broader community through mentor relationships, projects, site visits, and guest instruction. This new VANTAGE strand opens the doors to partnering with a new array of companies, non-profits, NGOs, etc.

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

This strand includes one English credit that fulfills a graduation requirement as well as one Social Studies credit.

What is the effect of the proposal on district resources? Space: Where is space currently available for the activity?

There are many space options being considered for this and other VANTAGE strands. The VANTAGE Hwy 7 building and the main VANTAGE facility at the Welsh Building are both possibilities. District leadership has decided to wait for actual enrollment numbers before making choices about where to host different VANTAGE strands.

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

This strand could either be a morning or an afternoon strand, depending on enrollment numbers and space. We plan to wait for enrollment numbers before making choices about where and when each VANTAGE strand will be run.

Personnel: What staff will be necessary?

We will need one .4 English teacher and one .4 CIS-qualified social studies instructor. There is at least one current social studies teacher who appears to meet the requirements of CIS.

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 associated with this strand includes the potential need for space and budget dollars dedicated to qualifying the CIS teacher. Unless VANTAGE begins to operate at a third offsite location we do not expect any incremental transportation costs.

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

N/A



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

This strand will continue to expand and open up the VANTAGE experience to another set of students, many of whom are unlikely to have taken another VANTAGE strand.

How does the proposal affect existing programs?

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

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





Opportunities





Three Key Areas of Updates

- **Update on Student Experience from Physics of Home Renovation**
- **Research and Learning from Site Visits**
- **Potential Partnerships**

Current Tech Ed Lab Space Schedule

Hour	Metals Lab	Woods Lab
1	Metals 1	Physics of Home Reno
2	Power and Energy 1	
3	Metals 2 and 3	Home Renovation and Maintenance
4		
5	Metal Sculpture	Woodworking
6	Metal Sculpture	Woodworking

Physics of Home Reno
*** Currently does not have a classroom in the tech ed space.*

Hour	Auto Lab	Fab Lab/Flex Space
1	Power and Energy 1	Physics of Home Reno
2	Power and Energy 2	
3	** Auto 1 (new 21-22)	Physics of Home Reno ** Currently does not have a classroom in the tech ed space.
4	<i>Flex Lab Space</i>	
5	<i>Flex Lab Space</i>	Home Reno
6	<i>Flex Lab Space</i>	<i>Flex Lab Space</i>

How might the space be scheduled?



The Physics of Home Renovation

Student Learning Experience



Key Learning Objectives (1st Semester)

Home Renovation:

- Understand the roles of architects, engineers, city building officials, and contractors.
- Describe traits that make a good team member.
- Describe what makes for good speech in team communication.
- Define Occupational Safety and Health Administration (OSHA) and explain its impact on construction workers.
- Achieve certification in OSHA (CareerSafe) program.
- Calculate and convert the necessary information that is associated with math in the trades.
- The ability to read, interpret, and create “blueprints”
- Understand the materials, processes, and methods necessary to frame floors, walls, ceilings, and roofs in residential construction.

Major Projects

- Habitat for Humanity (Site Work)
 - Framing, painting, restoration work
- Residential Shed Project (x2)
- OSHA Certification
- Habitat for Humanity (Additional Projects - COVID Pending)
 - Community Library
 - Wheelchair Accessible Ramps



Physics Meets Home Renovation

Sample of one unit and the alignment of the Physics standards with the Home Renovation learning targets.

Forces

- (Physics) Loads, weight, simulations and models
- (Home Reno) Trusses, studs, forces on load bearing walls.

Electricity

- (Physics) Basics of circuit design using lights and switches.
- (Physics) Simulations and calculations of circuits.
- (Home Reno) Build and wire circuits with lights and switches.

Snap Shot of Semester 2

Physics Units:

- DC Electricity ,AC Electricity, Solar, Radon, Heating, Light, Sound

Home Renovation Units:

- Electrical, Plumbing, Exterior / Interior Finish
- Potential Units: HVAC, Masonry / Tile Work, New Technology / Techniques in residential construction.

Momentum Components:

- Projects: Habitat for Humanity Projects, Sheds, Personal Projects
- eMentors: Students will be paired with a personal mentor from a trade based on student interest.
- Presenters / Guest Instruction: Bonfe (Electrical work), Professional Advisory Board

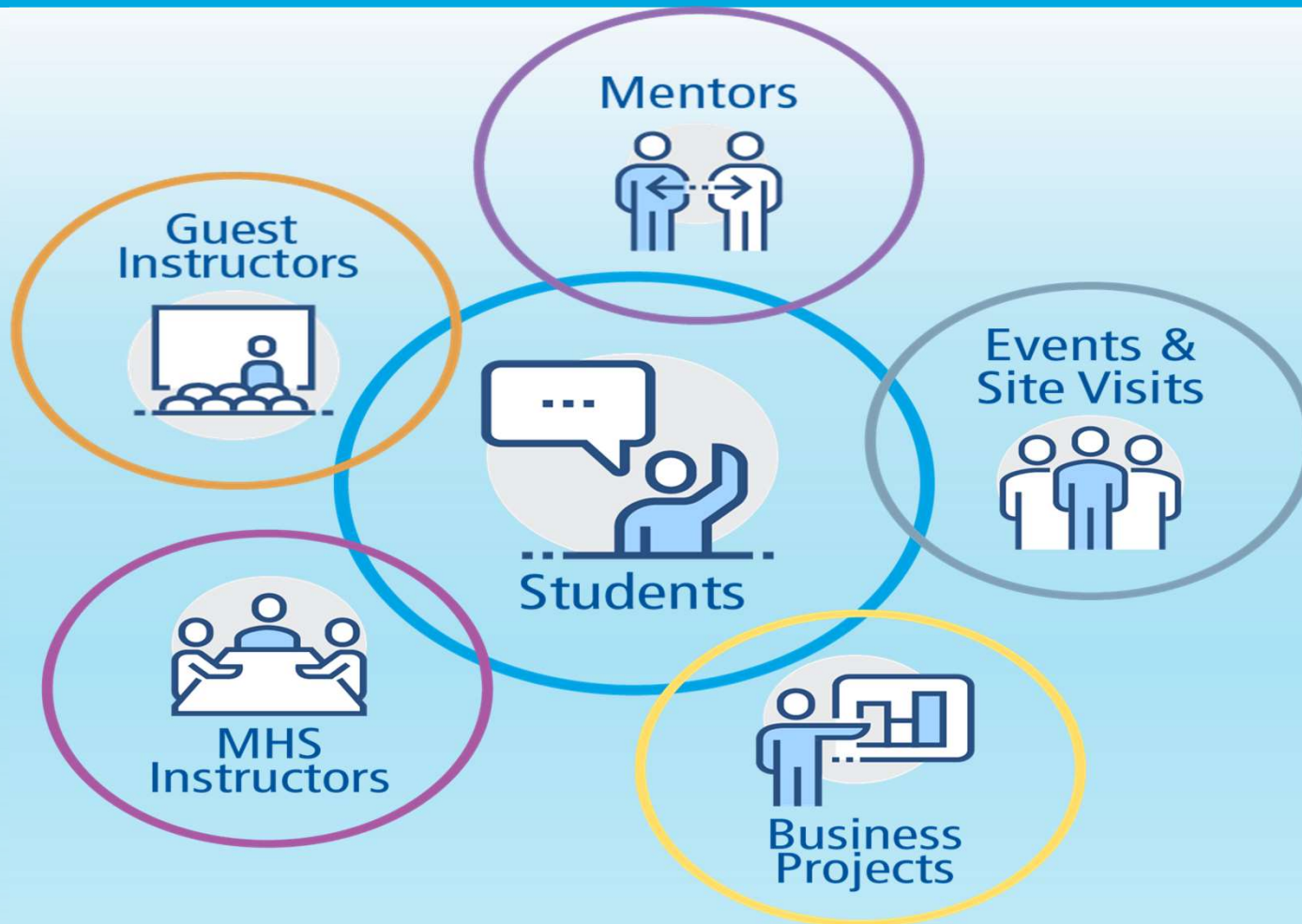
Semester Two Momentum Mentor Experience



DRAFT

2021 Mentor Program Student Handbook

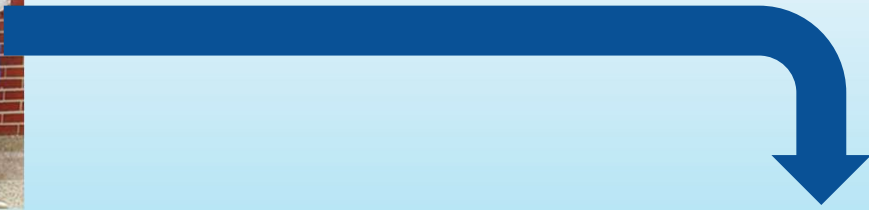
MOMENTUM Is a Multifaceted Program in Which Each Program Element Reinforces the Others



MOMENTUM Transforms Students to Young Adults Ready to Excel in Professional Environments



From this...



...to this



Students Will Follow a Three-step Process for Each Topic

Steps for Each Interaction

Prepare

1

- Student schedules appointment; sends reminders
- Student reviews suggested questions; generates additional questions
- Student sends any docs in time for mentor preview

Example: Prior to September meeting, review mentor's LinkedIn profile and research mentor's employer so you can ask knowledgeable questions

Meet

2

- Mentor and student meet virtually or in person
- Student manages conversation portion that is structured
- Mentor or student can take conversation in new directions

Example: Student introduces self and asks mentor questions about their background and work experience; demonstrates preparation

Follow up

3

- Student communicates topic for next meeting and makes commitment to provide pre-work ahead of meeting

Example: Student introduces "Collaboration and Teamwork" topic and agrees to provide mentor with teamwork challenges they've encountered a week before next meeting

Note - All live meetings should be in public places

Research

External Discovery Conversations

Summer 2020 - Present

Research Highlights

- Need for **two classrooms / learning spaces** plus the makerspace “lab” (bays and shop)
- Community **partnerships** needed in multiple capacities
- Oil, fluids, tires, cars and wood all need **storage outside of the facility**
- Significant **equipment needs** in the shop once building is complete
- **Sounds and smells** are extensive, but are expected
- “Two of everything”
- Flexible furniture and storage
- Access to outside is critical -
- Maintain flexible spaces by inside access (Internal garage door to separate inner lab spaces.
- Each student has a tool belt, Carhartts and gloves for working in the winter.
- Auto space requires sinks for student clean-up
- Give the students the **practical feeling to know what trades work is like**. Regarding space: **Simple, open and accessible**.
- ‘**Future proof**’ the space
- Your **learning environment will change**. Give the space the flexibility to change, too.
- Make it multi-use/**multi-purpose**

Burnsville High School: Automotive and Industrial Arts Programs January 2021 - Conversation Notes



Instructional Techniques

- Two typical schools of thought in the auto program education: Become certified in ASC or NATEF. This is too narrow of an approach as we (they) want to build well rounded, successful students. We needed a **fundamentals based program** and students can move on from Burnsville if they want that certification
- Auto is tied into **welding** program
- **Student pathway:** From
 - Small engine or
 - Intro to consumer auto
 - Advance vehicle repair
 - Internships (2 or 3 students)
- **Two classrooms** are needed
- **Storage** is critical

Experiential / Applied Learning

- After the visit - this class (auto and industrial arts) is **truly applied learning**. Many auto students move on to employment in the automobile industry, especially those who participate in the internship as seen below..
- Be aware of **sounds and smells** of the shop as this is hands on learning
- **Auto Internship** program helps, in part, to fund the program / gives aid to students.

Program Administration

- **~\$1.1M granted** from the district to physically build program. Veteran teacher requested their old bus barn be renovated and that is the site of the auto and woods programs.
- AFTER the rebuild happened, **Walser donated ~\$270k** for the program for tools / technology
- A **Director of Partnerships** supports the program
- It was a must to go to the **Builder's Association** and others. Lyman Lumber helped with sheds.
- **Oil and fluid management** partner required
- **Parking spots** outside for cars necessary
- Adjustable **office space** recommended
- **Towing partner** required

Vital space, equipment, tools needed

- **Lifts** (Standard and Alignment)
- **Tire Machine**
- **Ventilation** for woodshop and for exhaust
- **AC Recycling Unit**
- **Hand Tools.** Note that many tools disappear - not due to theft but simple use. E.g. sockets disappear.
- A large screen television in the shop so that he can stream his work on the car realtime for the class. (Snap On Zeus) **Video technology** critical.
- **Bathrooms**
- Health and **safety equipment** (ears/eyes)
- **Cleaning station** (stainless steel sinks)
- **Oil drums** (plastic) that are housed outside
- **Rolling tables** with storage lockers below are common in all in
- Internal and external **garage doors**

Post Visit - MHS Staff Key Takeaways Include:

- Need for **two classrooms / learning spaces** plus the makerspace “lab” (bays and shop)
- Community **partnerships** needed in multiple capacities
- Oil, fluids, tires, cars and wood all need **storage outside of the facility**
- Significant **equipment needs** in the shop once building is complete
- **Sounds and smells** are extensive, but are expected

Nebraska CAPS:
Automotive Program
January 2021 - Email Conversation,
Dr. Stan Essink, District NCAPS
Director

Instructional Techniques

- Program: “Collaborates with **our local community college to offer dual credit** courses and training through their facilities and staff. We follow their plan of study and offer 4 courses from their Auto Program.”

Experiential / Applied Learning

- “Our programs consist of **mentoring** experiences for every one of our juniors and seniors as we work with more than 100 businesses and organizations in our region.
- Additionally, I draw on the expertise of our **NCAPS Advisory Council** to help guide the curriculum within each of our pathways and the type of purchases we make.
- We also have every student taking **Career and College Readiness courses** which are designed to explore career opportunities, wage and employment projections, taxes and benefits, employment skills, research and presentation skills, interviewing, and contact with career professionals”

Program Administration

- “We strive to provide **great equipment and staff** with both practical experience and professional training.”



ncaps.yourcapsnetwork.org/course/transportation/



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MHS 19-20: Staff...



