

## SCHOOL BOARD MEETING

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

[www.minnetonkaschools.org](http://www.minnetonkaschools.org)

December 1, 2022

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

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

(All times are approximate)

- 6:30 Recognitions: Girls Varsity Tennis State Champions; Boys Varsity Cross Country State Qualifiers (4<sup>th</sup> Place); Girls Varsity Cross Country State Qualifiers (2<sup>nd</sup> Place); Middle School Mountain Biking State Champions; District Service Center Honored Artists (Middle Level); AP Scholars with Honor from the 2021-22 School Year; Leaders and Site Coordinators for the Employee Charitable Giving Campaign
- 7:00 I. Truth in Taxation Hearing
- II. Public Comment on Hearing
- 7:15 III. Call of Regular Meeting to Order
- IV. Pledge to the Flag
- V. Adoption of the Agenda
- 7:15 VI. School Report: MMW
- 7:30 VII. Community Comments  
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse.
- 7:35 VIII. Acceptance of FY22 Audit
- 8:05 IX. Adoption of 2022 Payable 2023 Levy
- 8:20 X. Review of School Board Goals
- 8:40 XI. Approval of MCE Fees
- a. ECFE
  - b. Minnetonka Preschool
  - c. Explorers Club

- 8:55 XII. Approval of New Course Proposals, Changes and Deletions
- 9:05 XIII. Approval of Transportation Contract for FY24-27
- 9:15 XIV. Approval of 2023 Legislative Position Statements
- 9:25 XV. Authorization of Sale of 2023A Bonds
- 9:30 XVI. CONSENT AGENDA
  - a. Minutes of November 3 Regular Meeting and November 17 Special Meeting
  - b. Study Session Summary of November 17
  - c. Payment of Bills
  - d. Recommended Personnel Items
  - e. Gifts and Donations
  - f. Electronic Fund Transfers
  - g. Approval of Designated Combined Polling Places
- 9:30 XVII. Board Reports
- 9:35 XVIII. Superintendent's Report
- 9:40 XIX. Announcements
- 9:45 XX. Adjournment

#### GUIDELINES FOR COMMUNITY COMMENTS

Welcome to the Minnetonka Schools Board Meeting! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every regular School Board meeting during *Community Comments*.

1. Anyone indicating a desire to speak to an item included in this agenda—except for information that personally identifies or violates the privacy rights of employees or students—during *Community Comments* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson 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 *Community Comments* 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 meetings are rebroadcast via a local cable provider.  
Please visit the "District/Leadership/School Board" page on our website for a current schedule.*

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

Truth in Taxation Hearing

Title: 2022 Pay 2023 Truth in Taxation Hearing

December 1, 2022

**EXECUTIVE SUMMARY:**

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

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

The 2022 Payable 2023 Levy being presented for Certification by the School Board is \$62,613,793.43.

A school district can always lower the Final Levy Certification from the amount of the Preliminary Levy Certification in a particular category, but can never increase it from the Preliminary Levy Certification unless there is a voter-approved referendum for facilities, capital projects, or operations.

The proposed final levy of \$62,613,793.43 is an increase of \$6,138,935.16 or 10.87% from the prior year amount of \$56,474,858.27.

The proposed levy will be discussed at the Truth in Taxation Hearing, along with FY22 budget summary information as required by law.

**RECOMMENDATION/FUTURE DIRECTION:**

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

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

Concurrence: David Law  
David Law, Superintendent

**REPORT**

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

**Board Agenda Item IV.**

**Title: School Report: MMW**

**Date: December 1, 2022**

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**EXECUTIVE SUMMARY:**

MMW Principal Freya Schirmacher will provide an update summarizing the first quarter highlights at MMW, as well as offering a snapshot of what is to come for the rest of the 2022-23 school year. This report will specifically focus on reviewing MMW's Literacy Initiatives, developing our MTSS framework, and our continued focus on belonging, inclusion, and community at MMW.

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



David Law, Superintendent

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

**Board Agenda Item VI.**

**Title: Acceptance of FY2022 Audit**

**Date: December 1, 2022**

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**EXECUTIVE SUMMARY:**

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

Michelle Hoffman, CPA of CliftonLarsonAllen reviewed the main financial schedules in the audit at the November 17, 2022 School Board Study Session. The complete audit is ready for acceptance and approval. Upon acceptance and approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute.

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

The results of operations for the District's General Fund Accounts for ongoing school site operations, administration, and extracurricular activities were impacted by the recovery process from the COVID-19 Pandemic, which lasted through all of FY2021. There was still uncertainty as to how things would materialize so in preparation for a potential continuation of the Pandemic, additional expenditures for personal protective equipment, air filtering equipment were incurred prior to the start of the school year. There was also the need to address student learning loss that occurred in the prior years of the Pandemic, which required use of additional instructional staff resources. The General Fund Accounts produced an operating deficit of ongoing revenues over ongoing expenditures of (\$2,208,361) for FY2022. Inclusive of all capital revenues and costs, including the Operating Capital Fund having a surplus of revenues over expenditures of \$223,832, the Fiduciary Fund receiving more donation revenue over expenditures by \$256,968, the Activities Fund had a surplus of revenue to expenditures of \$106,857 and the Capital Projects Fund having a surplus of revenues over expenditures of \$581,848, the results of operations for the District's Comprehensive General Fund showed a deficit of revenues to expenditures of (\$1,029,860.) (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, Fiduciary Fund, Arts Center Fund, Pagel Center Fund, Tonka Dome Fund and Capital Projects (Technology) Fund.)

The District General Fund Accounts for ongoing school site operations administration and extracurricular activities had an Unassigned Fund Balance of \$21,855,534, which is 14.9% 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 90 out of 13,584 school districts in the country as of the latest information available to the District. The District's Unassigned Fund Balance is an important component that is considered by Moody's Investors Service when assigning bond ratings.

The Fiscal Year 2022 Audit will be published on the District's website upon acceptance by the School Board.

The Annual Comprehensive Financial Report, Executive Audit Summary, and Schedule of Expenditures of Federal Awards And Other Required Reports will be delivered by CliftonLarsonAllen on December 1, 2022.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the Fiscal Year 2022 Audit.

***RECOMMENDED MOTION***

***Resolution To Accept The Fiscal Year 2022 Audit  
For Filing With The Minnesota Department Of Education***

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the Fiscal Year 2022 Audit as performed by the auditing firm of CliftonLarsonAllen LLP and directs administration to file the audit with the Minnesota Department of Education.*

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

Concurrence:   
David Law, Superintendent

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

**Board Agenda Item VII.**

**Title: Adoption of 2022 Payable 2023 Levy**

**December 1, 2022**

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**EXECUTIVE SUMMARY:**

Minnesota Statutes require that each school district certify a final property tax levy by December 30, 2022 for property taxes to be collected in calendar year 2023.

The 2022 Payable 2023 Levy being presented for Certification by the School Board is \$62,613,793.43.

A school district can always lower the Final Levy Certification from the amount of the Preliminary Levy Certification, but can never increase it from the Preliminary Levy Certification unless there is a voter-approved referendum for facilities, capital projects, or operations.

The proposed final levy of \$61,613,793.43 is an increase of \$6,138,793.43 or 10.87% over the prior year amount of \$56,474,858.27. Certification of this levy amount will set this amount as the amount that the School Board will levy for the 2022 Payable 2023 levy.

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**ATTACHMENTS:**

Levy Comparison – 2021 Payable 2022 to 2022 Payable 2023

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board certify the 2022 Payable 2023 Levy in the amount of \$62,613,793.43 and authorize administration to file the Certified 2022 Payable 2023 Levy with the Hennepin County Auditor, Carver County Auditor, and Minnesota Department of Education no later than December 30, 2022.

***RECOMMENDED MOTION***

***Resolution to Certify 2021 Pay 2022 Property Tax Levy***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the 2021 Pay 2022 Property Tax Levy in the amount of \$62,613,793.43, and;*

*BE IT FURTHER RESOLVED, that the Deputy Clerk of Minnetonka Independent School District 276 is hereby directed to deliver a signed original of the 2021 Payable 2022 Levy Certification to the County Auditors of Hennepin and Carver Counties prior to December*

30, 2022 and deliver a copy to the Minnesota Department of Education Program Finance Division no later than December 30, 2022.

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

**Concurrence:**   
David Law, Superintendent

Minnetonka Independent School District 276  
 Levy Comparison - 2021 Pay 2022 to 2022 Pay 2023  
 December 1, 2022 Final Levy

Line #		Final 2021 Pay 2022	Preliminary 2022 Pay 2023	Difference	Adjustments	Final 2022 Pay 2023
0	<b>Total Levy</b>	56,474,858.27	62,613,793.43 10.87%	6,138,935.16	-	62,613,793.43 10.87%
<b><u>Individual Levy Components</u></b>						
<b>Major Levies</b>						
1	Operating Ref Levy-\$2,110.97 Per Adjusted Pupil Unit In FY24 (\$229.16-12.18% Inflation) - 12,257.20	22,917,434.90	25,874,581.48	2,957,146.58		25,874,581.48
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY24 Less State Aid Of \$101,339.12	8,658,282.38	8,721,859.44	63,577.06		8,721,859.44
3	Technology Levy - 6.569% Of Net Tax Capacity Of Property Values	7,275,914.76	7,609,741.86	333,827.10		7,609,741.86
4	Equity Levy - \$69.01 Per Adjusted Pupil Unit	842,593.05	845,900.01	3,306.96		845,900.01
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,034,187.51	1,050,092.75	15,905.24		1,050,092.75
6	Operating Capital Levy - 43.86% Of Total Rev Of \$230.03 Per APU	1,177,566.26	1,236,844.58	59,278.32		1,236,844.58
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,462,670.84	2,554,553.27	91,882.43		2,554,553.27
8	Debt Service Levy + 5% Overlevy Less Debt Excess Fund Balance Usage	7,871,472.90	8,196,848.52	325,375.62		8,196,848.52
9	OPEB Bonds Levy-Debt Service Schedule	1,549,533.00	1,376,616.01	(172,916.99)		1,376,616.01
10	<b>Subtotal Major Levies</b>	53,789,655.60	57,467,037.92	3,677,382.32	-	57,467,037.92
<b>Other Levies</b>						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,876.52	18,998.66	122.14		18,998.66
12	Career Technical Ed Levy - 35% Of FY24 Estimated Budget	305,084.28	341,049.31	35,965.03		341,049.31
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	438,422.40	441,259.20	2,836.80		441,259.20
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	532,048.14	477,440.02	(54,608.12)		477,440.02
15	LTFM Health & Safety	590,000.00	600,000.00	10,000.00		600,000.00
16		-	-	-		-
17	Reemployment Insurance Levy	10,000.00	10,000.00	-		10,000.00
18	Community Ed General Revenue Levy - \$5.42 x 2020 Census Population 42,181 (+2,197 from 2010)	303,139.85	303,139.85	-		303,139.85
19	Early Childhood Family Education Levy - 0.247% Of Adjusted Net Tax Capacity	290,752.23	305,505.16	14,752.93		305,505.16
20	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
21	Adult Handicapped Levy - 50% Of Approved Expenses Capped At \$7,500	7,500.00	7,500.00	-		7,500.00
22	Home Visiting Levy - 55.83% of \$3.00 x Under 5 Population - 2,252	4,622.90	3,952.24	(670.66)		3,952.24
23	<b>Subtotal Other Levies</b>	2,600,446.32	2,608,844.44	8,398.12	-	2,608,844.44
24	<b>Total Before Prior Year Adjustments</b>	56,390,101.92	60,075,882.36	3,685,780.44	-	60,075,882.36

Minnetonka Independent School District 276  
 Levy Comparison - 2021 Pay 2022 to 2022 Pay 2023  
 December 1, 2022 Final Levy

<u>Line #</u>		<u>Final 2021 Pay 2022</u>	<u>Preliminary 2022 Pay 2023</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final 2022 Pay 2023</u>
0	<b>Total Levy</b>	56,474,858.27	62,613,793.43 10.87%	6,138,935.16	-	62,613,793.43 10.87%
<b>Prior Year Adjustments</b>						
25	Transition Levy Adjustment - Prior Years	(188.23)	36.72	224.95		36.72
26	Equity Levy Adjustment - Prior Years	14,986.64	9,320.96	(5,665.68)		9,320.96
27	Local Optional Revenue Adjustment - Prior Years	(53,950.56)	(33,862.68)	20,087.88		(33,862.68)
28	General Fund Abatements	-	-	-		-
29	Referendum Levy Prior Years Adjustment	(261,598.50)	2,184,945.90	2,446,544.40		2,184,945.90
30	Q-Comp Levy Adjustment - Prior Years	(65,552.54)	33,956.02	99,508.56		33,956.02
31	Operating Capital Levy Adjustment - Prior Years	47,254.37	(3,282.15)	(50,536.52)		(3,282.15)
32	Reemployment Levy Adjustment - Prior Years	28,057.52	(10,000.00)	(38,057.52)		(10,000.00)
33	Safe Schools Adjustment - Prior Years	8,574.12	(637.56)	(9,211.68)		(637.56)
34	Health Benefits Adjustment - Prior Years	-	-	-		-
35	Achievement & Integration Adjustment - Prior Years	-	-	-		-
36	Career Technical Ed Adjustment - Prior Years	27,751.42	20,129.47	(7,621.95)		20,129.47
37	Health & Safety Adjustment - Prior Years	-	-	-		-
38	Community Education Limit Adjustment - Prior Years	271,085.83	291,252.71	20,166.88		291,252.71
39	Community Education Abatements	2,948.63	(1,672.10)	(4,620.73)		(1,672.10)
40	Abatement Adjustments - Prior Years	47,776.73	42,769.37	(5,007.36)		42,769.37
41	LTFM Equalization Adjustment - Prior Years	4,774.00	0.45	(4,773.55)		0.45
42	OPEB Debt Service Adjustment - Prior Years	1,809.81	1,692.40	(117.41)		1,692.40
43	Debt Service Adjustment - Prior Years	-	-	-		-
44	Debt Service LTFM Adjustment - Prior Years	3,365.59	(3,623.41)	(6,989.00)		(3,623.41)
45	Debt Service Abatements	<u>7,661.52</u>	<u>6,884.97</u>	<u>(776.55)</u>		<u>6,884.97</u>
46	<b>Total Adjustments</b>	84,756.35	2,537,911.07	2,453,154.72	-	2,537,911.07
47	<b>Total Levy</b>	56,474,858.27	62,613,793.43 10.87%	6,138,935.16	-	62,613,793.43 10.87%

**REPORT**

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

**Board Agenda Item VIII.**

**Title: Review of School Board Goals**

**Date: December 1, 2022**

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**EXECUTIVE SUMMARY:**

Each year, the Minnetonka School Board meets with the Superintendent to set annual goals for the school year. This process includes a review of the previous year's goals, a review of student data on standardized assessments and graduation, survey data from students and parents and input from District staff. This year's goal-setting meetings were held on Monday, September 12 and Monday, November 14. The attached document is presented as a first read. The School Board will formally approve these goals at its first regular meeting in January. Moving forward, the Board plans to finalize and approve the goals for the next year in the spring.