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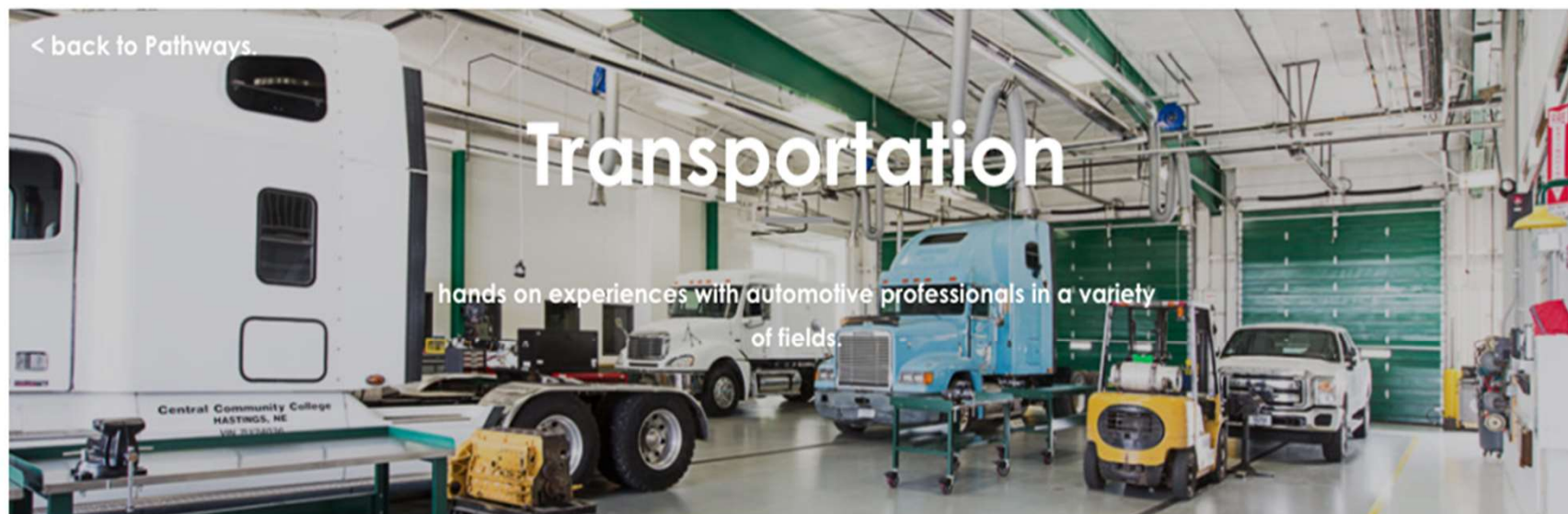


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Transportation

hands on experiences with automotive professionals in a variety of fields.



The Transportation Pathway offers a great experience for our students interested in



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Nebraska CAPS

Eagan High School: Construction Careers / Tiny Houses July 2020 - Conversation Notes

Instructional Techniques

- Student outcomes are truly amazing with this program
- All students must be OSHA 10 certified BEFORE they begin working on anything (use Perkins funds to do all of this online)
- OSHA 10 and sheds with garage doors are all completed by MEA break. Sheds are some of the best made as they really are made 2 to 3 times before completion due to trial and error.



Experiential / Applied Learning

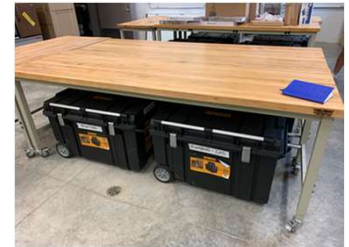
- Work is done outside all year long
- Tiny House is done on May 1. The rest of the year is devoted to planning for the subsequent / next year's Tiny House.
- Give exposure to as many aspects of the trades as possible - from design (architecture to getting your hands dirty)
- Saws need to be physically close to outside to access the construction area



Program Administration

Notes
Page
1

- 15 people maximum due to space constraints around the house
- Ensure that all parties have the end goal in mind / on the same page (for them it is the Tiny House)
- Where will you store your wood and ladders?
- Designate a lead person and have the "Champion" at the District level
- Access to Perkins funds is critical
- Advisory Board is necessary



Instructional Techniques

- Three teachers:
 - Industrial Education (Direct Instruction)
 - IT (Direct Instruction)
 - Work Experience Coordinator (Nick - Program Coordinator)
- All elective credits for students



Experiential / Applied Learning

- The buyer of the house is “the project” and is essential
- Some volunteers
- One site visit each trimester
- Visits to Dunwoody, St. Paul College, Community College
- eMentors through Best Prep (really likes this program)
- Sometimes they ask for help from companies for additional resources
- Home Depot does have a shed kit
- Visit both union and non-union shops



Program Administration

Notes
Page
2

- 15 students per year are allowed into the program, diverse selection of students apply to be in the program.
- This is a two hour course in a seven period day.
- All teachers have multiple preps for their teaching load, but are granted a “6th assignment” due to the nature of the work they are doing (extra time).
- Only for Juniors and Seniors, particularly those who have taken other related classes



Vital space, equipment and tools needed

- “Two of everything”
- Two massive DeWalt Tool Boxes that must be locked up (they share space with Robotics program - which is a large program there)
 - All have interchangeable batteries - this was an essential item
 - Circular saw, Nail guns, Jig Saw, Compressors, Hammers, Screwdrivers, Bits
 - 30 devices in each toolbox with 16 batteries on the ready for each box
- Sheds they have created become wood storage and ladder storage facility
- Access to outside is critical - massive garage door is shared with another class
- Each student has a tool belt, Carhartts and gloves for working in the winter - I think he said each student has a “hook” in the classroom
- Trailer for the 8 x 20 tiny house so that it can be transported. House is one room, with a loft for storage and double bed, kitchen, bathroom hookups

Discovery Conversation:
Peter Bonfe
Bonfe Heating, Air and Plumbing
December 2020

On the development of a new program:

- Complete **actual construction** from the ground up (an entire house, if possible)
- Have the students **maintain equipment**
- Give the students a **variety of experiences** to see what they are interested in, with **hands-on, applicable tasks in multiple areas of interest**. His words: "incorporate the basic fundamentals in a course that **impacts what students want to do**, moving forward. Help students prepare to **make decisions for the future**"
- **Critical thinking** takes place when students **experience the trades at play**. We talked about camps for elementary-aged students.
- Give the students the **practical feeling to know what trades work is like**. We asked, what does this really mean? Can you elaborate? And he shared: "As basic as it sounds, learning how to **shovel properly, hammer and remove nails, play with meters and experience the evolution of pipe**, that is how you help them **discover their passion** and keep them in the trades (or to realize that isn't what they want).
- Regarding space: **Simple, open and accessible.**

Discovery Conversation:
Ted Beckman and Marlee Gartner
RJM Construction
December 2020

On the development of a new program and Space:

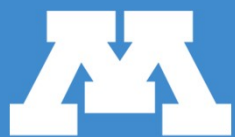
Most important item to consider: Have the students **build stuff!** These students love to work with their hands - so **the more hands-on the better.**

On the future workforce: Individuals that are **curious and have energy** are valuable in any working environment. However, these traits are **especially relevant** in the trades.

For future space considerations:

- **'Future proof'** the space
- Your **learning environment will change**. Give the space the flexibility to change, too.
- Make it multi-use/**multi-purpose**

Partnerships



Advisory Board

CONFIRMED EXTERNAL PARTICIPANTS

- TED BECKMAN, RJM CONSTRUCTION
- MOLLY BOLAND, TWIN CITIES HABITAT FOR HUMANITY
- PETER BONFE, BONFE PLUMBING, HEATING AND AIR
- MARLEE GARTNER, RJM CONSTRUCTION
- HEATHER MCGANNON, MINNESOTA DEPARTMENT OF LABOR AND INDUSTRY
- HENRY PEARS, MHS GRADUATE AND DUNWOODY STUDENT
- GREG RENNE, FINISHING TRADES INSTITUTE
- + *MOMENTUM INSTRUCTIONAL TEAM*

Advisory Board: Overview, purpose and commitment

MOMENTUM Advisory Board 2020 - 2021



MOMENTUM Overview

MOMENTUM, Minnetonka's professional studies program, is a vibrant example of innovation in modern education. In support of the Minnetonka School Board Goal Two, the District has engaged in a careful exploration of student interests and needs surrounding post-secondary opportunities in the skilled trades. "Momentum" captures the hands-on, forward motion and forward thinking that is part of this work. It's broad and expandable as we grow the offerings of this program.

For 2020-21, students can expect:

- two brand-new courses that fulfill core requirements (Metal Sculpture [art credit] and The Physics of Home Renovation [science physics credit])
- guest speakers and panel presentations
- connections to local businesses
- awareness of trade and technical school offerings
- Senior Capstone experience for students who complete an advanced-level course

Advisory Board Purpose

The MOMENTUM Advisory Board is made up of senior level business and community advisors who provide MOMENTUM with knowledge, expertise, and connections that expand and enhance those of the school district's management and program leaders. Board members are passionate about Minnetonka Schools and the unique MOMENTUM experience we are able to provide due to the support of our community.

Advisor Commitment

- Attend quarterly board meetings.
- Commit to directly supporting MOMENTUM's academic strand with counsel and resources, as needed.
- Attend 1-2 strand meetings per year with MOMENTUM teachers and strand leadership.
- Advocate for the program in the community.
- Experience MOMENTUM by attending MOMENTUM events and/or serving as a mentor, guest instructor, project partner or site-visit host.
- The default term is three-years, with the option to serve a second term if desired.

Getting together

The MOMENTUM Advisory Board meets on a quarterly basis – and at this point will be a virtual discussion. Additional opportunities for community engagement and relationship building are available throughout the year.

Advisory Board meeting schedule for 2020-21:

- Monday, Dec. 7, 2020
3:30 – 4:30 Meeting
- Monday, March 8, 2021
3:30 – 4:30 Meeting
- Monday, June 14, 2021
7:00 AM Breakfast at VANTAGE Location
7:30-9:00 AM Meeting

Additional opportunities:

- [MOMENTUM Mentor](#)
Kick-off
Early October 2021
Minnetonka HS Arts Center
- MOMENTUM HR Day(s)
February date(s) TBD

[LINK TO MORE INFORMATION ON MOMENTUM](#)

Interested Momentum Automobile Companies

The auto community is excited to engage in Momentum's Auto Program



PROFILE OF A GRADUATE

Develop a strong sense of well-being, empathy and respect for others through deep relationships and a strong sense of belonging.

Engage in learning that encompasses all strands of the Framework across all courses

Work with an outside audience and mentor in an area of passion in an authentic setting

Experience in higher level coursework including AP/IB and beyond

Take at least one online course

Participate in clubs, athletics and arts and develop their leaderships skills to serve the greater good





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**A Proposal to Evaluate the Implementation of the
Multi-Tiered System of Support (MTSS) Framework
for
Minnetonka Public Schools**

Prepared by:
Kim Gibbons, Ph.D.
Ellina Xiong, Ph.D.

November 30, 2020

Purpose of the Evaluation

Minnetonka Public School District is located in the West Metro of the Twin Cities, and serves 10 surrounding communities: Minnetonka, Chanhassen, Deephaven, Eden Prairie, Excelsior, Greenwood, Shorewood, Tonka Bay, Victoria and Woodland. Minnetonka serves over 11,000 kindergarten-12th grade students consisting of six elementary schools (grades kindergarten to 5th), two middle schools (grades 6th to 8th), and one high school (grades 9th to 12th). The district also has an early childhood family education program serving children from birth to five years old. Minnetonka Public Schools is committed to a world-class education dedicated to child-centered excellence.

Minnetonka has set four goals for the 20-21 academic year:

- ❖ Goal 1- Student Well-being: The District will continue to foster and promote positive student well-being efforts and identify leading causes of issues that have a detrimental effect on student well-being.
- ❖ Goal 2- Excellence and Belonging: The District is dedicated to providing a school environment where all students feel safe, welcome, supported and accepted, regardless of race, religion, gender, sexual orientation, country of origin and socioeconomic status.
- ❖ Goal 3- District Strategic Plan: The District will create and publish a five-year Strategic Plan with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap.
- ❖ Goal 4- Multimodal Learning: The District will expand the implementation of personalized learning for students and continue to develop ways to personalize instruction to meet unique needs, abilities and interests of all of our students, families and staff.

District leaders reached out to CAREI for technical assistance pertaining to the current level of implementation of the MTSS framework and special education services. This proposal provides three options of support from CAREI for the district to consider for prioritizing, planning and implementing the framework with fidelity to improve student outcomes.

Option 1: Implementation Review and District Action Planning

Option 1 will provide information on implementation for each building with information summarized by elementary, secondary, and at the district level. Following the implementation review, CARE will facilitate the development of a multi-year implementation plan at the district level. The following evaluation questions guide systematic data collection and analysis processes:

1. To what extent is Minnetonka Public Schools implementing an aligned (K-12) MTSS framework across all buildings?
2. To what extent do teachers and staff support implementation of a MTSS framework?

3. To what extent is staffing sufficient and equitable across tiers of service to support quality implementation of an MTSS framework?
4. To what extent is staffing efficient and responsive to appropriately address student needs?
5. What is the relationship between implementation of the MTSS framework and student achievement and behavioral outcomes?
6. What is the impact of the MTSS framework on special education child count?
7. To what extent is special education programming for mild disabilities consistent with best practice research?
8. How will the results of the MTSS audit be organized into a 3-year implementation plan for the district and each building?

Option 2: Technical Assistance (2021-22 School Year)

Option 2 includes coaching and technical assistance component for the second year from CAREI and will focus on helping the district ensure the MTSS framework is being implemented with fidelity.

1. To what extent is the district implementing an MTSS framework with fidelity?

The Center for Applied Research and Educational Improvement (CAREI) Capability

CAREI is an independent research and evaluation center in the College of Education and Human Development at the University of Minnesota. The center was created in 1988 to improve the quality of education for all learners through rigorous research, evaluation and assessment. As an integrated research and evaluation center within the University, CAREI has complete access to the full array of resources available at the University of Minnesota, including faculty expertise, technology support, libraries, equipment, and facilities.