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



David Law, Superintendent

**Minnetonka School District**  
*Innovate, Inspire, Excel.*  
**2022-2023 School Board Goals**

**Excellence in Well-being, Connection and Belonging**

The Minnetonka School Board and District Administration believe a commitment to world-class, child-centered excellence strengthens Minnetonka Public Schools. The well-being and belonging of our students are both continuing priorities for families and for the District.

**Student well-being** is defined here as the positive sense of self and belonging that is felt when one's cognitive, emotional, social and physical needs are being met.

**Belonging** is defined here as a strong feeling of positive connection, acceptance and importance as a member of the Minnetonka Schools community, regardless of race, religion, gender identity, sexual orientation, country of origin, *ability*, and/or socioeconomic status.

Integrating student well-being, connection and belonging efforts will ensure all students have the support needed to achieve at their highest potential.

The District will continue to foster and promote positive student well-being, connection and belonging efforts and will identify and remove barriers that have a detrimental effect on students' well-being, connection and sense of belonging. The District will strive for the fair treatment, opportunity and advancement of all students to pursue their highest levels of academic and personal achievement. The Board's vision for child-centered excellence will be the foundation for these efforts.

For the 2022-23 school year, this goal will include the following action steps:

- 1) Deepen implementation of the Multi-Tiered Systems of Support (MTSS) framework in the area of social and emotional learning with the target of consistency across all District schools in the MTSS referral process and student support. This will include expanding efforts to address needs identified in the [2020 Student and Family Well-being Report \(Link\)](#) and recommendations from the [Mental Health Advisory Council \(Link\)](#).
  - a. The District will present reports at least twice to the School Board on measures of success and progress of MTSS.

- i. Reports will be based on year one of the MTSS three-year plan focused on social and emotional learning, including progress in addressing needs identified in the 2020 Student and Family Well Being Report. (LINK)
    - ii. Reports will include a summary of the efforts on the Mental Health Advisory Council at mid-year and year-end.
  - b. The District will survey stakeholders at least annually on their experience and share results with the School Board.
- 2) Deepen implementation of belonging efforts to ensure a welcoming, inclusive and safe school environment for all. This will include improving systems and processes to identify, analyze, monitor and respond to student trends and data with attention to identifying and addressing barriers affecting different student demographic groups. Reduce bullying through revisiting and raising awareness of existing bullying prevention efforts and opportunities across all learning levels as measured by student discipline data, student reports and survey data. Empower and encourage staff to support belonging efforts, including through staff development.
  - a. Principals and their staff will present reports to the School Board throughout the academic year that include their school's well-being, connection and belonging efforts and outcomes, including professional development opportunities for staff.
- 3) Increase communication and engagement work that reflects the District's commitment to excellence in well-being, connection and belonging.
  - a. The District will present a report at mid-year and year end summarizing communications, outreach and engagement work in this area.

### **Excellence in Student Learning and Support**

Excellence in student learning and support is a foundational principle guiding the Minnetonka School Board and District Administration in their work. The School Board and District Administration believe that each student is capable of achieving at their highest potential and is committed to work with families to achieve this. The continuation of the District's excellence will be driven through deep implementation of educational frameworks and strategic programs to support student learning. At the same time, the District will continue to respond to the challenges presented during the pandemic that have had a lasting impact on our students and the District.

For the 2022-23 school year, this goal will include the following action steps:

- 1) Advance the Multi-Tiered Systems of Support (MTSS) framework, processes and practices to ensure delivery of high-quality academics on an ongoing basis.
  - a. The District will present reports to the School Board on measures of success and progress of the MTSS framework, focused on high quality universal instruction, including interventions and enrichment in all three tiers of the MTSS framework based on year one of the MTSS three-year plan at mid-year and year-end.
- 2) Increase opportunities for improved academic outcomes for all students while focusing additional efforts to improve student literacy at all levels and in all content areas as measured by student performance standardized and benchmark assessments. This includes assessing and addressing uneven and unfinished learning due to the past two years of COVID-19. This will also include identifying and addressing any gaps in achievement that exist between measured student groups, with attention to predictable outcomes.
  - a. The District will provide a report to the School Board on Literacy efforts.
  - b. The District will report results from District standardized assessments including from MCA and NWEA, as they relate to efforts to address uneven and unfinished learning.
- 3) Broaden the reach of the Minnetonka experience through the Tonka Online K-12 e-learning program. This will include continuing to assess the program's successes and challenges and to make recommendations and plans for adjustments for the 2023-24 academic year.
  - a. The District will present mid-year and year-end reports to the School Board on enrollment and marketing efforts, trends and opportunities for the Tonka Online K-12 e-learning program.
- 4) Utilize space strategically to accommodate all of the District's growing innovative programming, including, in particular, VANTAGE Advanced Professional Studies and MOMENTUM Design and Skilled Trades, as well as meeting the space needs for all other District programs and efforts. This includes long-term facility planning for the programming needs of the District in all academic and co-curricular programs.
  - a. The District will provide an update on the VANTAGE and MOMENTUM facilities and programs for the School Board.
  - b. The District will provide an update on the next iteration of the District's Innovation efforts and processes.

- c. The District will present multiple updates to the School Board regarding facilities throughout the year.

### **Excellence in Leadership and Organizational Support**

The Minnetonka School District has built a reputation as a national leader in providing exceptional, innovative student programming and unique and diversified pathways for students to experience world-class opportunities and to achieve unrivaled outcomes. The District will strive for excellence in all levels of leadership and organizational support using the following assumptions:

- ***The District will share opportunities, challenges and barriers to implementation and suggest recommendations to address them.***
- ***Staff are critical partners in reaching District goals and will be encouraged to share input and ideas.***
- ***Families are critical partners in their students' educational success and in reaching District goals and will be encouraged to share input and ideas with District leadership.***
- ***Student voice is valued and will be solicited to support District goals, as often as is practical.***

For the 2022-23 school year, this goal will include the following action steps:

- 1) Build stronger community trust by informing and engaging District constituents, including students, families, staff and the broad community through outreach and engagement opportunities and efforts. To fulfill this expectation and in response to community input the District commits to the following actions:
  - a. The District will create new in-person engagement opportunities for community members to connect with District leadership and the Board and will resume Board engagement activities that existed prior to COVID-19.
  - b. The District will survey residents, families, students and staff regarding their experiences and sentiments about the District, including their access to information about the District and will develop strategies to address any challenges revealed by the data. Further, the School Board will evaluate District policies and procedures related to community engagement.
  - c. The District will increase communication and engagement with local and statewide elected officials.

- d. The District will present a mid-year and year-end communications report to the School Board, summarizing the efforts and communications completed and providing recommendations.
- 2) Take steps to maximize long-term financial stability and sustainability for the District.
- a. The District will provide periodic updates to the Board on the District's finances, including recommendations to improve financial stability.
  - b. The District will gather information about the voter-approved funding that supports student learning and present options to the School Board for future decision-making.
- 3) Enhance the District's focus on recruitment and retention of exceptional teachers and staff, to include efforts to create a representative workforce that will enrich the learning environment for all students.
- a. The District will provide semi-annual School Board updates on open positions and an annual presentation on recruitment and retention efforts, including information on the use of new platforms for recruitment and summaries of exit interviews.

## **ACTION**

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

### **Board Agenda Item IX. a**

**Title: 2023-24 Fee Increase Proposal for ECFE**

**Date: December 1, 2022**

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#### **EXECUTIVE SUMMARY**

Executive Director for Minnetonka Community Education, Tim Litfin and Minnetonka Preschool/ECFE/Junior Explorers Coordinator Molly Bahneman will present program data, registration and fee proposal information for ECFE for the 2023-24 school year.

Key statistics for ECFE are:

- Our 0-4 reportable census number to MDE is due on December 1. This year's number is not available at the time of this board report, it will be shared at the School Board meeting.
- MCE receives \$120 per year/per every 0-4 year-old in the District. This is dedicated funding for the early childhood family education program. Legislative note regarding the \$120 amount: this amount has not gone higher than \$120 since it reached \$120 in the early 2000's. It was slashed from \$120 to \$91 under Governor Jesse Ventura's administration. This levy amount has slowly crept back to where it was in the early 2000's to it's current amount of \$120. Open enrolled 0-4 year-old students do not financially impact this data.
- Minnetonka ECFE participation this school year is higher than last year. At this time, we are at 128 paid enrollments, compared to 109 paid enrollments in 2021-22. In addition to these paid enrollments, we offer monthly free ECFE opportunities both at MCEC and in the community.

#### **Context:**

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

**ECFE Overview:**

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

We are proposing a 4.5% increase in ECFE fees with no change to the sliding fee scale dollar amounts.

**ECFE Fee and Sliding Fee Scale Proposal:**

<b>2022-23 Sliding Fee Scale (no change)</b>	<b>Percent of Class Fee Responsibility</b>	<b>2022-23 % of Families</b>	<b>2022-23 Class Fee</b>	<b>2023-24 Proposed Fee (4.5% increase)</b>
Under 40,000	No Fee	22%	No Fee	No Fee
40,000 – 59,999	40%	8%	252	263
60,000 – 79,999	55%	12%	345	361
80,000 - 99,999	70%	10%	439	459
100,000 – 129,999	85%	14%	534	558
Over 130,000	100%	34%	627	655

**Budget:**

The 2022-23 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of 1,502,355 along with projected expenditures of 1,425,054. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

I met with the Preschool/ECFE PTO leadership team on November 7. The leadership team includes Rebecca Wolf (Chair) and Dustin Tauer (Vice President). The purpose of the meeting was to receive their advice and opinions on the proposed 2023-24 fee increase and proposed increase to calendar weeks for ECFE.

The PTO leadership team supports the 4.5% fee increase. They also expressed overwhelming support for the increase in calendar weeks from 34 to 36. One member said, “This increase in weeks means you were really listening to what customers were asking for. Parents will be so excited!”

**Fee Increase History:**

<b>Program Year</b>	<b>ECFE</b>
2005-06	5%
2006-07	0%
2007-08	4%
2009-10	0%
2008-09	3%
2010-11	0%
2011-12	0%
2012-13	0 - 6 - 8% (avg. 5%)
2013-14	2% classes (no change to scale)
2014-15	0% classes (no change to scale)
2015-16	4% classes (+5K on sliding fee)
2016-17	0%
2017-18	0%
2018-19	0%
2019-20	2.7% and realignment of sliding fee scale
2020-21	7%
2021-22	5%
2022-23	5.5%
2023-24	4.5%
<b>Per Year Average 2005-2024</b>	<b>2.5%</b>

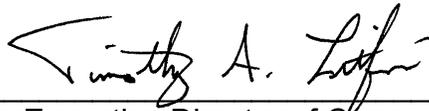
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**RECOMMENDATION/FUTURE DIRECTION:**

That the School Board approve the 4.5% fee increase proposal for Minnetonka ECFE for 2023-24, as well as increasing the length of the ECFE school year from 34 to 36 weeks.

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



Tim Litfin, Executive Director of Community Education

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



David Law, Superintendent

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

**Board Agenda Item IX. b**

**Title: 2023-24 Fee Increase Proposal for  
Minnetonka Preschool**

**Date: December 1, 2022**

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**EXECUTIVE SUMMARY:**

Executive Director for Minnetonka Community Education Tim Litfin and Minnetonka Preschool/ECFE/Junior Explorers Coordinator Molly Bahneman will present program data and registration fee proposal information for Minnetonka Preschool for the 2023-24 school year.

**Context:**

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

**Minnetonka Preschool Overview:**

- Minnetonka Preschool offers 21 sections of preschool at the Minnetonka Community Education Center. Of the 327 students on November 23, there are 33 students on scholarship. One year ago, we had 323 students in preschool and 27 students on scholarship.

Comparing similar programs throughout the West Metro area, our rates are very competitive. We are traditionally the first to propose fees in the West Metro for the following school year, thus 2023-24 comparisons are not possible. Fee proposals are reviewed each year with the Minnetonka Preschool/ECFE PTO leadership team.

### **Withdrawals/Adds:**

Minnetonka Preschool, like many other programs, experiences withdrawals during the school year for a variety of reasons. Though no program likes to have a withdrawal, it is worthwhile noting that they allow us to move new students into the program. We have added 18 new preschool students since the beginning of the school year.

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

Recent withdrawal history in Minnetonka Preschool is as follows:

- 2018-2019 28 (as of Nov 23)
- 2019-2020 53 (40 withdrew after March 15, 2020)
- 2020-2021 114 (as of Nov. 23)
- 2021-2022 21 (as of Nov. 23)
- 2022-2023 16 (as of Nov. 23)

### **Budget:**

The 2022-23 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of 1,502,355 along with projected expenditures of 1,425,054. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

I met with the Preschool/ECFE PTO leadership team on November 7. The purpose of the meeting was to receive their advice and opinions on proposed 2023-24 fee increases and a potential change of the school year calendar for ECFE and Minnetonka Preschool. The leadership team includes: Rebecca Wolf (Chair) and Dustin Tauer (Vice President).

The PTO leadership team was overwhelmingly in support of the proposed 5.5% fee increase. One member said, "Most parents won't feel that small increase, and we know we have to support our teachers and paras. If this increase causes families to need more financial assistance, we are here to help them as a PTO."

Minnetonka Preschool school year programming currently runs 36 calendar weeks. We are proposing to extend the school year to 37 calendar weeks for the 2023-24 school year. Another PTO member said, "Minnetonka Preschool provides a huge value. The education and learning based programming here is a highlight. With the extra weeks proposed we are definitely getting a return on the investment, so that softens the increase and is very understandable."

**Minnetonka Preschool Parent Survey.**

**Question:** Why did you choose Minnetonka Preschool? The top five responses from the top ten list are below.

2021		2022
#1	Part of Minnetonka Public Schools	#1
#2	MCEC Location and Facilities	#4 TIE
#3	Minnetonka Preschool's Reputation	#3
#4 TIE	Licensed Teachers in the Classroom	#2
#4 TIE	Options for Wrap-Around Care	#5
N/A	Scheduling Options	#4 TIE
#5	Affordability	#6

**Minnetonka Preschool Current and Proposed Monthly Fees:**

Staff and benefit increases are real across MCE, including Minnetonka Preschool. A fee increase this year will be necessary in Minnetonka Preschool to keep pace with teacher wage increases. We are proposing a 5.5% increase in Minnetonka Preschool Fees for 2023-24. Please refer to the table below to better understand our sections and our proposed 2023-24 fees.