Project Evaluation Team

CAREI's evaluation team for this project includes Kim Gibbons, Ph.D., Director, Laura Potter, Ph.D., Research Associate, Ellina Xiong, Ph.D., Research Associate, and Dan Knewitz, M.A., Research Associate. Dr. Gibbons has extensive experience implementing and evaluating the implementation of the MTSS framework and is author and co-author of four MTSS books. The other members of the team have at least 10 years of MTSS implementation experience and have worked as school psychologists in a variety of districts.

Evaluation Work Plan

The work plan for evaluating the implementation of MTSS involves collecting data through surveys and semi-structured interviews as well as reviewing and analyzing extant data. CAREI's

evaluators will work in close collaboration with district leaders to implement data collection methodologies. The evaluation work plan (p.5) outlines the evaluation questions, data collection and analysis processes, measurement outcomes, and a projected evaluation timeline for completing the work.

Rationale for Data Collection Methods and Analysis

The proposed MTSS evaluation will consist of analyzing descriptive statistics from semi-structured interviews and implementation surveys. Results will be used to identify strengths and opportunities for growth. A review of extant data will focus on student achievement from statewide tests and local assessments to determine the percentage of students at low, medium, and high risk along with outcomes. These data are expected to inform decisions about MTSS implementation and future action planning.

Evaluation Activities Timeline

Option 1:

- ✓ January - February 2021: Interviews with building & district teams and other key stakeholders
- ✓ February - March 2021: Administration of implementation surveys
- ✓ April - May 2021: Analysis and summary of interviews, surveys, and extent data.
- ✓ June 2021: Final Report submitted with a board presentation upon request
- ✓ July - August 2021: Development of District and Building Implementation plans

Option 2:

- ✓ August 2021 – June 30, 2022: Monthly meeting with district implementation team
- ✓ August, 2022 – June 30th, 2023: Three meetings per year (half-day) with each building implementation team.
- ✓ January 2022: Interim Report 1
- ✓ June 30, 2022: Final Report Year 2

Communication (Dissemination) Plan

The evaluators understand that successful communication of the findings begins with anticipating the questions and concerns of stakeholders. The CAREI evaluators will collaborate with Minnetonka Public Schools staff to structure reports, presentations, and findings in ways that meet the organization's information needs. Minnetonka Public Schools staff and CAREI evaluators will collaborate on how information will be disseminated to various potential users of the evaluation.

Evaluation of MTSS Implementation Work Plan
MINNETONKA PUBLIC SCHOOLS
Evaluation Design Work Plan

Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
1. To what extent is Minnetonka Public Schools implementing an aligned MTSS framework across all buildings?	<ul style="list-style-type: none"> Interviews using the American Institute of Research <i>RtI Essential Components Worksheet</i> <i>RtI/MTSS Implementation Survey</i> <i>Review of Extant Data</i> 	<ul style="list-style-type: none"> Building leadership teams will be interviewed along with other key stakeholders (intervention teachers & district office administration). Interviews will be scored using the American Institute of Research <i>Fidelity of Implementation Rubric</i>. Building leadership teams will complete the <i>RtI/MTSS Implementation Survey</i>. 	<ul style="list-style-type: none"> Outcomes will be measured in five key areas of assessment, data based decision-making, multilevel instruction, infrastructure and support, and fidelity and evaluation. 	January-February 2021

		<ul style="list-style-type: none">● Results will be analyzed at the district and building level.		
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Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
<p>2. To what extent do teachers and staff support implementation of an MTSS framework?</p>	<ul style="list-style-type: none"> Interviews using the American Institute of Research <i>RtI Essential Components Worksheet</i> <i>RtI Beliefs Survey</i> <i>Perception of RtI Survey</i> <i>School Survey of Practices Associated with High Performance</i> 	<ul style="list-style-type: none"> Building leadership teams will be interviewed from each site along with other key stakeholders (parents, intervention teachers, & district office administration). Interviews will be scored using the American Institute of Research <i>Fidelity of Implementation Rubric</i>. All staff will complete the <i>RtI Beliefs Survey</i>, <i>Perception of RtI Survey</i>, <i>School Survey of Practices Associated with High Performance</i> Results will be analyzed at the district and building level. 	<ul style="list-style-type: none"> The evaluation will measure staff concerns, beliefs, perceptions, and needs regarding MTSS implementation Needs will be identified in the five areas of assessment, data based decision-making, multilevel instruction, infrastructure and support, and fidelity and evaluation. 	<p>February-March 2021</p>

<p>3. To what extent is staffing sufficient and equitable across tiers of service to support quality implementation of an MTSS framework?</p>	<ul style="list-style-type: none"> ● Staffing Survey ● Review of extent data ● Focus groups 	<ul style="list-style-type: none"> ● Special education staff will complete a survey on staffing and services developed by CAREI. ● A review of staffing data and district staffing guidelines will be examined. ● Results will be analyzed at the district and building level. 	<ul style="list-style-type: none"> ● The degree to which there are adequate, but not excessive, staff required to implement the MTSS framework and accomplish the provision of a Free Appropriate Public Education (FAPE) for students with disabilities. ● The degree to which staffing decisions are fair and impartial with consideration for diversity and poverty and distribution of resources in the district. 	<p>March - May 2021</p>
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<p>4. To what extent is staffing efficient and responsive to appropriately address student needs?</p>	<ul style="list-style-type: none"> ● Staffing Survey ● Review of extent data ● Focus groups 	<ul style="list-style-type: none"> ● All staff will complete a survey on staffing and services developed by CAREI ● Results will be analyzed at the district and building level. 	<ul style="list-style-type: none"> ● The degree that the system organizes the delivery of needed services across tiers to students to ensure maximum use of time, talent and resources, and in keeping with effective practices research. ● The degree that trained and qualified teachers and related service providers deliver the instruction and related services with support from well-trained paraprofessionals 	<p>March - May 2021</p>
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Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
5. What is the relationship between implementation of the MTSS framework and student achievement and behavioral outcomes?	<ul style="list-style-type: none"> Review of extant data including <i>Minnesota Comprehensive Assessment (MCA)</i> and other local assessments as determined by the district. Review extant data regarding disciplinary incidents along with Minnesota Student Survey Results. 	<ul style="list-style-type: none"> Review student achievement data from MCA's and other local assessments. Analyze MCA proficiency trends. 	<ul style="list-style-type: none"> Student proficiency levels across three areas of risk (low, medium, and high). 	February - May 2021
6. What is the impact of the MTSS framework on special education child count?	<ul style="list-style-type: none"> Review of extant data 	<ul style="list-style-type: none"> Review percent of students receiving special education services by category over three years. Review ratios of intervention specialists and special education teachers to total student population by building. 	<ul style="list-style-type: none"> Description of special education child count and staffing 	March-May 2021

Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
7. To what extent is special education programming for all settings consistent with best practice research?	<ul style="list-style-type: none"> • Interviews • Review of Extant Data • Staff Survey of Effective Practices • Literature Review 	<ul style="list-style-type: none"> • Interviews with special education and related services staff and administrators • Surveys of special education staff and administrators • A random sample of IEP's, FBAs, and BIPs will be reviewed and evaluated using the TATE Evaluation Tool 	<ul style="list-style-type: none"> • Alignment between research and practice. • Description of continuum of services with procedures to ensure Least Restrictive Environment (LRE) 	March - June 2021
8. How will the results of the MTSS audit be organized into a 3-year implementation plan for the district and each building?	<ul style="list-style-type: none"> • Review of MTSS implementation findings by district and building. 	<ul style="list-style-type: none"> • Consensus on strengths, barriers to implementation, and prioritized needs. 	<ul style="list-style-type: none"> • Development of a 3-year implementation plan. 	July - August 2021

<p>9. Option 2: To what extent is the district implementing an MTSS framework with fidelity?</p>	<ul style="list-style-type: none"> ● Development of Fidelity Measures ● Observation ● Review of extant data 	<ul style="list-style-type: none"> ● Measures will be developed and used to evaluate fidelity of the action plan and any barriers to implementation. ● Tri-annual on-site meetings with building leadership teams. ● Monthly meetings with the district leadership team or district MTSS coordinator. 	<ul style="list-style-type: none"> ● Fidelity observations for team functioning ● Review of extent achievement and behavioral data. ● Results will be analyzed at the district and building level. 	<p>September 2021 - June 2022</p>
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Goal 3 Report
Facility Upkeep and Maintenance Plans for Education and Non-Instructional Spaces
March 18, 2021

Minnetonka Independent School District 276 is one of the 25 school districts in the State of Minnesota that qualified for the Alternative Facilities Bonding & Levy Program, which prior to FY2016 was available to school districts with at least 1,500,000 square feet of building space and an average age of square footage of 30 years old.

In FY2016 the program was renamed the Long-Term Facilities Maintenance Program (LTFM) and extended to all school districts in the state.

As part of the program since its inception as the Alternatives Facilities Bonding & Levy Program, to have LTFM projects approved for funding, a district must maintain a rolling 10-year plan of long-term maintenance project which must be approved by the School Board annually and then submitted for final approval by the Minnesota Department of Education.

As a result, since qualifying for the original Alternative Facilities Bonding & Levy Program for FY2004, the District has maintained a rolling 10-year plan which is updated annually, then annually approved by the School Board and submitted for final approval by the Minnesota Department of Education.

The latest update of the 10-Year Long-Term Facilities Maintenance Plan is included as part of this Goal 3 Report.

Starting with FY2004, the District has invested \$99,322,177 in long term facilities maintenance.

This investment has eliminated deferred maintenance and brought the 1,822,867 square feet of buildings and 255.34 acres of school sites into a state of good repair. Going forward, scheduled long-term maintenance from FY2021 through FY2031 will maintain that state of good repair, thereby maximizing the investment that multiple generations of taxpayers have made in providing a high quality learning environment for the students of the District

This sustained ongoing investment in District facilities is very important, because through FY2021, 26% of District facilities have had at least 60 years of use, 57% of District facilities have had at least 50 years of use, and 71% of District facilities have had at least 25 years of use. Within three years, 85% of District facilities will have had at least 25 years of use.

Additional facilities information is attached to this section of the Goal 3 report.

It is of note that in order to meet the needs of the educational programs and student population, between FY2008 and FY2021, the District has invested, \$78,590,000 in various capacity infrastructure needs. The following color coded chart breaks down the projects by those funded through Lease Levy Revenue, those funded through Operating Capital Revenue, and those funded through fees and field rentals.

Long-Term Facilities Maintenance bonds issued in the same FY2008-FY2021 period to fund projects to bring District facilities into a state of good repair total \$92, 214,548.

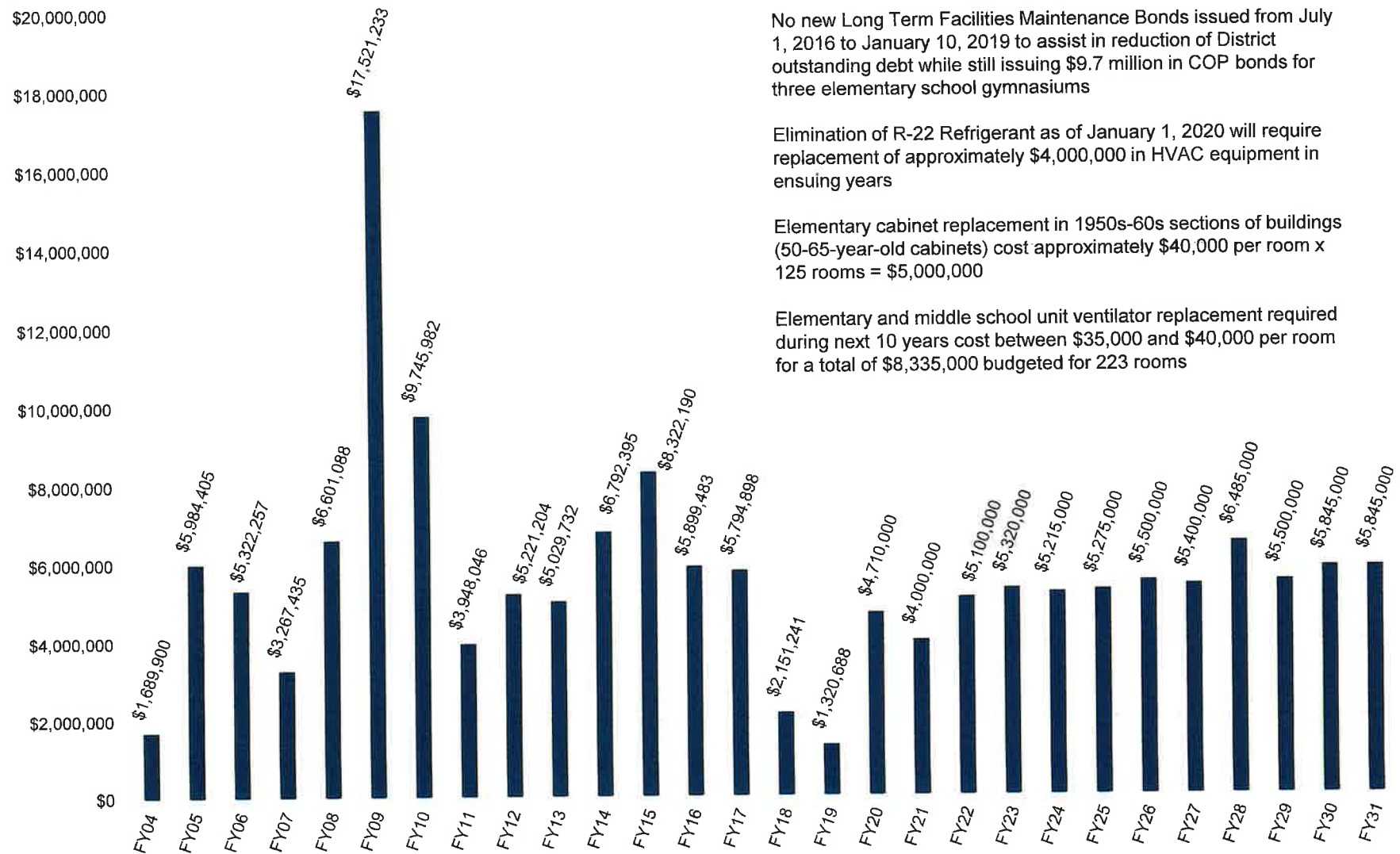
The following pages include the detailed update of the 10-Year Long-Term Facilities Maintenance Plan for FY2022 through FY2031.

Key components of the plan, in addition to ongoing reroofing and repaving which annually totals in the range of \$2 million, includes focuses on the following items with approximate estimates:

- \$4,000,000 to replace HVAC systems running on R-22 refrigerant, which was banned from production as of January 1, 2020
- \$5,000,000 to replace cabinets of vintages between 50 and 65 years in 125 elementary school classrooms
- \$8,335,000 to replace unit ventilators in 223 elementary and middle school classrooms as they reach the end of their 20-25-year service lives
- \$1,275,000 to replace the ice-making chiller system in the Pagel Activity Center as it reaches the end of its 25-30-year service life
- \$1,585,000 to rebuild and replace the track in Einer Anderson Stadium as it reaches the end of its 20-25-year service live after its last rebuild in 2006
- \$2,090,00 to replace windows at Minnetonka High School installed in 1962, 1964 and 1986

Long Term Facilities Maintenance History And Projection

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



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

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

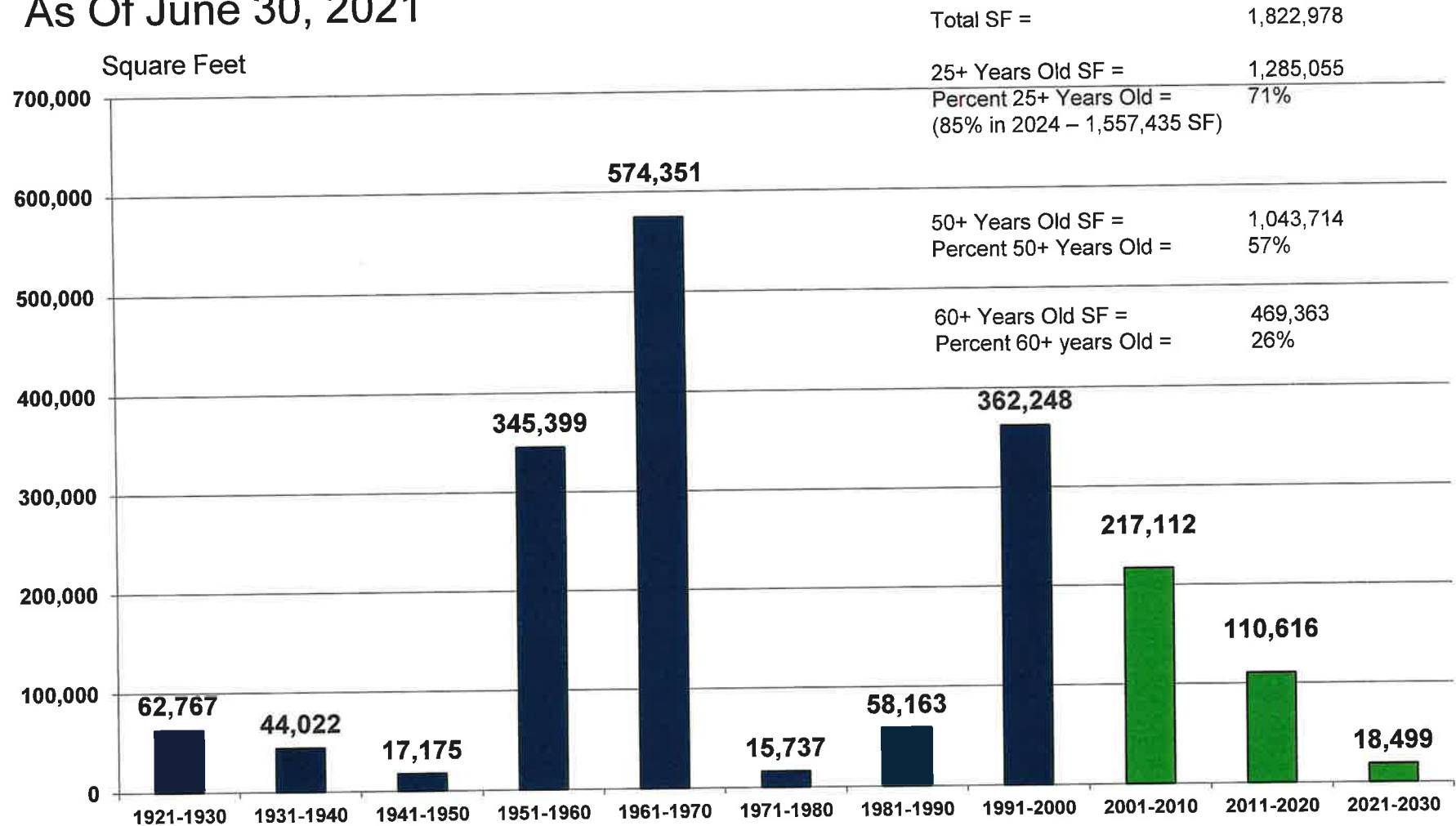
Elementary cabinet replacement in 1950s-60s sections of buildings (50-65-year-old cabinets) cost approximately \$40,000 per room x 125 rooms = \$5,000,000

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

Minnetonka Independent School District 276

Facilities Construction And Acquisition By Decade

As Of June 30, 2021



Note: 2001-2020 increase occurred from 2008 through 2020

Minnetonka Independent School District 276
 Certificates Of Participation Bond Issues For Capacity Infrastructure 2008-Present
 Original Issue Amount
 As Of June 30, 2021

COP Bond	Main Project	Original Amount
2008C	Minnewashta & Scenic Heights Classrooms	\$ 3,600,000
2008F	Aquatics Center Pool Addition	\$ 2,750,000
2008G	Community Education Addition	\$ 2,545,000
2008H	Minnewashta Parking	\$ 1,685,000
2009B	Elementary Classrooms	\$ 3,830,000
2009D	Baseball & Softball Fields	\$ 3,145,000
2009E	Elementary Classrooms	\$ 5,350,000
2010B	High School Classrooms, Student Union	\$ 6,500,000
2010E	Secure Entries Refunding Wells Fargo Leases	\$ 3,290,000
2011A	Clear Springs & Groveland Classrooms	\$ 2,365,000
2011B	Clear Springs & Excelsior Parking	\$ 1,700,000
2012A	Middle School Classrooms & Groveland Media Center	\$ 3,425,000
2013A	Excelsior Kitchen & Multipurpose Room	\$ 2,400,000
2013C	Pagel Activity Center	\$ 2,970,000
2013D	Scenic Heights Classrooms	\$ 1,200,000
2014B	All Day K, Elementary Music	\$ 1,700,000
2014C	All Day K, Elementary Music	\$ 4,700,000
2016F	High School Science Labs	\$ 4,510,000
2016G	High School Parking	\$ 1,000,000
2016N	Groveland Parking	\$ 1,190,000
2016O	Highway 7 Classroom Center	\$ 1,585,000
2017A	Groveland Gymnasium & Classroom	\$ 3,000,000
2018A	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 1,900,000
2018C	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 4,800,000
2020D	5735 Highway 101 Site	\$ 1,250,000
2021C	Shorewood Professional Building	\$ 2,200,000
2021D	Mometum Skilled Trades Addition	\$ 1,250,000
2021E	Mometum Skilled Trades Addition	\$ 2,750,000
Total		\$ 78,590,000

Lease Levy Instructional Spaces	\$ 43,370,000
Operating Capital	\$ 26,780,000
Fees and Rentals	\$ 8,440,000

Minnetonka Independent School District 276
General Obligation Alternative Facilities-Long Term Facilities Maintenance Bonds 2008-Present
Original Issue Amount
As Of June 30, 2021

LTM GO Bond	Main Project	Original Amount
2008B	GO Alternative Facilities Capital Appreciation LTM Bonds	\$ 15,579,548
2008E	GO Alternative Facilities LTM Bonds	\$ 14,975,000
2009F	GO Alternative Facilities LTM Bonds	\$ 5,925,000
2010C	GO Alternative Facilities LTM Bonds - Build America	\$ 7,020,000
2012B	GO Alternative Facilities LTM Bonds	\$ 1,800,000
2012C	GO Alternative Facilities LTM Bonds	\$ 1,400,000
2012G	GO Alternative Facilities LTM Bonds	\$ 1,245,000
2013B	GO Alternative Facilities LTM Bonds	\$ 2,200,000
2013F	GO Alternative Facilities LTM Bonds	\$ 1,230,000
2013G	GO Alternative Facilities LTM Bonds	\$ 3,475,000
2014A	GO Alternative Facilities LTM Bonds	\$ 1,650,000
2014D	GO Alternative Facilities LTM Bonds	\$ 1,950,000
2015A	GO Alternative Facilities LTM Bonds	\$ 3,005,000
2015D	GO Alternative Facilities LTM Bonds	\$ 1,595,000
2015E	GO Alternative Facilities LTM Bonds	\$ 4,000,000
2016E	GO Long Term Facilities Maintenance Bonds	\$ 5,870,000
2016M	GO Long Term Facilities Maintenance Bonds	\$ 5,785,000
2019B	GO Long Term Facilities Maintenance Bonds	\$ 2,000,000
2019D	GO Long Term Facilities Maintenance Bonds	\$ 2,710,000
2019F	GO Long Term Facilities Maintenance Bonds	\$ 1,955,000
2020E	GO Long Term Facilities Maintenance Bonds	\$ 1,975,000
2020G	GO Long Term Facilities Maintenance Bonds	\$ 4,870,000
Total		\$ 92,214,548

Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan

FY2022 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 150,000
	920	379	1958-60 classroom cabinet replacement - 11 rooms	\$ 255,000
Deephaven Elementary	900	379	Painting per plan	\$ 2,000
Excelsior Elementary	900	379	Painting per plan	\$ 2,000
	902	368	Tuckpointing	\$ 85,000
	905	380	Replace rooftop hvac mechanical units	\$ 382,000
Groveland Elementary	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 2,000
Minnewashta Elementary	900	379	Painting per plan	\$ 2,000
	901	384	Parking lot mill and overlay	\$ 170,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 2,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 2,000
	902	383	Roofing replacement per plan	\$ 255,000
	903	379	Carpet/VCT replacement	\$ 2,000
	905	380	Replace mechanical units boiler room rms 102-159	\$ 370,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 2,000
	902	383	Roofing replacement per plan	\$ 465,000
	903	379	Carpet/VCT replacement	\$ 2,000
	905	380	1964 mech room replace original air handling units	\$ 1,240,000
Minnetonka High School	900	379	Painting per plan	\$ 2,000
	901	384	Retaining wall replacement - stadium	\$ 450,000
	901	384	Retaining wall replacement - north side	\$ 320,000
	902	383	Roofing replacement per plan	\$ 327,000
	903	379	Carpet/VCT replacement	\$ 60,000
	905	380	Replace R-22 HVAC units artscenter office area	\$ 190,000
	905	380	Replace mechanical controls - auditorium 10-1100s	\$ 100,000
	945	381	Replace restroom plumbing west entry restrooms	\$ 220,000
Communtiy Education Center	900	379	Painting per plan	\$ 1,000
	901	384	Parking lot mill and overlay	\$ 32,000
Pagel Activity Center	900	379	Painting per plan	\$ 1,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 21-22				\$ 5,100,000

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

FY2023 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 507,000
	903	379	Carpet/VCT replacement	\$ 20,000
	920	379	1958-60 classroom cabinet replacement - 5 rooms	\$ 150,000
	920	368	1986 window replacement at media center	\$ 150,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 270,000
	920	379	1956 classroom cabinet replacement - 21 rooms	\$ 640,000
	920	368	1986 window replacement at media center	\$ 150,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 20,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Track mill and overlay	\$ 150,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1966 section - 12 rooms	\$ 480,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 170,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 20,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 25,000
	930	368	Loading dock concrete replacement	\$ 50,000
	901	384	Tennis court resurfacing	\$ 250,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 180,000
	903	379	Carpet/VCT replacement	\$ 25,000
	904	379	1964 cabinet replacement	\$ 200,000
	930	368	Loading dock concrete replacement	\$ 50,000
	931	379	Stucco replacement	\$ 100,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	901	384	Retaining wall replacement - front turning circle area	\$ 270,000
	902	383	Roofing replacement per plan	\$ 450,000
	903	379	Carpet/VCT replacement	\$ 40,000
	905	380	Replace rooftop hvac mechanical units	\$ 400,000
	958	384	Synthetic turf replacement-JV baseball infield	\$ 100,000
Communtiy Education Center	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 20,000
Pagel Activity Center	900	379	Painting per plan	\$ 9,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 3,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 22-23				\$ 5,320,000

Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan

FY2024 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
	920	368	1996 window replacement at west side	\$ 400,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 20,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 20,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 20,000
	920	379	1958-66 classroom cabinet replacement - 22 rooms	\$ 650,000
	905	380	Replace unit ventilators - 1958 section - 11 rooms	\$ 440,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 20,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	Replace rooftop hvac mechanical units	\$ 225,000
	905	380	Replace unit ventilators - 1967 section - 14 rooms	\$ 560,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 25,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 25,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 40,000
	902	383	Roofing replacement per plan	\$ 645,000
	905	380	Replace rooftop hvac mechanical units	\$ 550,000
	904	370	2003 lighting fixture replacement - Veterans Field	\$ 600,000
Communtty Education Center	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 5,000
Pagel Activity Center	900	379	Painting per plan	\$ 9,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 225,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 23-24				\$ 5,215,000

Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan

FY2025 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 320,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1958 section - 12 rooms	\$ 480,000
Deephaven Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 250,000
	905	380	Replace unit ventilators - 1956 section - 12 rooms	\$ 480,000
	920	368	1996 window replacement at east side	\$ 300,000
Excelsior Elementary	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 500,000
	920	379	1958-64 classroom cabinet replacement - 13 rooms	\$ 405,000
Groveland Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
Minnewashta Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 5,000
	901	384	Pavement mill and overlay per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1967 section - 12 rooms	\$ 480,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 8,000
	902	383	Roofing replacement per plan	\$ 325,000
	903	379	Carpet/VCT replacement	\$ 30,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	901	384	Pavement mill and overlay per plan	\$ 125,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 600,000
Communtiy Education Center	900	379	Painting per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 20,000
Page! Activity Center	900	379	Painting per plan	\$ 9,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 2,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 24-25				\$ 5,275,000

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

FY2026 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	Replace unit ventilators - 1956 section - 15 rooms	\$ 600,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
Minnewashta Elementary	902	383	Roofing replacement per plan	\$ 350,000
	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 17 rooms	\$ 510,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	971	370	1964 replace original switch gear & transformer	\$ 250,000
Minnetonka Middle School West	902	383	Roofing replacement per plan	\$ 291,000
	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	970	370	1964 replace original switch gear & transformer	\$ 250,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 20,000
	989	384	2013 replace synthetic turf soccer field	\$ 895,000
	921	368	1952 South side section - window replacement	\$ 540,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 25-26				\$ 5,500,000

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

FY2027 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 130,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
	967	380	1993 hvac replacement	\$ 175,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 130,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 100,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 145,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 180,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 180,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 20 rooms	\$ 600,000
	967	380	1993 hvac replacement	\$ 180,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 125,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement	\$ 250,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement	\$ 250,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 20,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
	905	380	Replace 1938-area hvac rooftop units-partial	\$ 410,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 26-27				\$ 5,400,000

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

FY2028 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 325,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 335,000
	903	379	Carpet/VCT replacement	\$ 15,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 400,000
	903	379	Carpet/VCT replacement	\$ 15,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace area hvac rooftop units-partial	\$ 250,000
	915	380	Ice chiller R-22 replacement	\$ 1,275,000
	978	384	2006 track - rebuild and replace	\$ 1,585,000
Community Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 27-28				\$ 6,485,000

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

FY2029 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement-single story section	\$ 400,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace MHS cooling tower	\$ 1,045,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 28-29				\$ 5,500,000

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

FY2030 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Page1 Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 29-30				\$ 5,845,000

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

FY2031 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Page1 Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	901	384	Parking lot mill & overlay	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 30-31				\$ 5,845,000

Goal 3 Report
Technology Plan for Fixed Assets (Infrastructure) and Variable Needs and Expenditures
March 18, 2021

Minnetonka Independent School District 276 is one of the 22 school districts in the State of Minnesota that has a Capital Projects Referendum in place to be used for technology and other voter-approved expenditure categories.

Revenue is raised via a levy of 6.569% of Net Tax Capacity of all taxable real property within the boundaries of the District. Net Tax Capacity is calculated using the value of property multiplied by varying numbers of formulas based on the type of property.

This levy was approved by the voters of the District on November 3, 2015 for a period of 10 years which is the maximum term allowed by Minnesota Statutes. The levy authority runs from the 15 Pay 16 Levy through the 24 Pay 25 Levy, which provides revenue for FY2026.

After 10 years, the levy authority expires and must be renewed by a majority of voters of the District in a special referendum election. Common practice among school districts is to run a renewal referendum after 8 years, revoking the remaining two years and then extending for a new 10-year period. This practice ensures that the district would have 3 chances at renewal before the levy drops off the rolls completely.

For FY21, the District is receiving \$6,586,282 in Capital Projects Referendum revenue.

For FY22, the District is receiving \$6,916,062 in Capital Projects Referendum revenue. This amount was set on the 20 Pay 21 Property Tax Levy.

There are additional resources each year in the Capital Projects Referendum fund that is generated by student-purchased insurance on iPads or fees from repairs to non-insured iPads.

The District also utilizes lease-purchase financing to fund iPads for all K-12 students for instruction. The iPads are leased for three years, and at the end of three years, the District resells them on the open market at a price of approximately \$125 per iPad. The District then lease-purchases new iPads and starts the cycle again. This cycle is advantageous because it ensures that all students in a grade level have homogenous iPads with the same internal design, which facilitates setting up instructional software on them. It also ensures that the iPads stay current, with enough processing power to be able to continue to run the latest versions of instructional software that is used for District curriculum,

The attached 10-Year Projection for the Capital Projects (Technology) Fund is based on the following assumptions:

- The Capital Projects Referendum is successfully renewed via a referendum election prior to expiration of the current authority
- The value of property in the District rises at 3% annually for FY2023 through FY2031 (actual revenue is used in FY21 and FY22)
- Salary and Benefit compensation of technology staff and instructional staff development staff increases at 4.0% per year

- Hardware prices remain relatively flat, which has typically been the case for technology hardware with prices dropping rapidly relatively soon after new hardware is introduced to the market
- The District's Storage Area Network is replaced in FY2027 after six years of use and a new SAN is lease purchased through a five-year lease-purchase
- iPads for K-3 are sold every three years in FY2024, FY2027 and FY2030 and replaced with new iPads on a three-year lease-purchase
- iPads for 4-12 are sold every three years in FY2024, FY2027 and FY2030 and replaced with new iPads on a three-year lease-purchase
- Software for administrative applications, K-12 instructional applications, and K-12 non-instructional applications remains at current costs due to price competition through FY2026 and then steps up by 33% in FY2027

Under these assumptions, the Capital Projects (Technology) Fund is projected to remain stable through FY2031.

Of course, an economic downturn of the severity of 2008-2009, when property values decreased significantly, would change this projection.

The projection also assumes that the Capital Projects Fund does not absorb General Fund Object 460 Textbook expenditures during the years of this projection. The General Fund has approximately \$512,000 in Object 460 Textbook expenditures budgeted annually. If ever needed due to flattening General Fund Revenue from enrollment capped at 11,100 students, the General Fund could be relieved of \$512,000 of Object 460 Textbook expenditures annually by the Capital Projects Fund, as these are allowable expenditures by Statute for the Capital Projects Fund.

Finally, if there are any new initiatives that materialize during the years projected, the projection would also change at that time.

Capital Projects Levy Minnetonka ISD 276 FY22-FY31 10 Year Capital Projects Technology Budget Projection Assuming Levy Revocation & Renewal In November 2023 Extending Through 2032 Pay 2033 For Fiscal Year 2034											
	Amended										
	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030	FY2031
Resources:	Pay 2020	Pay 2021	Pay 2022	Pay 2023	Pay 2024	Pay 2025	Pay 2026	Pay 2027	Pay 2028	Pay 2029	Pay 2030
Tax Levy	\$ 6,586,282	\$ 6,916,062	\$ 7,123,544	\$ 7,337,250	\$ 7,557,368	\$ 7,784,089	\$ 8,017,611	\$ 8,258,140	\$ 8,505,884	\$ 8,761,060	\$ 9,023,892
Tax Levy-Cap Equip Bonds to Fund 07	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Total Levy	\$ 6,586,282	\$ 6,916,062	\$ 7,123,544	\$ 7,337,250	\$ 7,557,368	\$ 7,784,089	\$ 8,017,611	\$ 8,258,140	\$ 8,505,884	\$ 8,761,060	\$ 9,023,892
Interest Earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Misc Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
E-Rate Equity Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financing of Network											
Sale of Ipad	\$ 215,901	\$ 1,025,875		\$ 375,000	\$ 1,025,875		\$ 375,000	\$ 1,025,875		\$ 375,000	\$ 1,025,875
Financing of Ipad											
iPad Non-Insured Fees	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000
iPad Insurance	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000
Total Resources	\$ 6,960,183	\$ 8,099,937	\$ 7,281,544	\$ 7,870,250	\$ 8,741,243	\$ 7,942,089	\$ 8,580,611	\$ 9,443,015	\$ 8,663,884	\$ 9,294,060	\$ 10,207,767
	5.94%	5.01%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Expenditures:											
Continuing Commitments											
Technology Operations Staffing	\$ 1,993,539	\$ 2,073,281	\$ 2,156,212	\$ 2,242,460	\$ 2,332,159	\$ 2,425,445	\$ 2,522,463	\$ 2,623,361	\$ 2,728,296	\$ 2,837,428	\$ 2,950,925
Technology Operations - Software	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
District Technology Supplies	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000
Software License - Admin	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
Tech Site Visit Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insured Ipad Repairs	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Total Continuing Commitments	\$ 2,630,539	\$ 2,710,281	\$ 2,793,212	\$ 2,879,460	\$ 2,969,159	\$ 3,062,445	\$ 3,159,463	\$ 3,260,361	\$ 3,365,296	\$ 3,474,428	\$ 3,587,925
	7.73%	3.03%	3.06%	3.09%	3.12%	3.14%	3.07%	3.05%	3.08%	3.10%	3.13%
Annual Priorities											
Hardware Rotation-Admin	\$ 54,027	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Hardware - Instructional	\$ 314,350	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
Hardware - iPad Project	\$ 350,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
iPad 4-12 - Apple Financing Principal	\$ 902,401	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657	\$ 1,098,657
iPad 4-12 - Apple Financing Interest	\$ 4,824	\$ 12,381	\$ 18,589	\$ 6,207	\$ 12,381	\$ 18,589	\$ 6,207	\$ 12,381	\$ 18,589	\$ 6,207	\$ 12,381
iPad 4-12 Apple Lease- Capital Leases	\$ 3,295,970			\$ 3,295,970			\$ 3,295,970			\$ 3,295,970	
iPad 4-12 Apple Lease - Other Financing Sources	\$ (3,295,970)			\$ (3,295,970)			\$ (3,295,970)			\$ (3,295,970)	
iPad K-3 - Apple Financing Principal		\$ 410,975	\$ 410,975	\$ 410,975	\$ 410,975	\$ 410,975	\$ 410,975	\$ 410,975	\$ 410,975	\$ 410,975	\$ 410,975
iPad K-3 - Apple Financing Interest	\$ 12,329	\$ 20,549	\$ 12,329	\$ 16,439	\$ 20,549	\$ 12,329	\$ 12,329	\$ 12,329	\$ 12,329	\$ 12,329	\$ 12,329
iPad K-3 Apple Lease- Capital Leases	\$ 1,232,925			\$ 1,232,925			\$ 1,232,925			\$ 1,232,925	
iPad K-3 Apple Lease - Other Financing Sources	\$ (1,232,925)			\$ (1,232,925)			\$ (1,232,925)			\$ (1,232,925)	
Classroom Equipment - District Initiatives	\$ 150,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
Classroom Equipment - Building Allocations	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930	\$ 55,930
Textbooks	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
Inst Staff Devel inc/Salaries & Benefits	\$ 793,233	\$ 824,962	\$ 857,961	\$ 892,279	\$ 927,970	\$ 965,089	\$ 1,003,693	\$ 1,043,841	\$ 1,085,594	\$ 1,129,018	\$ 1,174,179
Inst Staff Dev iPad K-3	\$ 231,316	\$ 110,236	\$ 114,645	\$ 119,231	\$ 124,000	\$ 128,960	\$ 134,119	\$ 139,484	\$ 145,063	\$ 150,865	\$ 156,900
Software iPad K-3	\$ 148,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000
Hardware - Network	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
Infrastructure - Network	\$ 752,000	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000
SAN Loan Principal Payment	\$ 109,400	\$ 109,400	\$ 109,400	\$ 109,400	\$ 109,400	\$ -	\$ 109,400	\$ 109,400	\$ 109,400	\$ 109,400	\$ 109,400
SAN Loan Interest Payment	\$ 17,969	\$ 13,976	\$ 9,983	\$ 5,990	\$ 1,997	\$ -	\$ 17,969	\$ 13,976	\$ 9,983	\$ 5,990	\$ 1,997
Infrastructure - Telecom	\$ 28,335	\$ 29,185	\$ 30,061	\$ 30,963	\$ 31,892	\$ 32,848	\$ 33,834	\$ 34,849	\$ 35,894	\$ 36,971	\$ 38,080
Infrastructure - Security Barriers	\$ 100,000	\$ 250,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
Rebates (Moved to Revenue SRC 308 FY19)											
Software K-12 - Non Instr	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000
Software K-12 - Instr	\$ 200,000	\$ 250,000	\$ 200,000	\$ 200,000	\$ 250,000	\$ 200,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000
Total Annual Priorities	\$ 5,024,119	\$ 4,978,251	\$ 4,910,530	\$ 4,938,071	\$ 5,035,751	\$ 4,965,378	\$ 5,425,113	\$ 5,473,821	\$ 5,524,414	\$ 5,558,342	\$ 5,612,828
	19.24%	-0.91%	-1.36%	0.56%	1.98%	-1.40%	9.26%	0.90%	0.92%	0.61%	0.98%
Total Operational Expenditures	\$ 7,654,658	\$ 7,688,532	\$ 7,703,742	\$ 7,817,531	\$ 8,004,909	\$ 8,027,823	\$ 8,734,575	\$ 8,884,182	\$ 9,039,710	\$ 9,182,770	\$ 9,350,752
	15.02%	0.44%	0.20%	1.48%	2.40%	0.29%	8.80%	1.71%	1.75%	1.58%	1.83%
Total Expenditures	\$ 7,654,658	\$ 7,688,532	\$ 7,703,742	\$ 7,817,531	\$ 8,004,909	\$ 8,027,823	\$ 8,734,575	\$ 8,884,182	\$ 9,039,710	\$ 9,182,770	\$ 9,350,752
	15.02%	0.44%	0.20%	1.48%	2.40%	0.29%	8.80%	1.71%	1.75%	1.58%	1.83%
Tot Res-Tot Exp - Over(Under)	\$ (694,475)	\$ 411,405	\$ (422,198)	\$ 52,719	\$ 736,333	\$ (85,735)	\$ (183,964)	\$ 557,832	\$ (375,826)	\$ 111,291	\$ 857,015
Beginning Fund Balance	\$1,044,909.21	\$ 350,435	\$ 761,840	\$ 339,642	\$ 392,361	\$ 1,128,695	\$ 1,042,960	\$ 858,996	\$ 1,416,829	\$ 1,041,002	\$ 1,152,293
Ending Fund Balance	\$ 350,435	\$ 761,840	\$ 339,642	\$ 392,361	\$ 1,128,695	\$ 1,042,960	\$ 858,996	\$ 1,416,829	\$ 1,041,002	\$ 1,152,293	\$ 2,009,308

REPORT

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

Study Session Agenda Item #4

**Title: Report on Secondary Schools' Belonging
Committees**

Date: March 18, 2021

EXECUTIVE SUMMARY:

The Goal Two expectation for the Belonging Committees is that reports will be presented to the Board. The High School, MME and MMW will report on the work their committees have done.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

INFORMATION

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

Study Session Agenda Item #5

Title: Review of Fees

Date: March 18, 2021

EXECUTIVE SUMMARY:

Under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute.