Class	Days/ Week	2022-23 Monthly Fees	2023-24 Proposed Monthly Fee (5.5%)
Pre 3's (31-35 months)	2	235	248
3's	2	235	248
3's	3	319	337
3's	4	403	425
4's	3	343	362
4's	4	469	495
4's	5	556	587

### Preschool Hourly Fee Comparison:

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

### 2022-23 Preschool Hourly Fee Comparison:

	<b>MDE Teacher License Required</b>	<b>Days Per Week</b>	<b>Avg. Hourly Rate</b>	<b>Est. Calendar</b>	<b>Est. Class Length</b>	<b>Registration Fee</b>	<b>4 Star Parent Aware Rated</b>
All Saints Preschool	No	1,2,3,4,5	\$8.32	37 weeks	3 hours	\$75	No
Eden Prairie	No	3,4	\$9.10	39 weeks	2.5 – 3.25 hours	\$75	Yes
Edina	No	2,3,4,5	\$10.23	37 weeks	2.5-3 hours	\$0	Yes
Excelsior Covenant	No	2,3,4,5	\$9.14	35 weeks	2.5 hours	\$60	No
Hopkins CE	No	2,3,4,5 + Saturdays	\$8.39	39 weeks	2.5-3 hours	\$30, and deposit of one month's fee	Yes
2022-23 Minnetonka Preschool	Yes	2, 3, 4, 5	\$10.17	36 weeks	2-3 hours	\$100	Yes
2023-24 Minnetonka Preschool Proposed Fees	Yes	2, 3, 4, 5	\$10.44	37 weeks	2-3 hours	\$100	Yes
Mount Calvary	No	2,3,4,5	\$9.83	38 weeks	2.5 hours	\$60	Yes
Our Savior	Yes	2,3,4,5	\$5.59	39 weeks	3 hours	\$50, and \$200 towards tuition	No
St. David's Center	No	2,3,4,5	\$12.15	39 weeks	6 hours	\$125-1 <sup>st</sup> child, \$75 2 <sup>nd</sup> child and thereafter	Yes
St. John's Excelsior Montessori	No	4, 5	\$11.03	39 weeks	3 hours	\$150	No
St. Therese	No	2,3,4,5	\$8.32	37 weeks	3 hours	\$70	No
Wayzata CE	No	2,3,4,5	\$10.42	39 weeks	2.5-3.75 hours	\$75	Yes
Westwood	No	2,3,4	\$7.35	36 weeks	2.5 hours	\$40	No

**Fee Increase History:**

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

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**RECOMMENDATION/FUTURE DIRECTION:**

That the School Board approve the 5.5% fee increase for Minnetonka Preschool for 2023-24, as well as increasing the length of the Minnetonka Preschool year from 36 to 37 weeks.

Submitted by:   
Tim Litfin, Executive Director of Community Education

Concurrence:   
David Law, Superintendent

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

**Board Agenda Item IX. c**

**Title: 2023-24 Fee Increase Proposal for Explorers**

**Date: December 1, 2022**

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**EXECUTIVE SUMMARY**

Executive Director for Minnetonka Community Education, Tim Litfin and Assistant Director, Jenny Bodurka will present program data and registration fee proposal information for the 2023-24 Explorers program.

**Context:**

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

**Overview:**

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

**November 23 Enrollment Comparisons:**

➤ 2019-20	1,898
➤ 2020-21	806
➤ 2021-22	1,245
➤ 2022-23	1,360

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

The Junior Explorers wrap-around program has enabled hundreds of families to enroll in Minnetonka Preschool. 90% of our Junior Explorers students are also enrolled in Minnetonka Preschool. Currently there are six students on the Juniors wait list.

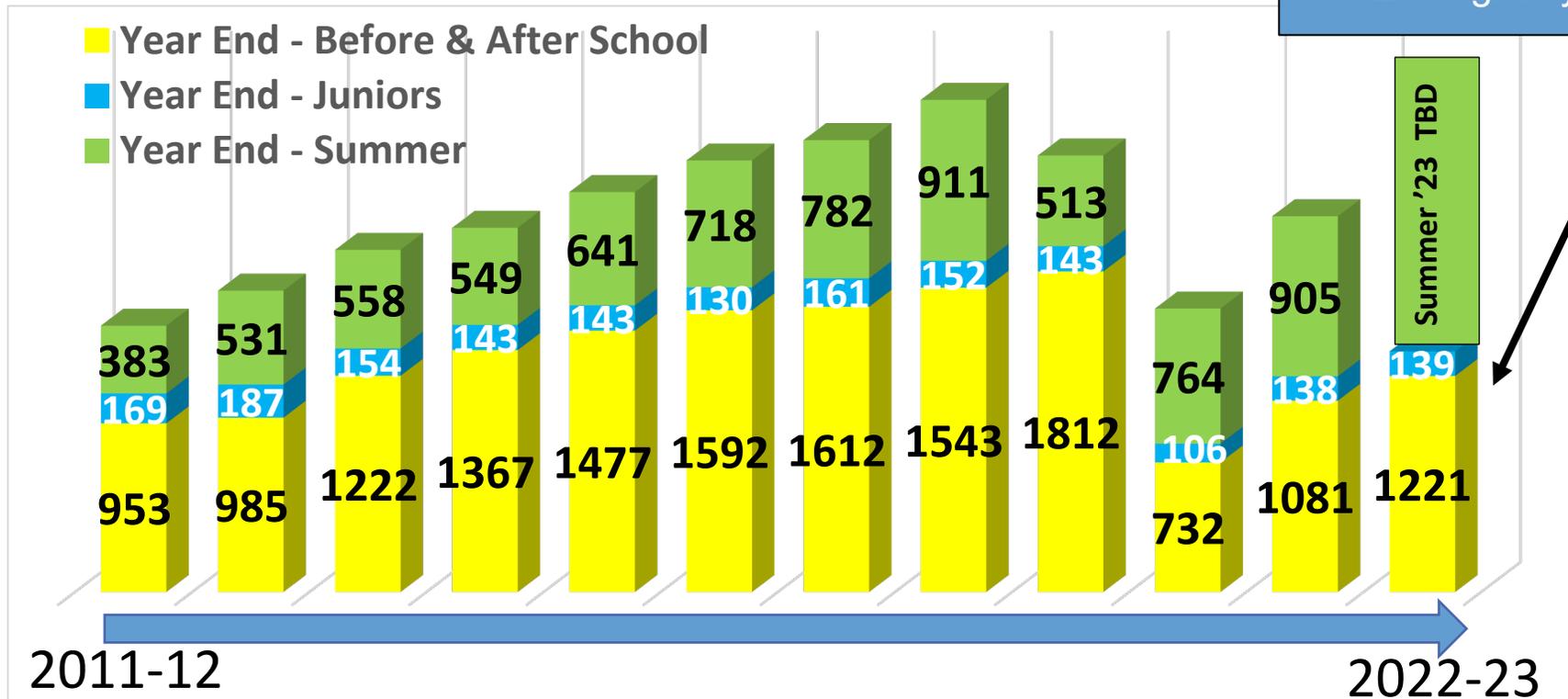
The Junior Explorers program partners with ECSE, ECFE and Minnetonka Preschool in curriculum development and staff training. Junior Explorers staff are utilizing the Pyramid Model for supporting social emotional competence in young children. Junior Explorers has a Four-Star (highest possible) rating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

**Enrollment:**

Our annual Explorers survey was sent out last Spring of 2022. Our survey was sent to all families that participated in the program last school year. Survey results include the following:

- 97% of our responding families rated their experience good to excellent.
- 100% of our responding families agreed their child has made a meaningful connection with an Explorers staff member.
- 100% of our responding families recommend Explorers to others.

2022-23 enrollment as of Nov. 23 is 9.2% higher yr/yr



**Fees:**

For 2023-24, we propose a 4.5% increase in Explorers fees. Explorers fees continue to be extremely competitive in our community.

Registration fees are collected at the time of registration for each program. Currently, the registration fee is \$100. This amount will remain the same for Junior Explorers & K-5 Explorers.

**2022-23 Explorers Hourly Fee Comparisons:**

	Before School	After School	Before and After School	Non-School Days	1/2 Day Juniors	Full Day Juniors	Reg Fee
Crème de la Crème/Children's Learning Adventure	N/A	N/A	N/A	N/A	N/A	62-116	175
Eden Prairie CE/ Eagle Zone	11.50-14.00	17.00-18.50	N/A	53.00-58.00 (late reg)	N/A	N/A	50-75
Edina CE Kids Club/Wise Guys	8.00-13.00	13.50-27.75	N/A	52	9.00-22.50	63.46	50
Especially for Children (Eden Prairie)	N/A	N/A	N/A	N/A	N/A	65.80-85.50	100
Goddard	N/A	N/A	N/A	N/A	N/A	66.50-85	n/a
Hopkins CE Kids & Company	14.50-18	14.50-18	29-32.50	41-49 (late reg)	17.15-35.65	68.15	40
KinderCare (Excelsior)	N/A	N/A	N/A	N/A	54	71	n/a
Minnetonka 2022-23	12.07-13.94	15.39-17.26	29.33	56.94	34.11	61.36	100
Proposed Minnetonka 2023-24	12.60-14.57	16.08-18.05	30.65	59.50	35.65	64.10	100
New Horizon (Excelsior)	N/A	N/A	N/A	74	N/A	68.60-88	125
Primrose	N/A	N/A	N/A	N/A	N/A	76	200
St. Therese School of Deephaven	N/A	15.00-20.00	N/A	55.00-60.00	21	78.80-98.25	75
Wayzata CE Kids (Formerly Bright Start)	7.75-12	10.50-23.25	18.25-35.25	53-56 (late reg)	N/A	64	50

**Proposed Annual Fees for 2023-24:**

- At proposed rates, school year fees for a K-5 child enrolled in before-school and after-school care 5 days each week would be:  
\$5,271.80 (172 days x 30.65 per day)
- At proposed rates, school year fees for a child enrolled in full-day Junior Explorers 5 days each week would be: \$11,025.20 (172 days x 64.10 per day)

**Rationale for Fee Increase:**

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

**Fee Increase History:**

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

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**RECOMMENDATION/FUTURE DIRECTION:**

That the School Board approve the proposed fee increase of 4.5% for Explorers in 2023-24.

**Submitted by:**   
Tim Litfin, Executive Director of Community Education

**Concurrence:**   
David Law, Superintendent

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

**Board Agenda Item X.**

**Title: Approval of New Course Proposals, Changes and Deletions December 1, 2022**

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**OVERVIEW**

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

**DEPARTMENT PROPOSALS**

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

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

**TONKA ONLINE PROPOSALS**

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

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

## VANTAGE PROPOSALS

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

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

## MOMENTUM PROPOSAL

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

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

## COURSE REMOVAL LIST

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

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

## COURSE TITLE CHANGES

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

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

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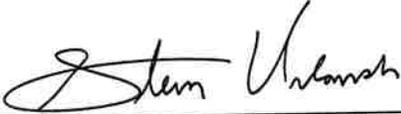
**ATTACHMENTS:**

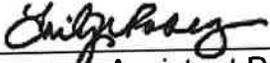
- Attachment A: Department Proposals
- Attachment B: Tonka Online Proposals
- Attachment C: VANTAGE Proposals
- Attachment D: Momentum Proposal

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the new course proposals, changes and deletions submitted in this report.

Submitted by:   
 Steve Urbanski, Director of Curriculum

Submitted by:   
 Emily Rosengren, Assistant Principal

Concurrence:   
 David Law, Superintendent

**Course Title: AP Precalculus**

Submitted by: Elizabeth Eichler & Katie Roche  
 Department: Math

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

AP Precalculus

**What grade levels?**

9-12

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

Year-long course

**Any pre-requisite courses?**

Higher Algebra (Honors Higher Algebra or Precalculus strongly recommended)

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

Math - 2 semester credits

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

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

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

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

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

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

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

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

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

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

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

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

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

This course will provide enrichment beyond the Minnesota Graduation Standards.

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

a) **Space: Where is space currently available for the activity?**  
No additional space is required.

b) **Time: Where will the activity fit in the daily schedule?**  
No additional time is required.

c) **Personnel: What staff will be necessary?**  
Honors Precalculus currently has 9 sections split among 3 teachers. Future offerings of AP Precalculus would most likely be similar to this year's numbers.

d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
Creating this course would require significant time allocated to researching and writing curriculum. Teachers of this course would be required to go to an AP Summer Institute seminar. As information is being shared by College Board, additional text resources may be required.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**  
AP Precalculus will strengthen the pathway from higher algebra to AP Calc and IB SL level math courses.
  
- b) **How does the proposal affect existing programs?**  
AP Precalculus may impact Honors Precalculus enrollment.
  
- c) **Does this course/activity substitute for an existing program?**  
**Could it be integrated into an existing course/activity?**  
**Are there courses/activities that should be eliminated if this proposal is approved?**  
AP Precalculus will need to be a separate course.

# Mathematics Pathways

This table shows math pathways available to students starting with the year they take Algebra 1 or Integrated Math 1. AP Precalculus is designed for students who've taken both Geometry and Algebra 2 or Integrated Math 3.

Year 1	Year 2	Year 3	Year 4	Year 5+
Algebra 1	Geometry OR	Algebra 2 OR	<b>AP Precalculus*</b>	AP Calculus AB* AP Calculus BC** AP Statistics*
			AP Statistics	AP Calculus AB AP Calculus BC <b>AP Precalculus</b>
			AP Calculus AB	AP Calculus BC AP Statistics
	Algebra 2	Geometry	<b>AP Precalculus*</b> AP Calculus AB AP Statistics	AP Calculus AB* AP Calculus BC** AP Statistics*
	Geometry and Algebra 2	<b>AP Precalculus*</b> AP Statistics AP Calculus AB	AP Calculus AB* AP Calculus BC** AP Statistics	AP Calculus AB AP Calculus BC AP Statistics*
Integrated Math 1	Integrated Math 2	Integrated Math 3	<b>AP Precalculus*</b>	AP Calculus AB* AP Calculus BC** AP Statistics*
			AP Statistics	AP Calculus AB AP Calculus BC <b>AP Precalculus</b>
			AP Calculus AB	AP Calculus BC AP Statistics

\* Represents an anticipated sequence for most students on this pathway.