The District is required to hold a public hearing on proposed fees to accept public comment on the proposed fees.

Minnetonka Independent School District 276 maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district.

Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. Proposed fee changes are for Fiscal Year 2022.

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

MOMENTUM	At cost	New fee
25 cent transaction charge – e-ticketing	\$0.25	New fee
Debate	\$80	New fee
DECA	\$80	\$5 increase
E-sports	\$80	New fee
Marching Band	\$80	\$5 increase
Math Team	\$80	\$30 increase
Mock Trial	\$50	New fee
Model UN	\$50	New fee
Robotics	\$80	New fee
Speech	\$80	New fee
Strength Training	\$140	\$15 increase

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

Strength Training	\$140	\$15 increase
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At the elementary school level, there are no recommended changes.

The proposed changes are highlighted on the attached draft schedule of class and activity fee changes.

For Nutrition Services, a 10-cent per meal increase is being recommended due to increasing food costs driven by increasing transportation costs. The increase will result in prices of \$2.95 for an Elementary Lunch, \$3.05 for a Middle School Lunch, \$3.25 for a High School Lunch, and \$4.15 for an Adult Lunch. These would be the first meal price increases since FY2019.

Tonka Dome fees are recommended to increase by \$5 for each category.

ATTACHMENTS:

Proposed High School Fees
Proposed Middle School Fees
Proposed Elementary School Fees
Proposed Lunch Prices
Proposed Dome Fees

RECOMMENDATION/FUTURE DIRECTION:

This information is presented for the School Board's review.

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

Concurrence: 
Dennis Peterson, Superintendent

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE		
2021-22	2020-21	PROPOSED 2021-22
Overdue Media material fine	\$0-\$.25 per day	\$0-\$.25 per day
iPad Insurance - Optional	\$40	\$40
Loss or destruction of books or materials	at cost	at cost
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>
Post HS transcript fee	\$5	\$5
Returned check fee	\$10	\$10
Plays/Musicals/Entrance Ticket	<i>per event</i>	<i>per event</i>
Play for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20
Plays other	\$15/\$12/\$10	\$15/\$12/\$10
Athletic Entrance Ticket	<i>Adult/Student</i>	<i>Adult/Student</i>
*25 cent transaction charge for online ticketing	\$0.25	\$0.25
Adaptive Bowling	\$0/\$0	\$0/\$0
Adaptive Floor Hockey	\$0/\$0	\$0/\$0
Adaptive Soccer	\$0/\$0	\$0/\$0
Adaptive- Softball	\$0/\$0	\$0/\$0
Alpine Ski (boys/girls)	\$0/\$0	\$0/\$0
Baseball	\$7.00/\$5.00	\$7.00/\$5.00
Basketball (boys)	\$7.00/\$5.00	\$7.00/\$5.00
Basketball (girls)	\$7.00/\$5.00	\$7.00/\$5.00
Competitive Dance	\$7.00/\$5.00	\$7.00/\$5.00
Cross Country Running (boys)	\$0/\$0	\$0/\$0
Cross Country Running (girls)	\$0/\$0	\$0/\$0
Football (boys)	\$7.00/\$5.00	\$7.00/\$5.00
Golf (boys/girls)	\$0/\$0	\$0/\$0
Gymnastics	\$7.00/\$5.00	\$7.00/\$5.00
Hockey (boys)	\$7.00/\$5.00	\$7.00/\$5.00
Hockey (girls)	\$7.00/\$5.00	\$7.00/\$5.00
Lacrosse (boys)	\$7.00/\$5.00	\$7.00/\$5.00
Lacrosse (girls)	\$7.00/\$5.00	\$7.00/\$5.00
Nordic Ski (boys/girls)	\$0/\$0	\$0/\$0
Soccer (boys)	\$7.00/\$5.00	\$7.00/\$5.00
Soccer (girls)	\$7.00/\$5.00	\$7.00/\$5.00
Softball (girls)	\$0/\$0	\$0/\$0
Swim/Dive (boys)	\$7.00/\$5.00	\$7.00/\$5.00
Swim/Dive (girls)	\$7.00/\$5.00	\$7.00/\$5.00
Swim/Dive Meets	\$7.00/\$5.00	\$7.00/\$5.00
Tennis (boys/girls)	\$0/\$0	\$0/\$0
Track & Field Events	\$7.00/\$5.00	\$7.00/\$5.00
Volleyball (girls)	\$7.00/\$5.00	\$7.00/\$5.00
Wrestling (boys)	\$7.00/\$5.00	\$7.00/\$5.00
Activity Ticket		
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.		
Student - 10 Punch Pass	\$40	\$40
Adult - 10 Punch Pass	\$60	\$60
Activity Pass		
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.		
Student Sticker	\$50	\$50
Senior Citizen Pass - contact District Service Center	Free to all on-campus events-- Board Policy #908	Free to all on-campus events-- Board Policy #908
Co-Curricular Activities	<i>per activity</i>	<i>per activity</i>
One-Time/Annual Participation Fee	\$75	\$75
Activities which pay One-Time/Annual Participation Fee		
ATHLETICS:		
Adaptive Bowling	\$60	\$60
Adaptive Floor Hockey	\$60	\$60
Adaptive Soccer	\$60	\$60
Adaptive Softball	\$60	\$60
Alpine Ski (boys/girls)	\$125	\$125
Baseball (boys)	\$125	\$125
Basketball (boys/girls), 9	\$165	\$165
Basketball (boys/girls) 10-12	\$165	\$165
Competitive Dance	\$200	\$200
Cross Country Running (boys)	\$80	\$80
Cross Country Running (girls)	\$80	\$80
Football (boys)	\$200	\$200
Golf (boys/girls)	\$100	\$100
Gymnastics	\$200	\$200
Hockey (boys)	\$247	\$247
Hockey (girls)	\$247	\$247
Lacrosse-boys	\$175	\$175
Lacrosse-girls	\$130	\$130
Nordic Ski (boys/girls)	\$125	\$125

MINNETONKA HIGH SCHOOL		
STUDENT FEE SCHEDULE		
2021-22	2020-21	PROPOSED 2021-22
Soccer (boys/girls)	\$92	\$92
Softball (girls)	\$125	\$125
Swimming (boys/girls)	\$109	\$109
Tennis (boys/girls)	\$85	\$85
Track (boys)	\$150	\$150
Track (girls)	\$150	\$150
Volleyball (girls)	\$100	\$100
Wrestling (boys)	\$104	\$104
ENRICHMENTS:		
Architectural Challenge	\$0	\$0
Chamber Singers	\$50	\$50
Debate	\$0	\$80
DECA	\$75	\$80
Destination Imagination	\$0	\$0
Donna Voce	\$50	\$50
Drama - Fall Musical	\$75	\$75
Drama - One Act Play	\$0	\$0
Drama - Spring Musical	\$75	\$75
Drama - Winter Play	\$50	\$50
ESports		\$80
Engineering Tech Challenge	\$0	\$0
Jazz Ensemble (Band)	\$50	\$50
Jazz Too	\$0	\$0
Knowledge Bowl	\$50	\$50
Marching Band	\$75	\$80
Math Team	\$50	\$80
Mock Trial	\$0	\$50
Model UN		\$50
Pit Orchestra (Drama/Musicals)	\$0	\$0
Quiz Bowl	\$50	\$50
Robotics	\$0	\$80
Science Fair	\$0	\$0
Science Olympiad	\$0	\$0
Speech	\$0	\$80
Supernatural	\$0	\$0
Varsity Madrigals	\$0	\$0
Winter Pep Band	\$0	\$0
Co-Curricular Activities (Continued)		
Activities which pay One-Time/Annual Participation Fee (cont'd)	per activity	per activity
CLUBS		
Bowling (no activity fee assessed by MHS)	\$0	\$0
Competitive & Sideline Cheerleading	\$210	\$210
Performance Dance	\$100	\$100
Sailing (no activity fee assessed by MHS)	\$0	\$0
Slowpitch Softball	\$160	\$160
Trap/Skeet Shooting (no activity fee assessed by MHS)	\$0	\$0
Enrichments/Clubs With No Participation Fee:		
American Sign Language (ASL) Club	at cost	at cost
Art Club	at cost	at cost
Baking Club	at cost	at cost
Breezes	at cost	at cost
Dare to Know	at cost	at cost
Duct Tape Club	at cost	at cost
Earth Club	at cost	at cost
Honor Society (NHS)	at cost	at cost
Interact	at cost	at cost
Literary Magazine	at cost	at cost
National Art Honor Society	at cost	at cost
OFFENSE	at cost	at cost
Optimist Club	at cost	at cost
People to People	at cost	at cost
Reachout Volunteers	at cost	at cost
Strength Training - fall/winter/spring after school per season	\$50	\$50
Strength Training - summer group training	\$125	\$140
Strength Training - summer personal training	\$175	\$175
Student Government	at cost	at cost
Students Against Poverty	at cost	at cost
Video Production Club	at cost	at cost
Vocal Music Sessions - fall/winter/spring per 8 week season	\$80	\$80
Vocal Music Sessions - 1 session	\$10	\$10
Yearbook	at cost	at cost
New Student Interest Club	\$30 min or cost	\$30 min or cost
Try-Out Fee		
Golf (green fees)	per sport	per sport
Downhill Skiing (lift tickets)	at cost	at cost
Approved by School Board 06/XX/2021		

MINNETONKA HIGH SCHOOL		
STUDENT FEE SCHEDULE		
2021-22	2020-21	PROPOSED 2021-22
Course Fees		
ART	<i>per course</i>	<i>per course</i>
AP Art- Studio	\$50	\$50
Comics	\$20	\$20
Ceramics	\$25	\$25
Digital Photography	\$30	\$30
Digital Drawing 1, 2, & 3	\$20	\$20
Drawing	\$20	\$20
Graphic and Product Design	\$20	\$20
IB Visual Art HLA yr 1	\$50	\$50
IB Visual Art HLA yr 2	\$50	\$50
IB Visual Art SLA	\$50	\$50
Intro to Studio Art	\$20	\$20
Jewelry	\$35	\$35
Painting	\$20	\$20
Darkroom Photography I	\$50	\$50
Darkroom Photography II	\$60	\$60
Darkroom Photography III	\$40	\$40
Video Production	\$20	\$20
TONKA ONLINE (summer or in addition to standard course-load)		
Tonka Online course (non PE)	\$375	\$375
Tonka Online Physical Education course	\$275	\$275
TECHNOLOGY EDUCATION	<i>per course</i>	<i>per course</i>
Air Brush	\$12	\$12
Design	\$0	\$0
Drafting	\$0	\$0
Electronics	\$0	\$0
Graphic Arts	\$0	\$0
Home Renovation and Maintenance	\$15	\$15
Int Autocad Inv	\$0	\$0
Metals I	\$40	\$40
Metals II	\$50	\$50
Metal Sculpture	\$25	\$25
Momentum		at cost
Physics of Home Renovation	\$15	\$15
Woods	\$20	\$20
Extra Woodworking Projects	at cost	at cost
FAMILY AND CONSUMER SCIENCES	<i>per course</i>	<i>per course</i>
Clothing	\$0	\$0
Foods	\$0	\$0
Interior Design	\$0	\$0
Sew Creative I	\$0	\$0
*Course Fees are refundable if the student elects to not take the personal property home.		
Driver's Education	Handled by MCE	Handled by MCE
Field Trips Supplemental		
Optional Study Travel	at cost	at cost
Other Optional Field Trips	at cost	at cost
Graduation Ceremony Fee	\$28	\$28
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>
Orchestra Concert Dress (new students/incoming 9th graders)	\$91	\$91
Percussion Instruments-taxable	\$50	\$50
Season Rental (Marching and/or Pep band)-taxable	\$80	\$80
String Instruments-taxable	\$100	\$100
Wind Instruments-taxable	\$110	\$110
Padlocks	<i>per school year</i>	<i>per school year</i>
Physical Education	NC \$6 if lost	NC \$6 if lost
Athletic	NC \$6 if lost	NC \$6 if lost
Loss or destruction of Hallway Locker/Padlock	at cost	at cost
Parking	<i>per year or day</i>	<i>per year or day</i>
Permit - Shared Full Year	\$300	\$300
Permit - Shared Per Semester	\$150	\$150
Replacement Permit	\$50	\$50
Daily Parking Permit (Advance)	\$5	\$5
Daily Parking Permit	\$5	\$5
Parking Violations Permit Holder First:	\$10	\$10
Parking Violations Permit Holder Second:	\$20	\$20
Parking Violations Permit Holder Third:	\$30	\$30
Parking Violations Permit Holder Fourth:	Revocation	Revocation
Parking Violations Non-Permit Holder First:	\$20	\$20
Parking Violations Non-Permit Holder Second:	\$30	\$30
Parking Violations Non-Permit Holder Third:	\$40	\$40
Parking Violations Non-Permit Holder Fourth:	Towed	Towed
Car Boot Fee	\$25	\$25
Textbooks & Materials		