^ It is anticipated that a higher percentage of students may pursue AP Calculus BC having had AP Precalculus.  
The Pre-AP course sequence is Pre-AP Algebra 1, Pre-AP Geometry with Statistics, Pre-AP Algebra 2.



## New Course Proposal



### Course Title: Guitar Ensemble

Submitted by: Paul Rosen  
Department: Instrumental Music

### Description of the Proposal:

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

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

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

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

Semester course for 0.5 credits.

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

Could be offered 1 semester or both.

#### Any pre-requisite courses?

No prerequisites.

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

Arts Credit / Elective

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Wherever it is possible!

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

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

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

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

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

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

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

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

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

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

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

## New Course Proposal



MINNETONKA  
PUBLIC SCHOOLS

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

Submitted by: Nick Bahr  
Department: Computer Science

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

- 1) What is the proposed course name?** Introduction to Computing Systems - Example  
[Course Syllabus](#)  
**What grade levels?** Grades 9-12  
**Semester?** Fall or Spring (one semester course)  
**One-part or two-part course?** One-Part (one semester course)  
**Offered in Semester 1; Semester 2 or both?** Both  
[Recommended Class Schedule](#)  
**Any pre-requisite courses?** Concurrent enrollment in Algebra II or higher, B+ or higher in a previous math course.  
**In what subject will students earn this credit?** Computer Science (Elective)/  
[MN College in Schools](#)
- 2) How did this proposal originate?**  
This proposal originated from the demand of the computer science students, teachers, and district administrators who would like to see additional opportunities for students to earn college credits, certificates, and external recognition for their CS studies.
- 3) What is the anticipated level of participation? What information are you using to determine this level of participation?**  
We believe that this course will have multiple sections running during the school year based on previous course enrollment, and also the interest that will be generated with having the ability to earn college credit via the MN College in Schools program.
- 4) What is the rationale for the proposal? What need does it fulfill?**  
As stated previously this course will provide students with an opportunity to gain college credit, learn new CS content that is not currently offered at MHS, and expand the CS programming language scope to include C/C++ which is not currently offered at any grade level in Minnetonka schools.

#### Analysis of the Proposal:

- 1) How is this proposal compatible with the vision, mission, and beliefs of the district?**  
This proposal will strengthen the credibility of the CS program and will also provide students with an opportunity to engage in a new curriculum while also having the ability to earn college credit.
- 2) What is the relation of the proposal to the Minnesota Graduation Standards?**  
This will fulfill the current elective requirement for MN graduation standards but will also provide the students the ability to earn college credit through the University of Minnesota.

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

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

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

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

[Additional Supplemental Information](#)

## New Course Proposal

### Course Title: Lifetime Sports and Activities



Submitted by: Ismail Karon  
Department: Physical Education

#### Description of the Proposal:

- 1) **What is the proposed course name?** Lifetime Sports and Activities  
**What grade levels?** 9-12  
**Semester?** Fall or Spring  
**One-part or two-part course?** One Part  
**Offered in Semester 1; Semester 2 or both?** Either  
**Any pre-requisite courses?** No  
**In what subject will students earn this credit?** PE - Wellness B

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

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

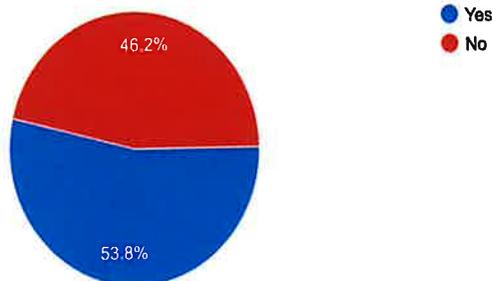
3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

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

#### Google Form Survey results

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

223 responses



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

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

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

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

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

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

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

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

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

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

All PE Spaces and outdoor space.

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

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

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

No additional staff is needed.

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

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

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

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

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

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

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

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

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

## New Course Proposal



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

Submitted by: Kari Benson  
Department: Business

#### Description of the Proposal:

**1) What is the proposed course name?**

**What grade levels?**

**Semester?**

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

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

**Any pre-requisite courses?**

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

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

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

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

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

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

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

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

## **Analysis of the Proposal:**

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

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

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

a) **Space: Where is space currently available for the activity?**  
Same as current course.

b) **Time: Where will the activity fit in the daily schedule?**  
Same as current course. Both sections of SEMM for this school year are in the spring but moving forward there would ideally one section each semester.

c) **Personnel: What staff will be necessary?**  
Same as the current course.

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

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

a) **How does the proposal expand, complement, or strengthen an existing program?**  
This proposal takes the current SEMM course and applies the content to actual activities happening throughout the school.

b) **How does the proposal affect existing programs?**  
Same as the current course.

c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
The current version of SEMM will no longer need to be taught.

## New Course Proposal



### Course Title: Beginning Orchestra/Beginning Band

Submitted by: Michael Janning  
Department: Instrumental Music

### Description of the Proposal:

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

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

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

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

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

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

### Analysis of the Proposal:

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

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

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

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

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

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

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

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

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



**Course Title: Tonka Online Astronomy**

Submitted by: Ben Stanerson and Russ Durkee  
Department: Science

**Description of the Proposal:**

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

- 1) **What is the proposed course name?** Tonka Online Astronomy  
**What grade levels?** 10-12  
**Semester?** Fall or Spring (0.5 credits)  
**One-part or two-part course?** One Part (0.5 credits)  
**Offered in Semester 1; Semester 2 or both?** Both  
**Any pre-requisite courses?** None  
**In what subject will students earn this credit?** Science Elective

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

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

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

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

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

To provide more elective opportunities for online students.  
To provide more courses that align with student interests.

## New Course Proposal



### Course Title: Tonka Online Engineering Design Fundamentals

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

#### Description of the Proposal:

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

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

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

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

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

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

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

#### Analysis of the Proposal:

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

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

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

This course is an elective credit.

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

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

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

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

## New Course Proposal



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

Submitted by: Patricia Price and Ben Stanerson  
Department: Science

#### Description of the Proposal:

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

**What grade levels?** 10-12

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

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

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

**Any pre-requisite courses?** None

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

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

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

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

Estimated 1-2 sections (including summer)

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

To provide more science elective opportunities for online students.

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

#### Analysis of the Proposal:

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

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

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

This course will be an elective course for science.

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

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

40 Curriculum writing hours

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

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

## New Course Proposal



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

Submitted by: Kari Benson  
Department: Business

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

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

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

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

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

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

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

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

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

## **Analysis of the Proposal:**

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

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

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

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

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

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

**Course Title: International Relations Strand**



Submitted by: Roger Andre  
Department: VANTAGE

**Description of the Proposal:**

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

**Full-year?**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Analysis of the Proposal:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## New Course Proposal



### Course Title: College Writing

Submitted by: Roger Andre  
Department: VANTAGE

### Description of the Proposal:

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

##### Full-year?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of the Proposal:**

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

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

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

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

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

The English credit will fulfill a graduation requirement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N/A

## New Course Proposal



### Course Title: Creative Marketing Design

Submitted by: Roger Andre  
Department: VANTAGE

### Description of the Proposal:

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

## **Analysis of the Proposal:**

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

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

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

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

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

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

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

MHS - no change

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

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

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

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

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

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

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

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

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

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

It is expected to increase enrollment in this VANTAGE strand.

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

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

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



Submitted by: Lee Berger and Brent Veninga  
Department: Momentum

**Description of the Proposal:**

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

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

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

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

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

**Any pre-requisite courses?** No

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

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

Innovation, parents/student, department members

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

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

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

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

**Analysis of the Proposal:**

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

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

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

This proposal provides an elective and core credit.

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

- a) **Space: Where is space currently available for the activity?**  
The teaching space will be in the new Momentum building. However, if accepted, and if successful, this space will be utilized by fewer students. For example, the Auto Bay at full capacity is 24 students X 6 hours = 144 students. The Auto Bay with three of these classes could potentially divide that number in half.
- b) **Time: Where will the activity fit in the daily schedule?**  
Classes will be part of the six-period day schedule, and will be a two-hour class.
- c) **Personnel: What staff will be necessary?**  
The necessary personnel are likely currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement or strengthen an existing program?**  
This course will strengthen the Momentum department and will lead to another offering for Social Studies.
- b) **How does the proposal affect existing programs?**  
This course will provide an additional path for students who have taken other courses, such as Power and Energy. It will also impact the current GSE course at the high school.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
No courses will need to be eliminated. This course will be unique at MHS.

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

**Board Agenda Item XI.**

**Title: Approval of Transportation Contract for  
FY2024 through FY2027**

**December 1, 2022**

**EXECUTIVE SUMMARY:**

The four-year contract with First Student for regular transportation and special education transportation expires on June 30, 2023. The District sent out a Request for Proposal for Transportation Services for Fiscal Years 2024 and 2025 with an option for Fiscal Years 2026 and 2027 in September 2022. The proposals were due to be received on November 11, 2022.

Two companies submitted proposals on November 11, 2022:

First Student  
Transit Team

After reviewing the two proposals, First Student submitted a proposal that was substantially lower in the first year of the two-year contract with options for 2 additional years. Based on that significantly lower starting point, the District then entered final review with First Student as allowed by Minnesota Statutes 123B.52 Subdivision 3.

Regular Transportation is approximately 76% of the total transportation budget.

For Regular Transportation, First Student has proposed rates at an increase of 18.32% for FY2024 followed by an increase of 8.00% for FY2025, and option years of 5.00% in FY2026 and 5.00% in FY2027.

For Regular Transportation, Transit Team has proposed rates at an increase of 36.00% for FY2024, followed by an increase of 5.00% for FY2025, and option years of 5.00% in FY2026 and 5.00% in FY2027.

Special Education Transportation is approximately 24% of the total transportation budget.

For Special Education Transportation, First Student has proposed rates at an increase of 24.89% in FY2024 followed by an increase of 8.00% for FY2025, and option years of 5.00% in FY2026 and 5.00% in FY202y

For Special Education, Transit Team has proposed rates at an increase of 40.00% for

FY2024 followed by an increase of 5.00% for FY2025, and option years of 5.00% in FY2026 and 5.00% in FY2027.

For First Student, the combined rates are proposed at an increase of 19.88% for FY2024 followed by 8.00% for FY2025, and option years of 5.00% in FY2026 and 5.00% in FY2027.

For Transit Team, the combined rates are proposed at an increase of 39.95% for FY2024 followed by 5.00% for FY2026, and option years of 5.00% in FY2026 and 5.00% in FY2027.

One key factor in this COVID-19 and Post-Pandemic employment environment is the ability to move drivers between company garages if a particular garage has a shortfall.

First Student has 10 other garages located in the Twin Cities Metro area from which they can draw both drivers and buses if necessary to serve Minnetonka. The operates a fleet of 788 buses and associated drivers at those 10 other garages. First Student has never missed serving a home-to-school route in its tenure with Minnetonka ISD 276, including during the COVID-19 Pandemic and the current driver shortage economic conditions.

Team Transit has three facilities in the Twin Cities Metro area. They currently have a fleet of 472 Metro Mobility paratransit vehicles which are not school buses and 40 Type A mini-buses. In order to start operations they would have to order a full fleet of 77 buses and be able to guarantee delivery by July 1, 2023. This is concerning in that our current vendor First Student has been given a delivery date of April 2023 for new buses ordered in July 2022. Lead times for buses are 10-12 months.

Since the District gained control of the Tonka Bay Bus Garage lease in 2008, it has consistently had transportation costs per pupil that are lower than the State average. In the most recent comparative data available, District transportation costs at \$472 per pupil are \$263 or 36% lower than the State average of \$735 per pupil.

While the initial years of the contract are higher than they have been in past years, one of the main drivers of increased cost is the need to pay higher hourly wages to attract drivers. There is a shortage of drivers across the State in FY2023 as the 76-million-strong Baby Boom Generation retires, the 65-million-strong Generation X and the 72-million-strong Millennial Generation behind them are both smaller in number, resulting in a smaller number of workers to fill an increasing number of jobs. As a result, the competition for workers, including bus drivers is getting more expensive. Additionally, the price of diesel fuel is much higher than it was four years ago when the current contract was set. In December 2018 the average price of diesel fuel was \$3.12 per gallon per the Energy Information Agency. In December 2022 it is \$5.08 per gallon, or 63% higher than when the last contract was set. With inflation imbedded in the economy, these conditions are not likely to abate for several years.

On a total expense basis, for FY2022 Minnetonka ISD 276 is running 50 Regular Transportation routes and 16 Special Education routes that will cost an estimated

\$4,372,493. Assuming the same number of routes as FY2023 at the proposed contract rates, the cost of those routes will be an estimated \$5,241,551 in FY2024, \$5,660,797 in FY2025, \$5,943,832 in FY2026 and \$6,241,017 in FY2027. Any additional routes above 50 Regular Transportation routes and 16 Special Education routes will result in additional incremental costs.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the proposal of First Student, Inc. for transportation services for FY2024 through FY2027.

**RECOMMENDED RESOLUTION**

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby accept the proposal of First Student, Inc., for transportation services for Fiscal Year 2024 at the average transportation rates of 19.88% above the Fiscal Year 2023 rates, followed by 8.00% increases in transportation rates for Fiscal Year 2025, 5.00% increases in transportation rates in Fiscal Year 2026, and 5.00% increases in transportation rates in Fiscal Year 2027, and;*

*BE IT FURTHER RESOLVED, that the School Board of Minnetonka Independent School District 276 authorizes administration to execute the contract with First Student incorporating the aforementioned rate increases and all the terms and conditions specified by the District in the District Request for Proposal for Transportation Services.*

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

Concurrence:   
David Law, Superintendent

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

**Board Agenda Item XII.**

**Title: Review of 2023 Legislative Position Statements**

**December 1, 2022**

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**EXECUTIVE SUMMARY:**

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

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

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

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**ATTACHMENTS:**

2023 Legislative Position Statements

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**RECOMMENDATION/FUTURE DIRECTION:**

The 2023 Legislative Position Statements are presented for the School Board's approval.

***RECOMMENDED MOTION***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the 2023 Legislative Position Statements and directs administration to utilize these position statements as the Minnetonka ISD 276 Platform for communications with the Governor and State Legislature during the 2023 Legislative Session.*

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

**Concurrence:**   
David Law, Superintendent

## **MINNETONKA INDEPENDENT SCHOOL DISTRICT 276 2023 LEGISLATIVE POSITION STATEMENTS**

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

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

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

The Minnesota Legislature has not funded Basic Formula Revenue at the rate of inflation since 4.0% was provided in FY06 and 4% in FY07 after three consecutive years of 0% increases. Over the past 21 years FY03-FY23 inflation in Minnesota increased a cumulative 63.63% including 8.12% in FY22 alone. Meanwhile, the Basic Formula was increased only a cumulative 38.20% or \$1,897, which is \$1,263 below the rate of inflation over that time. For FY23 the State funded a 2.0% increase in the Basic Formula while 8.0% inflation for FY23 is a very distinct possibility. If inflation continues at an 8.00% pace, the shortfall of the Basic Formula to actual inflation will have increased to \$1,263 by the end of FY23. The Basic Formula should be raised to \$7,206 for FY24 and \$7,566 for FY25 to eliminate 55% of the loss of purchasing power from the consistent State shortfall in Basic Formula ongoing revenue funding to inflation over the past 21 years.

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

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

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

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

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

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

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

**Board Agenda Item XIII.**

**Title: Authorization of Sale of 2023A COP Bonds  
For Miscellaneous Projects**

**Date: December 1, 2022**

**EXECUTIVE SUMMARY:**

At the School Board Meeting of November 17, 2022, the School Board approved moving forward with the financing of five projects for summer 2023 that will improve school district facilities at four school sites in the District:

Scenic Heights ½ Multipurpose Room Conversion To Classroom	\$300,000
Excelsior Staff Lounge Conversion to Classroom & Breakout Rooms	\$700,000
MMW Parking Reconfiguration For Car Queuing	\$450,000
MMW Temporary Space to Small Classroom	\$225,000
MME Temporary Space to Small Classroom	\$175,000

The total all-in estimates of these projects is \$1,850,000. Funding for the projects will be through the 2023A Certificates of Participation Bonds. Annual payments are estimated at \$142,175 at an estimated interest rate of approximately 6.30%.

Authorization is being requested to sell the 2023A Certificates of Participation Bonds to fund these school improvement projects for completion by August 18, 2023.

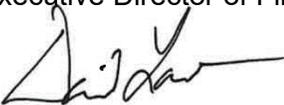
**ATTACHMENTS:**

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; SETTING PARAMETERS FOR THE AWARD OF A LEASE-PURCHASE AGREEMENT AND THE SALE OF CERTIFICATES OF PARTICIPATION THEREIN; AND ESTABLISHING COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986.

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the 2023A Authorizing Resolution as prepared by Dorsey & Whitney.

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

**Concurrence:**   
David Law, Superintendent

CERTIFICATION OF MINUTES RELATING TO LEASE-PURCHASE AGREEMENT AND  
CERTIFICATES OF PARTICIPATION

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

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held December 1, 2022, at 7:00 p.m., at the school district offices located at 5621 County Road 101, Minnetonka, MN 55345, or by electronic means, as authorized by law.

Members present:

Members absent:

Documents Attached: Excerpt of minutes of the above-described meeting relating to the resolution described below.

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND  
IMPROVEMENTS AND THE FINANCING THEREOF; SETTING PARAMETERS  
FOR THE AWARD OF A LEASE-PURCHASE AGREEMENT AND THE SALE OF  
CERTIFICATES OF PARTICIPATION THEREIN; AND ESTABLISHING  
COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE  
INTERNAL REVENUE CODE OF 1986.

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

WITNESS my hand officially as such recording officer on December \_\_\_\_, 2022.

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Deputy Clerk

## EXCERPT OF MINUTES

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

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; SETTING PARAMETERS FOR THE AWARD OF A LEASE-PURCHASE AGREEMENT AND THE SALE OF CERTIFICATES OF PARTICIPATION THEREIN; AND ESTABLISHING COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986.

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

SECTION 1. AUTHORITY; PURPOSE. The District is authorized by Minnesota Statutes, Section 465.71, to execute lease-purchase agreements for the purpose of financing or refinancing real and personal property. This Board hereby finds it in the best interest of the District to enter into a Lease-Purchase Agreement (the "Lease") and issue certificates of participation therein (the "Certificates") for the purpose of (i) financing the acquisition, construction, installation and improvements of classrooms and group rooms at Scenic Heights Elementary, Excelsior Elementary, Minnetonka Middle School East, and Minnetonka Middle School West (the "Project"), and (ii) financing costs of issuing the Lease and Certificates.

SECTION 2. AWARD AUTHORIZATION; AWARD PARAMETERS; FINAL APPROVAL; NOT BINDING. In order to accomplish the purposes set forth above, the Board desires to proceed with the marketing and sale of the Certificates in the Lease by negotiated public offering to Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin (the "Purchaser"). The Superintendent or Executive Director of Finance & Operations of the District, and a Board officer (together, the "Award Committee") are hereby authorized to approve the award of the Lease and sale of the Certificates in the Lease in an aggregate principal amount not to exceed \$1,850,000, provided that the true interest cost of the Lease and Certificates to the District is less than or equal to 6.75% per annum. Any member of the Award Committee is hereby authorized to execute an agreement with the Purchaser for the sale of Certificates provided the foregoing parameters are satisfied. *An award by the Award Committee will be binding upon the District;* however, after receipt of proposals satisfying the parameters set forth in the preceding sentence and award by the Award Committee, the Board will take action at its next regularly scheduled meeting or a special meeting to adopt an approving resolution as prepared by counsel to the District, Dorsey & Whitney LLP ("Dorsey"). Notwithstanding the foregoing, the adoption of this resolution alone shall not be deemed to establish any obligation on the part of the District to approve the award of the Lease or the sale of the Certificates or to enter into the Lease or to cause the Certificates to be issued therein.

SECTION 3. PRELIMINARY OFFICIAL STATEMENT; LEGAL DOCUMENTS; ADDITIONAL AUTHORITY. The Purchaser, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute a preliminary official statement (the "Preliminary Official Statement") related to the Project, the Lease and the sale of the Certificates therein. Any member of the Award Committee shall deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws. The Award Committee is hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the

marketing and sale of the Certificates. Dorsey is hereby authorized to prepare forms of the Lease and the Certificates and other related legal agreements, documents, instruments and certificates as may be necessary or appropriate. The Purchaser, Dorsey and employees and officers of the District are hereby authorized to take any additional actions, including but not limited to the negotiation and execution of documents or the engagement of other third-parties, as may be useful or necessary in connection with the Project, the Lease or the Certificates.

SECTION 4. NATURE OF DISTRICT'S OBLIGATIONS. The Lease and the obligations of the District thereunder will be special, limited obligations of the District, subject to termination at the end of each fiscal year in the event the Board does not appropriate funds sufficient to continue the same for the following fiscal year. The full faith and credit and ability of the District to levy ad valorem taxes without limitation as to rate or amount are not pledged to the payment of the Lease or any obligation of the District thereunder or under the documents relating thereto.

SECTION 5. REIMBURSEMENT.

1. Recitals.

- (a) The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the "Reimbursement Regulations") dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations.
- (b) The Reimbursement Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Reimbursement Regulations) and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.
- (c) The District desires to comply with requirements of the Reimbursement Regulations with respect to the Project, the Lease and the Certificates issued therein.

2. Official Intent Declaration.

- (a) The District proposes to undertake the Project, to make original expenditures with respect to such Project prior to the issuance of the Lease and the Certificates therein, and reasonably expects to issue the Lease and the Certificates therein to finance such Project in the maximum principal amount of \$1,850,000.
- (b) Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Reimbursement Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Reimbursement Regulations, the District will not seek reimbursement for any original expenditures with respect to the Project paid more than 60 days prior to the date of adoption of this resolution.

- (c) All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Lease and the Certificates therein issued to finance the Project.

3. Budgetary Matters. As of the date hereof, there are no District funds reserved, pledged, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, pledged, allocated on a long term basis or otherwise set aside) to provide permanent financing for the original expenditures to be financed by the issuance of the Lease and the Certificates therein. Consequently, it is not expected that the issuance of the Lease and the Certificates therein will result in the creation of any replacement proceeds.

4. Reimbursement Allocations. The District's Executive Director of Finance & Operations or his or her designee shall be responsible for making the "reimbursement allocations" described in the Reimbursement Regulations, being generally the transfer of the appropriate amount of proceeds of the Lease and the Certificates therein to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the Project. Each reimbursement allocation shall be made not later than (i) 18 months after the date of the original expenditure or (ii) 18 months after the date the Project is placed in service or abandoned (but in no event later than three years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Lease and the Certificates therein issued to finance the Project and shall specifically identify the original expenditures being reimbursed.

SECTION 6. EXPIRATION OF AUTHORITY. If an agreement with the Purchaser for the sale of Certificates has not been entered into by December 31, 2023, this resolution and all approvals hereunder shall expire.

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

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

**CONSENT**

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

**Board Agenda Item XIV.**

**Title: Resolution Pertaining to Consent Agenda**

**Date: December 1, 2022**

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**OVERVIEW:**

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

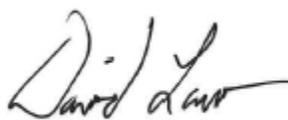
The following are the recommendations included within the Consent Agenda for December 1, 2022:

- a. Minutes of November 3 Regular Meeting and November 17 Special Meeting
  - b. Study Session Summary of November 17, 2022
  - c. Payment of Bills
  - d. Recommended Personnel Items
  - e. Gifts and Donations
  - f. Electronic Fund Transfers
  - g. Approval of Designated Combined Polling Places
- 

**RECOMMENDATION/FUTURE DIRECTION:**

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

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



David Law, Superintendent

CONSENT

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

Board Agenda Item XIV. a

Title: Meeting Minutes

Date: December 1, 2022

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**OVERVIEW:**

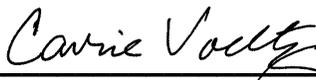
The minutes of the proceedings of the Minnetonka School Board's following meetings are attached:

1. November 3 Regular Meeting
2. November 17 Special Meeting

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**RECOMMENDATION/FUTURE DIRECTION:**

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

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

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

**Minutes of November 3, 2022 Regular School Board Meeting**

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, November 3, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were: Mark Ambrosen, Patrick Lee-O'Halloran, John Odom, Meghan Selinger, Lisa Wagner and Superintendent David Law, ex officio. Absent: Katie Becker. The meeting was also livestreamed on the District's YouTube channel.

Prior to the meeting, Board members recognized, via a video, the following groups and individuals: National Merit Semifinalists; National Merit Commended Students; and AP Scholars with Distinction.

Also prior to the regular meeting, the Board conducted its annual meeting regarding progress made toward the World's Best Workforce (WBWF) goals. The WBWF bill, passed by the Minnesota Legislature in 2013, strives to ensure that every school district in the state is making strides to increase student achievement and performance—a strategic focus for Minnetonka since 2001.

Associate Superintendent for Instruction Amy LaDue explained that the WBWF legislation requires districts to set the following five goals, which for Minnetonka are embedded in the District's Q-Comp, Staff Development, Teacher Evaluation Growth Model, and Principal Evaluation Plans:

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

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

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

Director of Teacher Development Sara White then presented the 2021-22 World's Best Workforce goals and results for the District, along with strategies and initiatives the District engaged in to meet the goals. She also presented the following goals for 2022-23:

<b>Goal Area</b>	<b>2022-23 Minnetonka Goal</b>
All children are ready for school.	The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from 82.4% in Fall 2022 to 85.0% by October 2023.
All third graders can read at grade level.	By June 1, 2023, 67.2% of students in Minnetonka Public Schools in Grade 3 will meet or exceed proficiency on the MCA-III Reading assessment. In 2021 on the MCA-III Reading assessment, 64.8% of Minnetonka Public Schools students met this goal.
All racial and economic achievement gaps between students are closed.	To close the proficiency gap in reading by 2026, 73.3% of non-white students will be proficient on the MCA III in Reading in 2023, an increase from 70.1% proficiency in 2021. White students will increase proficiency from 74.1% in 2022 to 76.5% in 2023. This will narrow the gap in proficiency from 4.0% in 2022 to 3.2% in 2023.
All racial and economic achievement gaps between students are closed.	To close the proficiency gap in math by 2026, 72.0% of non-white students will be proficient on the MCA III in Math in 2023, an increase from 68.7% in 2022. The percent of white students who will be proficient will increase from 73.7% in 2022 to 74.5% in 2023. This will narrow the gap in proficiency from 5.0% in 2022 to 2.5% in 2023.
All students are ready for career and college.	The percentage of all students in Grade 12 at MHS who take the ACT who meet or exceed the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT will increase from 62.9% in 2022 to 63.9% in 2023.
All students graduate from high school.	The 4-year graduation rate for MHS students as determined by the MDE will

	<p>increase from 96.4% in 2021 to 97.1% in 2022. *</p> <p><i>* Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically, the data are updated at the end of February/beginning of March.</i></p>
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In closing, Ms. White noted that the World’s Best Workforce legislation aligns with Minnetonka’s vision for all students’ extraordinary achievement in the classroom and in life. The WBWF provides a template for the District to report on its goals, strategies and results. Ms. White also noted that the summary will be available in the annual report and also on the District website.

Chairperson Vitale then called the regular meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the Flag.

1. **AGENDA**

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

2. **SCHOOL REPORT: GROVELAND**

Groveland Elementary Principal Andrew Gilbertson and Assistant Principal Andrea Hoffmann shared ways they and their staff are building a unified community, built on common expectations, student leadership and strong instructional practices. Board member Wagner said she loved that they are looking for leadership opportunities for students. She asked whether there were other examples in helping with that goal in leadership. Principal Gilbertson said another effort was about strength-based interventions. He provided an example of how two students having a disagreement could resolve a dispute peacefully. The students found commonalities using strengths instead of differences. Assistant Principal Hoffmann provided a few more examples. Board member Selinger said she likes seeing the team is using the charting of classroom behaviors. She said collecting that data, which doesn’t show up in test scores, is very valuable.