MINNETONKA MIDDLE SCHOOLS		
STUDENT FEE SCHEDULE		
2021-22		
	2020-2021	PROPOSED 2021-22
Technology Education	<i>per course</i>	<i>per course</i>
Woods	at cost	at cost
Tech Ed Kits	at cost	at cost
Family and Consumer Sciences	<i>per course</i>	<i>per course</i>
FACS/Snack Shop	at cost	at cost
Media	<i>per day</i>	<i>per day</i>
Overdue material fine	\$0	\$0
Material loss	at cost	at cost
Padlocks		
Physical Education	\$0	\$0
Athletic-deposits	\$0	\$0
Textbooks and Materials		
Loss or destruction of books or materials	at cost	at cost
Ipad Insurance- Optional	\$40	\$40
Field Trips - Supplemental		
Optional Field Trips	at cost	at cost
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>
Band- taxable	\$85/12 months	\$85/12 months
Orchestra - taxable	\$100/12 months	\$100/12 months
Percussion Kit - taxable	\$35/12 months	\$35/12 months
Other Optional Fees		
After School Center	\$50/Quarter	\$50/Quarter
Yearbook - taxable	\$28	\$28
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>
Returned check fee	\$10	\$10
Participation Fee	<i>per school year</i>	<i>per school year</i>
Co-curricular activities and Enrichments unless noted	\$50	\$50
Plays/Musicals	<i>per event</i>	<i>per event</i>
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8
Activity Fee	\$50	\$50
Co-curricular Activity Fees; Uniform, Equipment, Transportation	<i>per activity</i>	<i>per activity</i>
Activities which pay \$50 Participation Fee		
Cross Country Running (boys)	\$60	\$60
Cross Country Running (girls)	\$60	\$60
Golf (boys/girls)	\$60	\$60
Nordic Ski (boys/girls)	\$60	\$60
Tennis (boys/girls)	\$60	\$60

MINNETONKA MIDDLE SCHOOLS		
STUDENT FEE SCHEDULE		
2021-22		
	2020-2021	PROPOSED 2021-22
Track (boys)	\$60	\$60
Track (girls)	\$60	\$60
Volleyball (girls)	\$60	\$60
Wrestling (boys)	\$60	\$60
Academic Enrichments/Clubs Activity Fees		
	<i>per activity</i>	<i>per activity</i>
Enrichments which pay \$50 Participation Fee		
Anime Club	\$10	\$10
Archery	\$25	\$25
Art Activities/Jewelry making	\$10	\$10
Baking Club	\$25	\$25
Book Club	\$0	\$0
Computer Art	\$10	\$10
Clay Class/Pottery/Sculpture	\$15	\$15
Cooking Club	\$35	\$35
Drama Club	\$10	\$10
Drama/Musical	\$50	\$50
Drama/One Act Play	\$40	\$40
Eco Art/ Mural	\$5	\$5
Environmental Club	\$10	\$10
Games Club	\$30	\$30
Honor Choir	\$0	\$0
Jazz Band	\$0	\$0
Knowledge Bowl	\$25	\$25
Lego League/Robots	\$15	\$15
Math Team	\$25	\$25
Photoshop Class	\$10	\$10
Quiz Bowl	\$10	\$10
Rock Climbing	\$25	\$25
Science Olympiad	\$15	\$15
Scrapbook Club	\$30	\$30
Speech Club	\$25	\$25
Stage Crew	\$40	\$40
Table Tennis Club	\$20	\$20
Variety Show	\$0	\$0
Water Polo	\$25	\$25
Woodworking Club	\$20	\$20
Enrichments With No participation Fees		
Mad Jazz/Ensemble	\$0	\$0
Media Club	\$15	\$15
Morning Madrigals	\$0	\$0
Service Learning Club	\$0	\$0
Show Choir	\$0	\$0
Strength Training - summer group training	\$125	\$140
Strength Training - summer personal training	\$175	\$175
Student Leadership/Government	\$0	\$0
Yearbook Club	\$0	\$0
New Student Interest Club	Min \$30 or at Cost	Min \$30 or at Cost

MINNETONKA ELEMENTARY SCHOOLS		
FEE SCHEDULE		
2021-22		
	2020-21	PROPOSED 2021-22
Media		
Overdue material fine	\$0	\$0
Material loss	at cost	at cost
Textbooks and Materials		
Loss or destruction of books or materials	at cost	at cost
iPad Insurance - Optional	\$40	\$40
Field Trips - Supplemental	at cost not to exceed \$45/yr.	at cost not to exceed \$45/yr.
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>
Band-taxable	\$85	\$85
Percussion-taxable	\$10	\$10
Orchestra-taxable	\$100	\$100
After School Language Instruction	\$50	\$50
Tonka District Children's Choir Grades 4 & 5	\$50	\$50
Plays/Musicals	<i>per event</i>	<i>per event</i>
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8
Activity Fee	\$50	\$50
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>
Returned check fee	\$10	\$10
Approved by School Board 06/XX/2021		

	16-17	17-18	18-19	19-20	20-21	21-22
Elementary	\$ 2.70	\$ 2.75	\$ 2.85	\$ 2.85	\$ 2.85	\$ 2.95
Middle	\$ 2.85	\$ 2.90	\$ 2.95	\$ 2.95	\$ 2.95	\$ 3.05
High School	\$ 3.05	\$ 3.10	\$ 3.15	\$ 3.15	\$ 3.15	\$ 3.25
Milk	\$ 0.50	\$ 0.50	\$ 0.50	\$ 0.50	\$ 0.50	\$ 0.50
Adult*	\$ 3.75	\$ 3.90	\$ 3.95	\$ 3.95	\$ 3.95	\$ 4.15
	No change	5¢ increase	5¢ increase	No change	No change	10¢ increase

Tonka Dome-Einer Anderson Stadium Field
Fee Schedule for Rental
Effective November 1, 2021

Charges:

- > Based on the organizational classifications detailed in District Policy #902, users shall pay rental fees as shown below as well as applicable equipment and personnel charges. A **7.525% state & local sales tax** will be assessed on the rental of facilities, equipment and custodial charges **unless a tax exempt certificate** is submitted with the facility use application.
- > Rental hours will be figured from when group members enter the building to when they depart.
- > Rental equipment be made available based on the below charges only when approved in advance.
- > Facility supervisor hours are figured to include 15 minutes before the group is scheduled to enter and 15 minutes after the group leaves. Facility Supervisor and/or custodial charges will be waived for Group A youth activities when meeting during regular designated duty hours.
- > **Rates effective November 1, 2021**

Indoor Athletic Facilities (Per Hour):

Tonka Dome:		<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
January 1 thru end of season	Full Field	\$415.00	\$440.00	\$450.00	\$465.00
	Half Field	\$230.00	\$255.00	\$260.00	\$265.00
November thru December 31 and Saturday after 6:00 PM.	Full Field	\$370.00	\$380.00	\$390.00	\$400.00
	Half Field	\$220.00	\$225.00	\$230.00	\$240.00

Outdoor Athletic Facilities (Per Hour):

Package #1: Turf Playing Field	\$140.00	\$155.00	\$175.00	\$200.00
Field, pressbox and scoreboard.				
Package #2: Stadium and Lights	\$175.00	\$240.00	\$290.00	\$330.00
Field, stadium, scoreboard, track & lighting.				

Note: Sound system available only for MHS varsity events.

Note: All events, both indoor and outdoor, must be completed prior to 10:00 PM.

Equipment Charges (Per Hour)

Tonka Dome Batting Cages	\$70.00	\$75.00	\$75.00	\$85.00
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Personnel Charges (Per Hour)

Facility Supervisor	\$0.00	\$65.00	\$65.00	\$65.00
Custodial Staff as Required	\$0.00	\$80.00	\$80.00	\$80.00

Other Charges: (Per Event)

No Show Fee	\$80.00	\$80.00	\$80.00	\$80.00
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Updated February 18, 2021

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

Study Session Agenda Item #6

**Title: Review of Building Project for Transition to
Adult Program**

Date: March 18, 2021

EXECUTIVE SUMMARY:

The Minnetonka School Board approved the purchase of the Shorewood Building, located at 19685 Highway 7 in Excelsior, to support the creation of its own Minnetonka Transition Program, serving students with disabilities age 18-21. Special education law mandates services be considered and provided to students through age 21 if needs are identified. The purpose of transition programming is to prepare children to lead productive and independent adult lives to the maximum extent possible. We believe that supporting these students within their home community will provide a wealth of opportunities in all areas of transition.

Since the approval by the Board in January, the special education department has been working tirelessly to ensure all voices are heard with regard to the design, planning, and implementation of the new transition program. Focus groups with staff and parents of current and future transition students as well as current 9-12th grade special education staff were held virtually in February to gather information about what is working well, areas for improvement, and what are the hopes and dreams for our new program. We had tremendous participation in each focus group and look forward to holding several more as we progress through the process, specifically seeking student voice in our next meetings.

Additionally, we have met with local businesses in order to begin partnerships around future employment opportunities for our students in the community. We have received interest and support from our community. We feel confident in our ability to place students in job opportunities based on ability and interests. To support this unique task of building out community partnerships, Minnetonka became a member of the Employment Capacity Building Cohort (ECBC) through the Minnesota Department of Education (MDE) in the Fall of 2020. The *vision* of the ECBC is that all youth with disabilities are equipped by the time they graduate to reach their employment goals and have had experiences in competitive integrated employment that matches their skills and interests, provides a living wage and maximizes their potential. Its *mission* is that Community teams build robust, person-centered systems for all students with disabilities to prepare for and enter into competitive integrated employment. As teams complete this work, they are receiving

high quality technical assistance, training, resources and evaluation tools within a learning community.

We are also working to expand our presence with Vocational Rehabilitation Services (VRS) for students in grades 9 through age 21. VRS is a state run program that prepares students to get, keep or regain employment. VRS services continue with students and families long after educational services end, therefore, it is our goal to incorporate them in the IEP team with our students and families in 9th grade to lay the foundation for a long-term relationship.

As we worked with ATS&R to design the new building, our focus was centered around the required transition areas as directed by the Minnesota Department of Education. These areas include post-secondary education, employment, independent living, recreation and leisure, and community participation.

On-site, students will engage in:

- Utilization of the Practical Application Exploration System (PAES) lab for structured and supported job exploration and skill building activities
- Independent living opportunities, including personal hygiene and self care, through the use of our apartment space and laundry rooms
- Cooking and preparing nutritious meals in the new kitchen
- Setting up a mock business from creating, marketing and selling of student created items
- Recreation and leisure activities in the large multi-purpose space
- Job application completion, resume writing, and interview skills in the large classrooms
- Expanding academic support through engagement, participation, and enrollment in post secondary institutions
- Horticulture and gardening experience in the greenhouse, with potential for job opportunities as well as recreation and leisure
- Video editing, production and broadcasting

Off-Site, students will engage in:

- Interests based volunteer, internship, and/or paid employment opportunities through identification of baseline skills and level of independence
- Student researched and proposed recreation and leisure activities within the community, focusing on access, appropriate engagement and generalization of skills across multiple environments
- Exploration of local living opportunities ranging from fully supported to independent
- Identification of post secondary opportunities and matching institutions to meet student needs
- Direct education regarding local transportation options suited to student needs

The naming of this program is an integral next step in our process. Our team spent time researching surrounding transition program names, working to identify the connection to their district or the program itself. The options below were shared with or came out of our focus groups. We ask the School Board to weigh in on the three options listed below and offer alternatives if other ideas arise.

Harbor Program: A Skippers final educational safe haven before charting the seas independently

SAIL Program: Students Achieving Independent Life

Minnetonka Transition Program

Our intentions remain unchanged, to create and foster relationships within the Minnetonka community. Our team looks forward to the continued work ahead in order to deliver on the promises of creating an outstanding transition program.

ATTACHMENT:

ATS&R Building Floor Plans

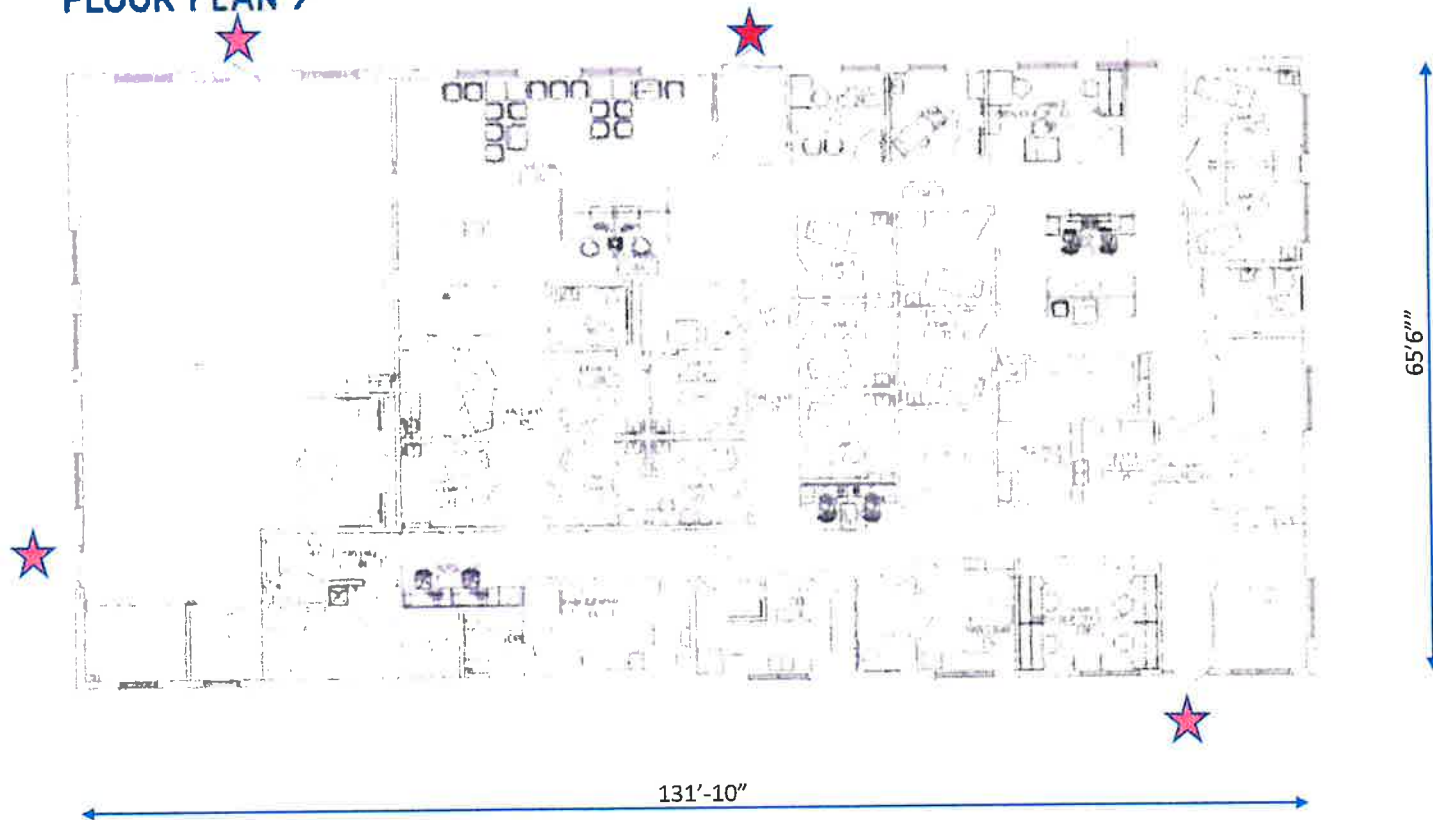
RECOMMENDATION/FUTURE DIRECTION:

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

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

Concurrence: Dennis L. Peterson
Dennis Peterson, Superintendent

FLOOR PLAN >



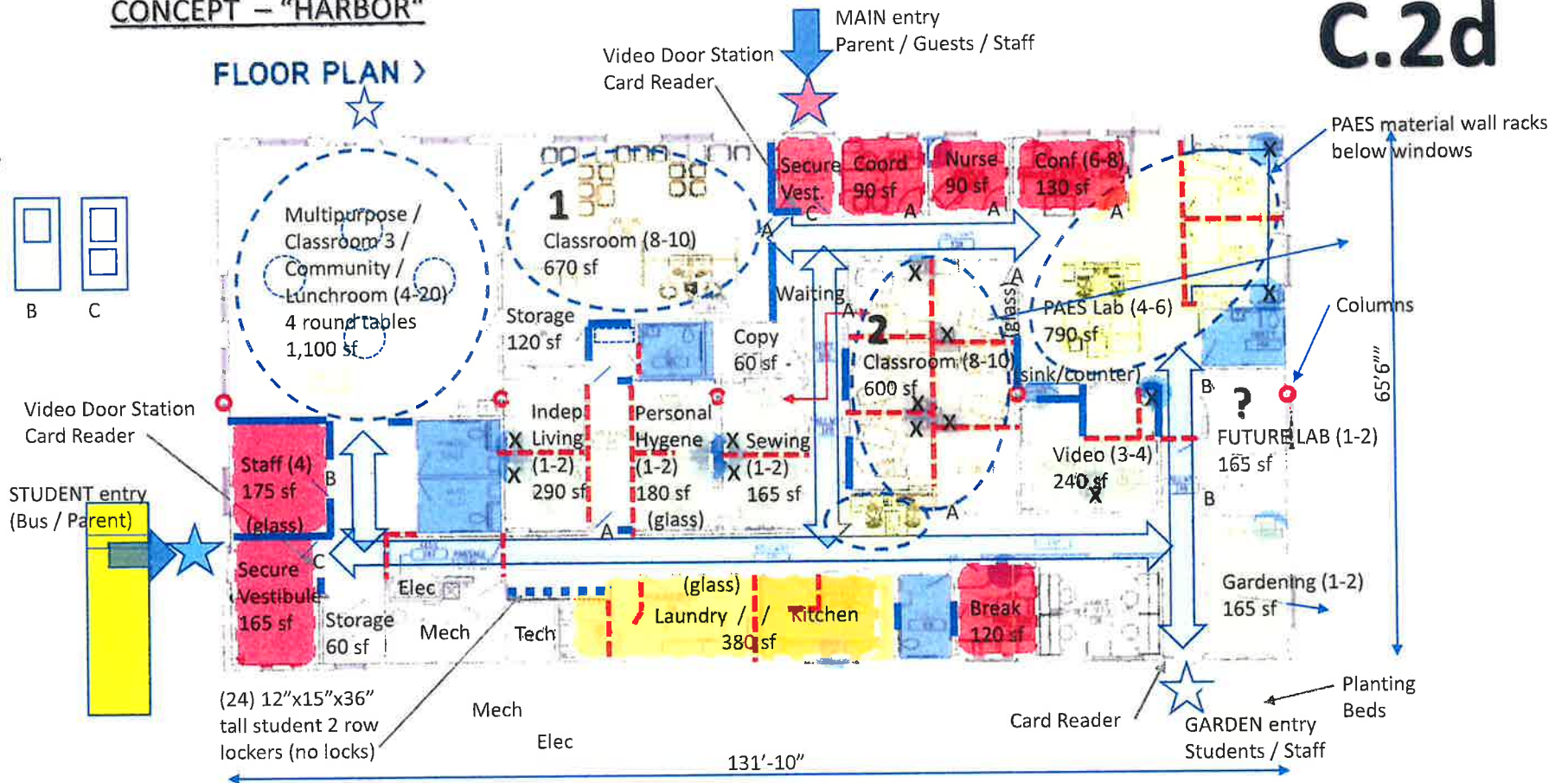
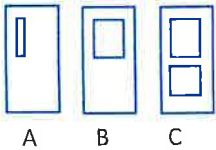
HIGHLIGHTS >

8,149.57 sq ft of total building area

CONCEPT – “HARBOR”

FLOOR PLAN >

Doors:



HIGHLIGHTS >

5,149 SF total area - 10,000 SF

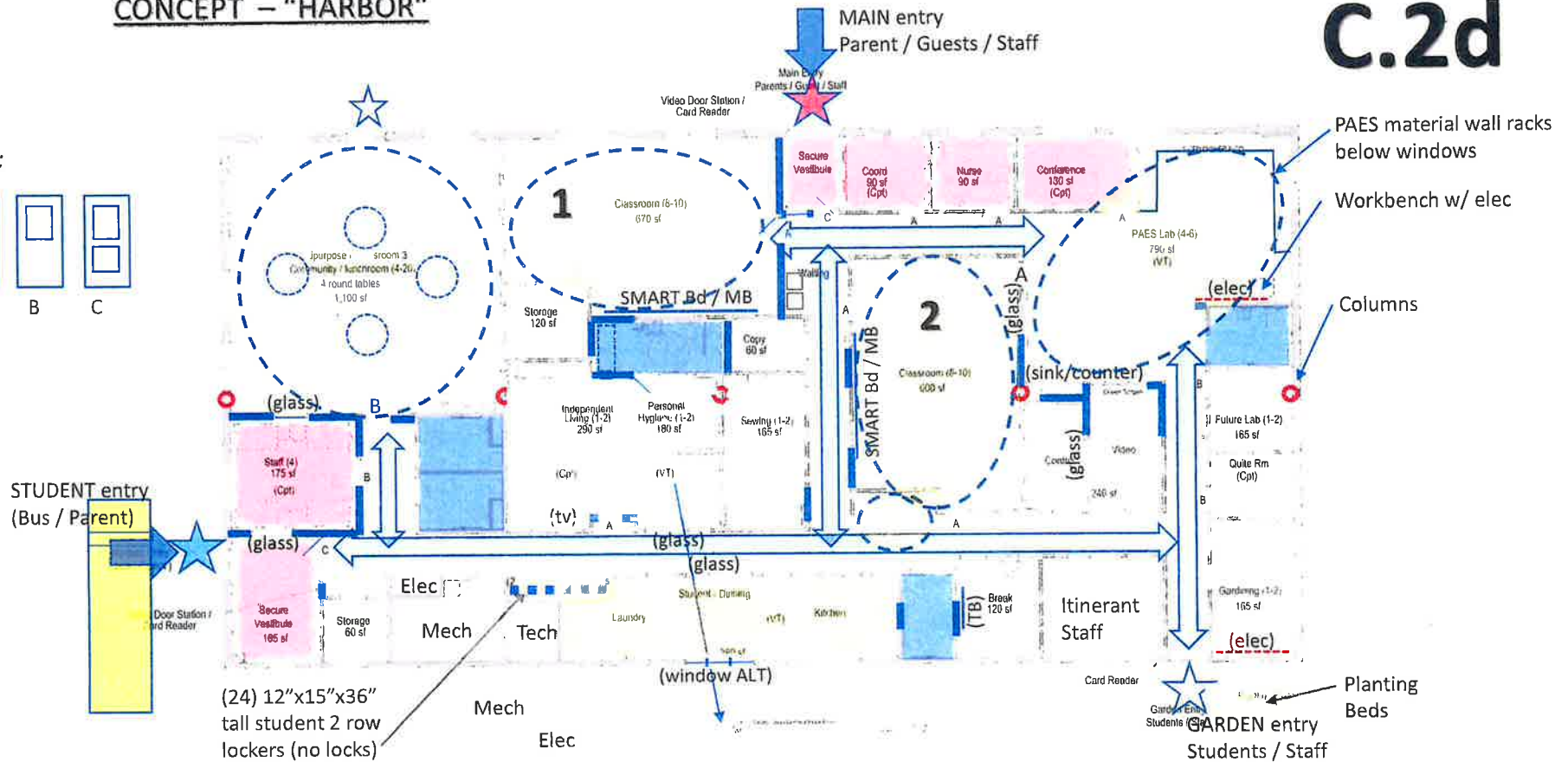
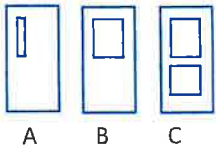
C.2d

Jan 26, 2021

CONCEPT – “HARBOR”

C.2d

Doors:



FLOORS: Metro Flex 'Delux VT' 18" Sq (VT)
No wax stone pattern.
Carpet Tile (Cpt)

DOORS

A B C

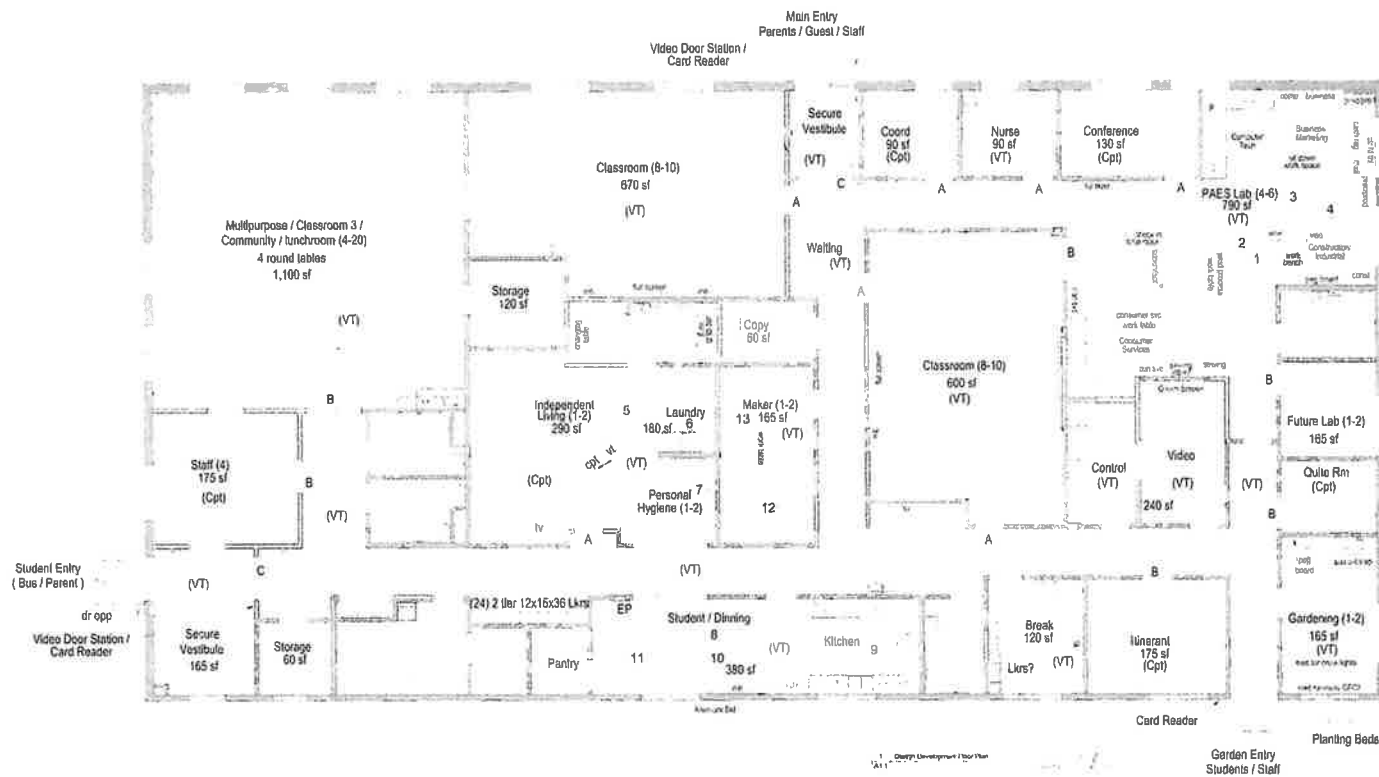
EXG DOORS

EXG A B

Feb 8, 2021

CONCEPT – “HARBOR”

C.2d



FLOORS: Metro Flex 'Delux VT' 18" Sq (VT)
No wax stone pattern.
Carpet Tile (Cpt)

DOORS

A B C

EXG
DOORS

EXG A B

Feb 19, 2021