3. **COMMUNITY COMMENTS**

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

4. **APPROVAL OF INCLEMENT WEATHER PROCEDURES**

The State of Minnesota allows school district to provide e-learning days due to inclement weather. This requires districts to adopt a locally developed plan. A school

district may have up to five weather-related e-learning days during a school year that can be counted as instructional days in the school calendar. Superintendent Law began by stating this does not mean there will never be a snow day. As Associate Superintendent for Instruction Dr. Amy LaDue explained, the District has developed a plan that allows e-learning days to be offered as an option, should the District have snow or cold days that do not allow students to attend school in person. Dr. LaDue presented the plan for approval, reiterating within it that e-learning days may be used when the district is experiencing several snow or extreme cold days. Details of the plan are as follows:

- Provide students with instruction after a minimal number of school interruptions due to winter weather
- Eliminate the possibility of needing to add additional school days at the end of the current school year calendar
- First two weather-related closures – traditional “snow day”
- Third day
  - Elementary – additional snow day
  - Secondary – asynchronous instruction day; lessons and materials posted by 9:00 a.m.
- Fourth day and beyond
  - All levels - asynchronous or synchronous instruction
  - Instructional model format determined considering multiple factors
    - Frequency of snow days
    - Number of days in a given time period
    - Timing in the semester
    - Number of days in a row
  - School day will follow a two-hour late start schedule
- E-learning plan for inclement weather will be communicated through annual inclement weather communication
- Families will be notified of e-learning days at least 2 hours prior to the start of the day

Ambrosen moved, Odom seconded, that the Board approve the plan. In the discussion that followed, Board member Selinger asked who would decide the format when there are days where we have e-learning due to inclement weather. Dr. LaDue said we will work with principals and then will communicate with families to let them know what the schedule will look like for the day. Chairperson Vitale asked if all students, including our younger learners, will take their iPads home if we think there will be poor weather. Dr. LaDue said yes, if we anticipate there will be an extended poor weather stretch, we will ask students to be sure to take their devices home in advance.

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

5. **ACCEPTANCE OF BID FOR MMW SCIENCE LAB CABINETS, PLUMBING AND ELECTRICAL REPLACEMENT**

Executive Director of Finance and Operations Paul Bourgeois explained that as part of the rolling Long-Term Facility Maintenance 10 Year Plan, replacement of the original cabinets, plumbing and electrical systems in two science rooms at Minnetonka Middle School West is scheduled for summer 2023.

The budget estimate for the project is \$695,000.00 which is a 20% increase from an identical project at MME in summer 2022. Bids were opened at 2:00 PM on Thursday, October 27, 2022. Four bids were received as follows:

<i>Dering Pierson Group</i>	<i>\$882,000.00</i>
<i>Parkos Construction</i>	<i>\$884,000.00</i>
<i>Construction Results Corporation</i>	<i>\$899,101.00</i>
<i>Versacon</i>	<i>\$900,500.00</i>

Mr. Bourgeois noted that while the bids have come in over budget, the reality of construction inflation shows with the relatively tight grouping that the price is the market price at this time. In addition, science at eighth grade in the middle schools is switching from earth science to physical science in September 2023 in Fiscal Year 2024. The changes to be accomplished by this work are necessary for those rooms to be able to support physical science instruction.

The District has had numerous summer 2023 project bids come in under budget estimates, so the Long-Term Facilities Maintenance Fund has the resources to fund the low bid for this project. Mr. Bourgeois recommended that the Board accept the low bid.

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

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Dering Pierson Group in the amount of \$882,000.00 for replacement of science room cabinets, plumbing and electrical systems at Minnetonka Middle School West in summer 2023.*

Upon vote being taken thereon, the motion carried unanimously.

6. **CONSENT AGENDA**

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

- Minutes of October 6, 2022
- Study Session Summary of October 27, 2022

- Payment of Bills—in the amount of \$8,363,263.67
- Recommended Personnel Items
- Gifts and Donations for October 2022: \$33.32 from FrontStream to be placed in the Groveland Elementary Principal Discretionary Fund. \$193.30 from Brent Rickenbach and \$200.04 from Kurt Hoddinot; both to be placed in the Scenic Heights Elementary School Principal Discretionary Fund. \$788.00 from the Deephaven Elementary PTA to be placed in the Deephaven Elementary School PTA Grants Fund. \$150.00 from Jeff and Heather Prondzinski to be placed in the MHS Girls Tennis Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Scenic Heights Elementary School Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the MMW Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Groveland Elementary School Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Deephaven Elementary School Social Worker Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Excelsior Elementary School Social Worker Fund. \$3,051.67 from Eldridge S. Chase III to be placed in the Excelsior Elementary School Kindergarten Trust Account. \$5.60 from the Blackbaud Giving Fund to be placed in the MMW Principal Discretionary Fund. A violin from Mary Hurley to be given to the Elementary Orchestra Program. \$1,500.00 from the Minnetonka Foundation (sponsor); \$1,000.00 from Youngstedt Companies (sponsor); \$1,000.00 from Jude & Ty Bricker (transportation funds); and \$40.00 from Joshua & Kori Click (wardrobe funds); all to be placed in the MHS Theatre Account. \$5,150.00 from RBC Global Asset Management to be placed in the MHS Robotics Account. A 3-D printer from Statasys to be used in the MHS Technology Education Program. \$250.00 from Minnetonka Skippers Booster Club to each of the following clubs: Performance Dance Club, Debate Club, Anime Club, Data Science & Stats Club; Speech Club; Asian Student Union Club; Tonka Hacks Club; Ted Talks Club; Fashion Magazine Club; Gender Sexuality Alliance Club; and K-Pop Club. \$827.05 from Artsonia to be placed in the Clear Springs Elementary Art Account. Headphones from the Clear Springs PTO valued at \$349.75 to be placed in the Clear Springs Elementary Enrichment Account. Total Gifts and Donations thus far for 2022-23: \$366,296.52.
- Electronic Fund Transfers
- Policy #722: Public Data and Data Subject Requests
- Collective Bargaining Agreement with MISA Employees

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

## 7. **BOARD REPORTS**

There were no board reports this evening.

8. **SUPERINTENDENT'S REPORT**

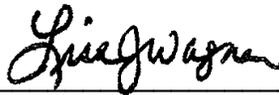
Superintendent Law congratulated the students and teachers honored at the first annual Scholars Breakfast, held at MHS earlier in the week, for the 37 National Merit Semifinalists, 11 Top ACT score earners and the teachers each of those students honored. The School Board presented medals and certificates to the students and engraved golden apple keepsakes to the teachers. Superintendent Law also shared that Minnetonka Theatre's production of *Grand Hotel* was coming up and encouraged families to attend a performance.

9. **ANNOUNCEMENTS**

Board member Wagner thanked Board member Odom for his service in his appointment as a board member for the past year. Board member Odom thanked the Board and said it had been a pleasure to serve. Board member Lee-O'Halloran reminded voters there is a special School Board election this year for a one-year term and Election Day is next Tuesday, November 8.

10. **ADJOURNMENT**

Ambrosen moved, Selinger, seconded, adjournment at 7:53 p.m. Upon vote being taken thereon, the motion carried unanimously.



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Lisa Wagner, Clerk

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

**Minutes of November 17, 2022 Special School Board Meeting**

The School Board of Minnetonka Independent School District #276 met in special session at 6:00 p.m. on Thursday, November 17, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Lisa Wagner and Superintendent David Law, ex officio.

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

1. **AGENDA**

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

2. **CANVASS OF NOVEMBER 8, 2022 SCHOOL BOARD SPECIAL ELECTION**

Superintendent Law called upon Paul Bourgeois, Executive Director of Finance and Operations, to present the results of the School Board special election on November 8, 2022.

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

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

Mr. Bourgeois presented the resolution canvassing the return of the votes cast that determined that Michael Remucal was the top vote-getter for the vacancy expiring January 1, 2024, and recommended that the Board approve the resolution.

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

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

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

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

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

<i>Michael Remucal</i>	<i>10,213</i>
<i>Brandon Voges</i>	<i>8,671</i>

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

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

Upon vote being taken thereon, the motion carried unanimously.

**3. RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES OF ELECTION AND DIRECTING SCHOOL DISTRICT CLERK TO PERFORM OTHER ELECTION-RELATED DUTIES**

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

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

Mr. Bourgeois recommended that the Board approve the presented resolution authorizing issuance of Certificate of Election and directing the school district clerk to perform other election duties.

Ambrosen moved, Wagner seconded, that the Board approve the following resolution:

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

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

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

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

*Michael Remucal*

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

- 2. The certificate of election shall be in substantially the form attached hereto.*
- 3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail.*
- 4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office.*

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

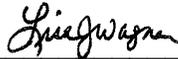
This is to certify as follows:

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

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



\_\_\_\_\_  
Chair



\_\_\_\_\_  
Clerk

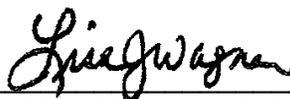
Upon vote being taken thereon, the motion carried unanimously.

4. **SWEARING-IN OF NEW BOARD MEMBER**

Superintendent Law then administered the oath of office to new Board member Michael Remucal.

5. **ADJOURNMENT**

Becker moved, Wagner seconded, adjournment to study session at 6:09 p.m. Upon vote being taken thereon, the motion carried unanimously.



\_\_\_\_\_  
Lisa Wagner, Clerk

CONSENT

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

Board Agenda Item XIV. b

Title: Study Session Summary

Date: December 1, 2022

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**OVERVIEW:**

The summary of the proceedings of the Minnetonka School Board's November 17 Study Session is attached.

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**RECOMMENDATION/FUTURE DIRECTION:**

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

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



Carrie Voeltz, Executive Assistant  
to the Superintendent and School Board

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

**Summary of November 17, 2022 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 6:10 p.m. on Thursday, November 17, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Lisa Wagner and Superintendent David Law, ex officio.

**REVIEW OF NEW COURSE PROPOSALS, CHANGES AND DELETIONS**

Director of Curriculum Steve Urbanski and MHS Assistant Principal Emily Rosengren presented this item to the Board. They noted that these proposals had been reviewed by department chairs, building administration, district administration, the District Teaching and Learning Advisory Committee, and the Student Teaching and Learning Advisory Committee. Courses that are approved by the Board will be included in the Skipper Log and available to students as they register for the 2023-24 school year. Course development and implementation funds will be allocated for each course based on sufficient enrollment.

The following proposals were presented:

**DEPARTMENT PROPOSALS**

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

**TONKA ONLINE PROPOSALS**

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

## VANTAGE PROPOSALS

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

## MOMENTUM PROPOSAL

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

## COURSE REMOVAL LIST

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

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

## COURSE TITLE CHANGES

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

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

In the discussion that followed, Board member Wagner noted that the students on the T&L Advisory Committee were very excited about the new course proposals. Board member Lee-O'Halloran expressed concern about possibly replacing Honors Precalculus with AP Precalculus. Ms. Rosengren responded that Honors Precalculus would not be going away right away. Mr. Urbanski said that with regard to AP Precalculus, the College Board had just released an overview of the course, and they would continue to provide information.

He also said that with AP courses, administration looks at not just the end goal, but also the specific needs of the students in the course, once it fills. Board member Selinger asked if offering these new courses would mean that the District would need to add staff. Associate Superintendent Amy LaDue responded that registration drives sections – and Administration would have a better idea of the answer to this question after the registration process concludes.

### **REVIEW OF FY22 AUDIT**

Executive Director of Finance and Operations Paul Bourgeois noted that the audit of the Fiscal Year 2022 Financial Statements has been completed by the auditing firm of CliftonLarsonAllen LLP and is being readied for acceptance and approval by the School Board at the December 1 School Board Meeting. He introduced Michelle Hoffman of CliftonLarsonAllen, who reviewed the Basic Financial Statements in the audit for the Board, prior to final approval of the complete audit report which will be on December 1. Upon approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute. The District will be receiving an unmodified opinion from CliftonLarsonAllen, which means the financial statements present fairly the financial position of the District on June 30, 2022.

Highlights of Ms. Hoffman's presentation included the following:

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

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

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

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

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

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

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

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

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

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

Chairperson Vitale noted that the audit would be brought back to the December 1 regular meeting for approval.

### **CITIZEN INPUT**

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. He also read the guidelines for Citizen Input, for the benefit of those who wished to speak.

The following individuals then addressed the Board:

- Shorewood resident Andrea Vencel spoke regarding her concern that the proposed AP Precalculus course would replace Honors Precalculus
- Chanhassen resident Tara Lee Stone spoke regarding her concern that the proposed AP Precalculus course would replace Honors Precalculus
- Chanhassen resident Steve Heimermann spoke regarding his concerns about the volume of traffic around MMW

### **REVIEW OF MTSS WORK**

Associate Superintendent Amy LaDue, Executive Director of Special Education Christine Breen, Director of Curriculum Steve Urbanski and Director of Professional Development Sara White, led the discussion. Ms. LaDue noted that MTSS (Multi Tiered Systems of Support) is a framework focused on delivering high quality instruction in the area of academics, as well as social and emotional learning. This continuous-improvement process relies on data-based decision-making and problem solving across all levels of the educational system to support students. The framework supports alignment and integration of various District operations and systems to facilitate efficiency and effectiveness in order to maximize student success.

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

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

Highlights from the presentation included the following:

# What is MTSS?

MTSS is an integrated, comprehensive framework that focuses on the alignment of systems necessary for all students' academic, behavioral, and social success.

Promotes **identifying and supporting systems** for alignment of resources at the district, school, and grade level.

Addresses **support for all students**, including gifted and high achievers.

Uses **evidence-based practices** to support the whole child along a tiered continuum.

Uses a **data-based decision making model** to solve system, group, and individual problems.

Focuses on **removing barriers** to learning at all levels.

## MTSS COLLABORATIVE TEAMS

The District has identified four levels of MTSS teams: District MTSS team (DLT), Building MTSS teams (BLTs), Grade Level Teams (PLCs), and Building Level Problem Solving Teams (SSTs).

**DLT**

**District Leadership Team**

The purpose of the DLT is to lead, implement, monitor, and evaluate district-wide organizational change. This may include the development, implementation, and refinement of the MTSS framework, as well as data-informed resource allocation.

**BLT**

**Building Leadership Team**

The Building Leadership Team (BLT) is structured to lead and promote the implementation, monitoring, and evaluation of the MTSS framework at their school which includes instructional effectiveness and resource allocation.

**PLC**

**Professional Learning Communities**

PLCs serve as the grade-level team. PLCs monitor student progress towards learning goals through common formative assessments and respond accordingly.

**SST**

**Student Support Team**

SSTs function as the problem-solving team. The purpose of the SST is to guide, monitor, and evaluate interventions for individuals or groups of students in the areas of social, emotional and/or academics.

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## District Leadership Team (DLT)

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

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## Building Leadership Team (BLT)

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

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# Professional Learning Communities (PLCs)

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

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

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The purpose of a PLC is to ensure EVERY student is learning at high levels.

### Guiding Questions for Essential Learnings:

What is critical for EVERY student to know and do by in our classes?  
What learning and skills will we PROMISE for every student?

**VIDEO LINK:** [Get Insanely Clear About Essential Learnings](#)

**LINK:** [Consider Transfer Goals \(pgs 5-7\)](#)

### Identified Essential Learnings - Semester 1

Identify 3-5 essential learnings on which to focus your PLC work

1  
2  
3  
4  
5

### Considerations for Essential Learnings:

- \*What knowledge or skills have value beyond a single test date?
- \*What knowledge or skills have value in multiple disciplines?
- \*What knowledge or skills are necessary for success in the next unit or the next level of instruction?

### Guiding Questions for Common Formative Assessments:

How will we know students have these skills and knowledge?  
What will we do to ensure learning happens? How will we respond?

**VIDEO LINK:** [How to use Common Formative Assessments](#)

**LINK:** [The Power of a Common Formative Assessment Cycle](#)

How might we monitor progress (towards this essential learning)?

Possible common assessments aligned to each Essential Learning

1  
2  
3  
4  
5

### Considerations for Common Formative Assessments:

- \*What proficiency do we want EVERY student to achieve on our CPAs?
- \*How will we use the data of our CFAs to build teacher efficacy and help students achieve at higher levels?
- \*What interventions will we use for students that are "not there yet" and what extensions will we use for students that "got it"?

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## Student Support Team (SST)

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

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## Assessment and Decision Making

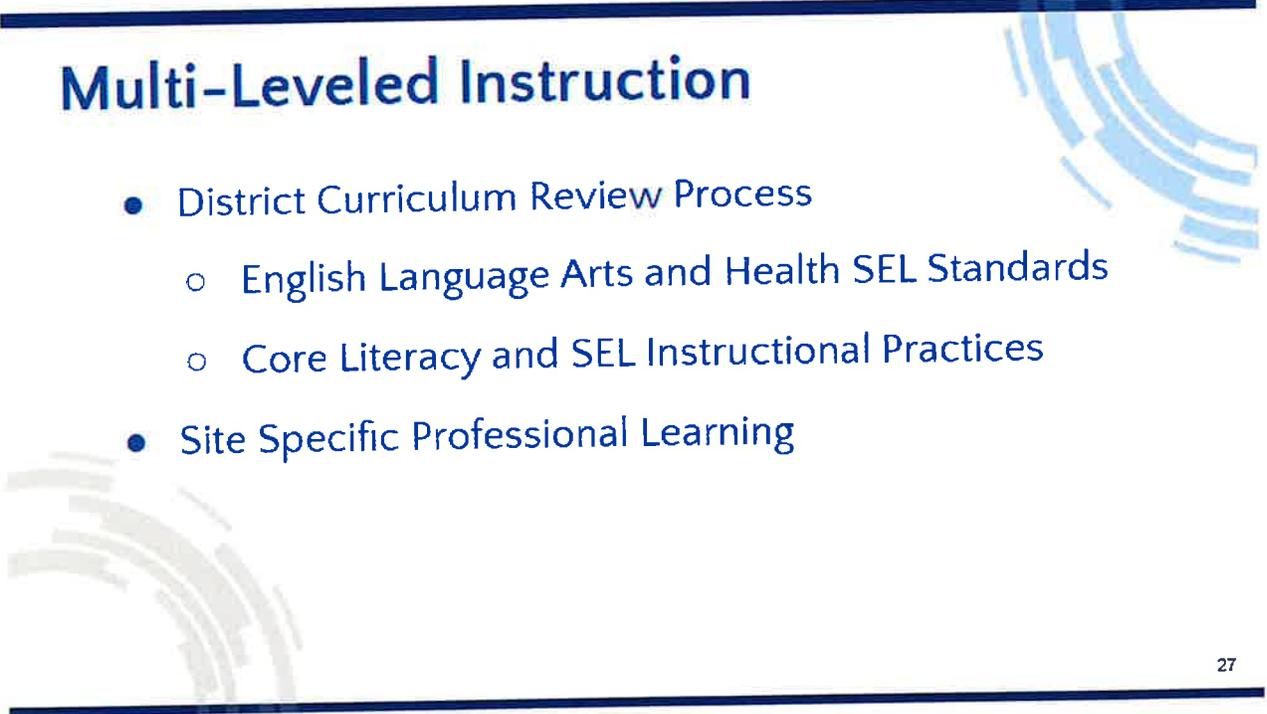
- Alignment of BLTs and DLT work
  - Data Literacy
    - Balanced Assessment
    - Data Protocol
- Expansion of Universal Screening
  - CogAT for 2nd Graders
  - SAEBRS and mySAEBRS
    - Grades 6 and 9
    - Administered in November

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## Multi-Levelled Instruction



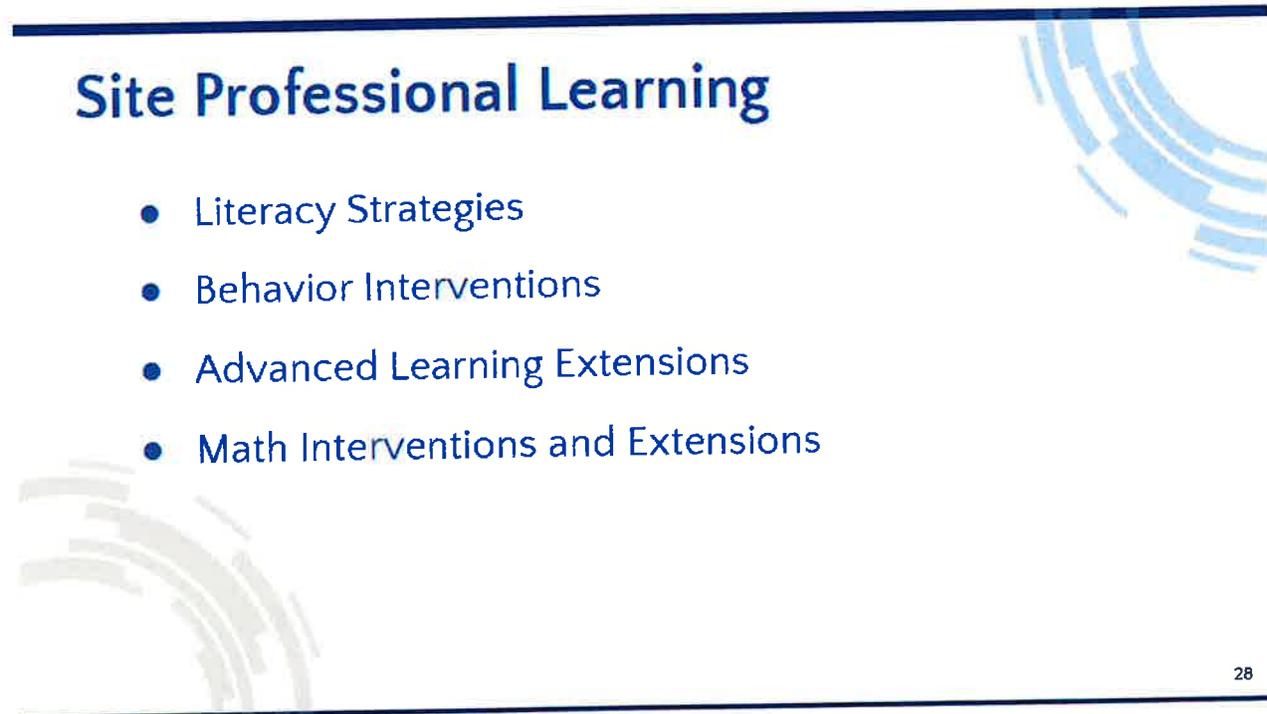
- District Curriculum Review Process
  - English Language Arts and Health SEL Standards
  - Core Literacy and SEL Instructional Practices
- Site Specific Professional Learning

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## Site Professional Learning



- Literacy Strategies
- Behavior Interventions
- Advanced Learning Extensions
- Math Interventions and Extensions

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# Minnetonka's Focus on Tier 1-Why?

## Strengthening Core Instructional Practices...

- Reduces**
  - the number of students who will require additional supports to be successful
- Frees**
  - resources to provide those students with or at-risk for learning disabilities the services and supports that they need
- Increases**
  - the accuracy with which we identify students that need specialized intervention supports
- Results**
  - in **BETTER OUTCOMES** for students receiving specialized intervention supports

(Barnett & VanDerHeyden, 2020; Fuchs et al., 2018; VanDerHeyden et al., 2011)



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## Year 1: 2022-2023

- **Infrastructure and Support**
  - Team Structure
  - Process Guide
  - SEL Systems
  - Professional Learning
- **Assessment and Decision Making**
  - Tier 1 Assessment and Decision-making
  - Tier 2 and 3 Assessment and Decision-making
- **Multi-level Instruction**
  - Tier 1 Instruction
    - Literacy
    - SEL
  - Tier 1 Intervention and Enrichment
  - Tier 2 -
    - Inventory of Tools and Resources
    - Best Practices across levels for reading, math and social, emotional and behavioral needs



In the discussion that followed, Board member Selinger asked whether more students were identified for support after changing the data protocol and changing the criteria. Ms. LaDue responded yes, there are more students that we are looking at, but not necessarily more referrals coming from the changed protocols. This has led to rich discussions with grade level teams. Board members also discussed the work of John Hattie and how it has infused the work of CAREI at the U of MN.

## **REVIEW OF 2023 LEGISLATIVE POSITION STATEMENTS**

Mr. Bourgeois noted that every year during the fall, the Finance Advisory Committee works with District administrative staff and the citizens lobbying group Community Action for Student Education (CASE) to develop a platform of position statements for use in communicating District priorities to legislators during the subsequent legislative session. The District's draft position statement document articulates key areas in which the District requires support from the Legislature in order for the District to continue to deliver high performing citizens into society in future years. The document focuses on the need for the Legislature to provide sufficient funding for key funding formulas that are the backbone of programmatic stability for the District.

The draft position statements consist of the following:

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

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

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

*The Minnesota Legislature has not funded Basic Formula Revenue at the rate of inflation since 4.0% was provided in FY06 and 4% in FY07 after three consecutive years of 0% increases. Over the past 20 years FY03-FY22 inflation in Minnesota increased a cumulative 45.84% including 8.12% in FY22 alone. Meanwhile, the Basic Formula was increased only a cumulative 35.48% or \$1,762, which is \$514 below the rate of inflation over that time. For FY23 the State funded a 2.0% increase in the Basic Formula while 8.0% inflation for FY23 is a very distinct possibility. If inflation continues at an 8.00% pace,*

*the shortfall of the Basic Formula to actual inflation will have increased to \$777 by the end of FY23. The Basic Formula should be raised to \$7,206 for FY24 and \$7,566 for FY25 to eliminate 90% of the loss of purchasing power from the consistent State shortfall in Basic Formula ongoing revenue funding to inflation over the past 21 years.*

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

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

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

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

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

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

In the discussion that followed, Board members agreed that the position statements were of value and would be helpful in lobbying our legislators in the upcoming session. Chairperson Vitale noted that the document would be brought back to the December 1 regular meeting for approval.

## **FACILITIES AND TRAFFIC IMPROVEMENT UPDATE**

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He noted that the traffic issues at MMW have been a challenge for at least the last 15 years and possibly longer. The single entry and the design of the parking lot with a very, very short car queue contribute to challenging traffic situations for drivers at drop off time and pick up time as they attempt to enter and exit the site. The short car queue results in automobiles and buses backing up out of the driveway and onto State Highway 41 to the north, with backups occurring all the way to the crosswalk to the north on occasion.

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

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

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

At that time, there were three significant concerns:

1. A roundabout by itself will not solve the problem, because with the short MMW car queue, auto and bus traffic will back up into the car queue and jam it up, which would be worse than the current situation where cars and buses wait in the turn lanes before crossing traffic.
2. The District Operating Capital Funds are very limited, and two projects related to converting the remaining part of the Scenic Heights original gym into a classroom and converting the Excelsior staff lounge that is currently being used for a small classroom into a regular-sized classroom would use up all the available Operating Capital funds in summer 2023.
3. There is no legal mechanism for the District to spend capital funds for school facility capital improvements outside the property boundaries of school facilities, i.e. we do not have funding sources for road or street construction off of school parcels.

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

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

#### Financial Resources Available To Solve The Problem

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

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

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

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

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

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

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

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

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

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

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

The costs for these two projects would be:

<i>MMW Temporary Space to Small Classroom</i>	<i>\$225,000</i>
<i>MME Temporary Space to Small Classroom</i>	<i>\$175,000</i>

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

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

Utilizing the remaining COP Payment Capacity in Operating Capital to fund these five projects is possible to do with a single Certificate of Participation even though they are five separate locations. We would use two techniques that we have done in the past and that we know are able to be done.

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

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

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

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

The bond design will include a 5-year call date on February 2, 2028 so that we can refinance the remaining COP coupons when interest rates drop down again. However, it

is important to note that in the 1990s and early 2000s, interest rates in the 5%-7% range for these type of bonds were common, so we are not doing anything that in the past would have been considered risky, but actually was normal “business as usual” for bond transactions during those time periods.

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

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

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

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

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

In the discussion that followed, Board members asked questions regarding the flashing lights at Deephaven that could possibly be installed at other elementaries, the cost for the roundabout and the District’s expected contribution, the pending results of a traffic study and when those results would be available, and the possibility of approving the bond issue without approving the District’s contribution to the roundabout.

After further discussion, it was agreed that the authorization of the bond would be brought to the December 1 regular meeting for approval, but more information was needed before the Board would support the District’s contribution to the construction of the possible roundabout.

### ADJOURNMENT

The Board adjourned the Study Session at 8:53 p.m.

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

Board Agenda Item XIV. c

Title: Payment of Bills

Date: December 1, 2022

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**OVERVIEW:**

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of October 2022.

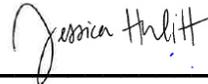
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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the Board approve the disbursements as presented for the month of October 2022.

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Submitted by:



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**Jessica Hulitt**  
Coordinator of Accounting

Approved by:



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**Paul Bourgeois**  
Executive Director of Finance & Operations

Concurrence:



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**David Law**  
Superintendent of Schools

## MINNETONKA DISTRICT #276

TO: David Law

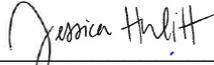
FROM: Jessica Hulitt

RE: Payment of Bills – October 2022  
Board Meeting Date: December 1, 2022

The following disbursements are submitted for the month of October:

Recommend the payment of bills in the sum of \$8,643,297.99 by check #474802 - #475401 and ACH #222300658 - #222301015, and wire transactions #202200629 - #202200880 as follows:

October			
FUND			
01	GENERAL FUND		5,485,522.44
02	CHILD NUTRITION		523,463.15
03	PUPIL TRANSPORTATION		27,242.18
04	COMMUNITY SERVICE		328,307.09
05	CAPITAL EXPENDITURE		165,324.76
09	TRUST - FIDUCIARY		123,109.41
11	EXTRA/CO-CURRICULAR		136,945.08
12	ATHLETIC FEE		2,884.73
18	CUSTODIAL FUND		4,442.58
20	SELF INSURANCE		116,120.89
40	CULTURAL ARTS CENTER		20,235.39
41	DOMES OPERATIONS		8,160.01
42	AQUATICS PROGRAM		75,066.42
43	PAGEL CENTER		23,736.32
46	LTFM		827,011.25
56	CONSTRUCTION PROJECTS		461,230.77
66	CAPITAL PROJECTS LEVY		314,495.52
			\$ 8,643,297.99
	SALARIES		\$ 5,746,005.86
	TOTAL		<u>\$ 14,389,303.85</u>

  
 \_\_\_\_\_  
 Jessica Hulitt

November 21, 2022  
 Date

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

**Board Agenda Item XIV. d.**

**TITLE:** Recommended Personnel Items

**DATE:** December 1, 2022

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

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

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

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

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**FUTURE ACTION/RECOMMENDATION:**

The administration recommends approval of all attached personnel changes.

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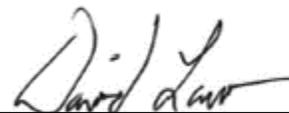
Submitted by:



Tim Alexander

Interim Executive Director of Human Resources

Concurrence by:



David Law  
Superintendent

**RECOMMENDED PERSONNEL ITEMS**

**I. INSTRUCTION**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BRADLEY, KAYLA	ART, 1.0 FTE, EXC	1/9/23-3/10/23	\$15,682.38
KANGAS, KELLY	LANG ARTS, 0.2 FTE, MHS	11/1/22-1/27/23	\$5,966.52
KANGAS, KELLY	LANG ARTS, 0.4 FTE, MHS	11/1/22-6/9/23	\$31,971.60
SMALL, JULIA	LANG ARTS, 1.0 FTE, MME	2022-23	\$49,920

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
REDFERN, ANNE	WILSON READING, 0.2 FTE, GR	11/30/22	RETIREMENT

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
BAUM, RANDALL	CHINESE, 1.0 FTE, MHS	4/10/23-4/21/23	CHILD REARING
BONNEMA, SUSAN	SPEECH LANG PATH, 1.0 FTE, EXC	11/14/22-12/9/22	FMLA
LATTERELL, CLARE	LANG ARTS, 0.8 FTE, MMW	2/17/23-6/9/23	CHILD REARING
LUNDEEN, ABBY	GRADE 6/HEALTH, 0.8 FTE, MME	2/17/23-5/19/23	CHILD REARING
NOEL, TODD	SCIENCE, 1.0 FTE, MMW	11/30/22-12/11/22	MEDICAL
PAEZ, KARINA	GRADE 5 SPANISH IMMERSION, 1.0 FTE, GR	11/29/22-12/21/22	FMLA
PROCHNO, SAMANTHA	SCIENCE, 1.0 FTE, MME	4/21/23-6/9/23	CHILD REARING
SWANSON, CHARLIE	SCIENCE, 1.0 FTE, MHS	5/2/23-6/9/23	CHILD REARING
SWENSON, KELLY	SPECIAL ED, 1.0 FTE, MME	3/11/23-6/9/23	CHILD REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
AUNE, JANNA	SPANISH, 0.9 FTE, MHS	11/14/22-1/27/23	SPANISH, 1.0 FTE, MHS
BIEBER, AMY	SPECIAL ED, 1.0 FTE, MHS	11/9/23-1/27/23	ADD: SPECIAL ED OVERAGE, 0.12 FTE, MHS
DOEGE-MALLEA, MARY	RESERVE TEACHER	11/10/22-1/27/23	SPANISH LTS, 0.8 FTE, MHS
DOW, MARGARET	PHY ED, 0.3 FTE, ELEARN MS	2022-23	PHY ED, 0.3 FTE, ELEARN MS
GALLAGHER, WILHELMINE (MINNA)	HEALTH, 0.1 FTE, ELEARN/TONKA ONLINE HS, SEM 1 ONLY	10/25/22-6/9/23	HEALTH, 0.2 FTE, ELEARN/TONKA ONLINE HS, SEM 1 ONLY
HALDEMAN MEIERHOFER, SHARON	RESERVE TEACHER	11/8/22-3/31/23	ADD: SPECIAL ED, 0.1 FTE, ELEARN MS
HARRINGTON, LINDA	RESERVE TEACHER	11/1/22-1/27/23	SCIENCE LTS, 1.0 & 0.6 FTE, MHS
HOLMES, SEAN	CLASS B & D SUPVRY/SPEC ED PARA, MME & RESERVE	11/1/22-6/9/23	HEALTH TEMP TEACHER, 0.2 FTE, ELEARN MS
JOHNSON, LAURAL	TEACHER INSTRUCTIONAL COACH, 1.0 FTE, MHS/MME	11/21/22-3/31/23	STUDY SKILLS TEACHER, 0.3 FTE, MME
KANGAS, KELLY	SPECIAL ED, 1.0 FTE, MHS	11/21/22-3/31/23	ADD: SCIENCE OVERAGE, 0.12 FTE, MHS
LOCHNER, KAITLIN	LANG ARTS, 0.4 FTE, MHS (FULL YEAR)	11/9/23-1/27/23	ADD: SPECIAL ED OVERAGE, 0.12 FTE, MHS
PRICE, PATRICIA	LANG ARTS TEMP, 0.2 FTE, MHS (SEM 1 ONLY)	1/30/23-6/9/23	EXTEND: LANG ARTS TEMP, 0.2 FTE, MHS (2 <sup>ND</sup> SEM)
SENSION, SUSAN	LANG ARTS/WILSON READING, 0.9 FTE, MHS	2022-23	LANG ARTS/WILSON READING, 1.0 FTE, MHS
UNGERMANN, HANNAH	INSTRUCT TECH COACH/SCIENCE TEACHER, 1.0 FTE, MHS	11/21/22-3/31/23	ADD: SCIENCE OVERAGE, 0.12 FTE, MHS
WAGNER, JOSH	SPECIAL ED, 1.0 FTE, MHS	11/9/23-1/27/23	ADD: SPECIAL ED OVERAGE, 0.12 FTE, MHS
	SPECIAL ED, 1.0 FTE, MHS	11/9/23-1/27/23	ADD: SPECIAL ED OVERAGE, 0.12 FTE, MHS
	SPECIAL ED, 1.0 FTE, MHS	11/9/23-1/27/23	ADD: SPECIAL ED OVERAGE, 0.12 FTE, MHS
	SPECIAL ED, 1.0 FTE, MHS	11/9/23-1/27/23	ADD: SPECIAL ED OVERAGE, 0.12 FTE, MHS

**II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
ALEXANDER, TIM	INTERIM EXECUTIVE DIRECTOR OF HR, 1.0 FTE, 3 DAYS/WK, DSC	10/31/22-1/31/23	\$700/DAY
BOWYER, SEAN	EXPLORERS CLUB HS ASST, 12.5 HRS/WK, CS	10/24/22	\$13.00/HR
CLARK, LOVE	COOK HELPER, 4 HRS/DAY, MMW	11/18/22	\$18.50/HR
ELLINGSON, LAYLA	EXPLORERS CLUB STUD ASST, 7.5 HRS/WK, SH	10/25/22	\$13.00/HR
FORGONY, ORSI	CLASS D SPEC ED PARA, 5.5 HRS/DAY, 3 DAYS/WK, MWTA	11/16/22	\$22.19/HR
JAMES LOER, SHAWNESSY	CLASS D SPEC ED PARA, 4 HRS/DAY, MME	11/14/22	\$22.19/HR
RADDE, DIANE	COOK HELPER, 4 HRS/DAY, GR	11/14/22	\$18.50/HR
REYNOLDS, MITCHELL	MTAK MASTERS SWIM ASST COACH, HOURS VARY, AQUATICS	11/1/22	\$16.00/HR
STUDER, RICHARD	COOK HELPER, 4 HRS/DAY, MHS	11/4/22	\$18.50/HR
TURNER, MEGHAN	CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL	11/21/22	\$21.51/HR
VEGA, ALICIA	LEVEL III EXPLORERS CLUB OFFICE ASST, 20 HRS/WK, MCEC	10/31/22	\$22.35/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
BELISLE, JULIE BOHAC, NANCY DECARLI, JOELLE FLOID, TAMMY	CLASS C SCIENCE PARA, 7 HRS/DAY, MHS LEVEL II RECEPTIONISH, 8 HRS/DAY, MHS CLASS A LR/PG PARA, 3 HRS/DAY, DH CLASS A LR/PG PARA, 2.5 HRS/DAY, EXC CLASS C ACADEMIC STUD SUPPT PARA, 4 HRS/DAY, EXC	11/18/22 1/6/23 12/2/22 1/3/23	RESIGNATION RETIREMENT RESIGNATION RETIREMENT
LARSEN, GRACE NOYES, MELISSA THIEL, PAZ TORRES, AMBIORIX VANSURKSUM, AMY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME CLASS B MTKA PRESCHOOL PARA, 13 HRS/WK, MCEC CLASS E HEALTH PARA, 22.5 HRS/WK, GR CUSTODIAN, 8 HRS/DAY, MHS CLASS C KINDER PARA, 3 HRS/DAY, EXC CLASS D SPEC ED PARA, 3.5 HRS/DAY, EXC	10/30/22 11/10/22 12/6/22 11/12/22 11/23/22	RESIGNATION RESIGNATION RESIGNATION RESIGNATION RESIGNATION
WICKESBERG, SARA	COOK HELPER, 4 HRS/DAY, MHS	11/18/22	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
ALTIERI, GINA WILLIAMS, VICTORIA	CLASS D SPECIAL ED/BUS/TRAFFIC PARA, 6.75 HRS/DAY, MWTA CLASS D SPECIAL ED/BUS/TRAFFIC PARA, 6.5 HRS/DAY, MWTA	12/22/22-2/2/23 9/19/22-6/8/23	CHILD REARING MEDICAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
ANDREE, TREVOR ELIASON, NATALIA FARNEY, ROBYN HUTTON, JAMES JENSON, CLAY VARGO, PAULA WAHL, JEFF WICKESBERG, SARA	CUSTODIAN, 8 HRS/DAY, MHS CLASS D SPEC ED PARA, 4 HRS/DAY, SH TEMP LEVEL V HEAD OFFICE ASST, 8 HRS/DAY, EXC, 8/17/22-11/21/22 CUSTODIAN, 8 HRS/DAY, DH EXPLORERS CLUB PRGM LEADER, 6.5 HRS/DAY, EXC CLASS A LR/PG PARA, 3 HRS 20 MIN/DAY, 3 DAYS/WK, CS PARA SUB COOK HELPER, 4 HRS/DAY, MHS, LAST DAY 11/18/22	11/22/22 11/15/22 11/22/22 11/2/22 11/1/22 11/10/22 11/10/22 11/28/22	CUSTODIAN, 8 HRS/DAY, DH CLASS D SPEC ED PARA, 5.5 HRS/DAY, SH CLASS C KINDER PARA, 3 HRS/DAY, EXC CLASS D SPEC ED PARA, 3.5 HRS/DAY, EXC CUSTODIAN, 8 HRS/DAY, SH ADD: CLASS A LR/PG PARA, 1.5 HRS/DAY, EXC CLASS A LR/PG PARA, 3 HRS 20 MIN/DAY, 2 DAY/WK, CS CLASS A LR/PG PARA, 3 HRS 20 MIN/DAY, 3 DAYS/WK, CS CLASS A LR/PG PARA, 2.75 HRS/DAY, MWTA CLASS D SPEC ED PARA, 2.25 HRS/DAY, MWTA

### III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
ABELSEN, MARK	FALL DRAMA/MUSICAL-VOICE CO-DIRECTOR	MHS	9/22-10/22	\$2,268.50
ADAMS, MARCY	FALL SIDELINE CHEER ASST COACH	MHS	8/15/22-10/28/22	\$4,143
ARNTZ, PATRICIA	PIANO ACCOMPANIST GRADE 3 CHOIR	MWTA	2022-23	\$2,380
ARNTZ, PATRICIA	PIANO ACCOMPANIST GRADE 3 CHOIR	SH	2022-23	\$2,380
BAHR, NICK	ROBOTICS ADVISOR	MHS	2022-23	\$5,604
BALLOY, CHRISTINA	GIRLS HOCKEY ASST COACH	MHS	10/31/22-2/25/23	\$5,662
BANG, JINYOUNG	MOCK TRIAL ASST ADVISOR	MHS	9/22-2/17/23	\$1,263
BERKVAM, ANDREW	GIRLS BASKETBALL ASST COACH	MHS	11/14/22-3/18/23	\$5,662
BOYUM, TRENT	FALL DRAMA/MUSICAL-DIRECTOR	MHS	9/22-10/22	\$6,551
BREITLING, SYDNEY	GYMNASTICS STUDENT COACH, MCE	MHS	11/19/22	\$11.83/HR
BREWER, ANDRE	FALL SIDELINE CHEER HEAD COACH	MHS	8/15/22-10/28/22	\$5,662
BRUNIK, MICHELLE	SPEECH ADVISOR	MME	11/14/22-2/3/23	\$1,894
CASSANO, MICHAEL	GIRLS HOCKEY ASST COACH	MHS	10/31/22-2/25/23	\$5,543
CASSANO, TRACY	GIRLS HOCKEY HEAD COACH	MHS	10/31/22-2/25/23	\$7,773
COLIN, AMANDA	GIRLS HOCKEY ASST COACH	MHS	10/31/22-2/25/23	\$5,543
CORNELY, FRED	ASST FOOTBALL COACH	MHS	8/15/22-11/26/22	\$2,000
COSSETTE, JOE	SCIENCE OLYMPIAD ASST CO-ADVISOR	MHS	10/22-3/23	\$690
COSSETTE, JOE	ACADEMIC ANCHORS CO-ADVISOR	MHS	2022-23	\$500
CRONIN, MORGAN	MATH TEAM	MMW	10/18/22-2/24/23	\$2,011
CRONIN, MORGAN	SPEECH ADVISOR	MMW	10/24/22-1/27/23	\$2,623
DE SANTIAGO, EMMA	STUDENT GOVERNMENT	MMW	2022-23	\$1,894.50
DORN, CHARLIE	BOYS BASKETBALL ASST COACH	MHS	11/14/22-3/25/23	\$5,662

FIRKUS, RYAN	WRESTLING ASST COACH	MMW	10/17/22-12/22/22	\$2,883
FORSTER, SAM	BOYS BASKETBALL ASST COACH	MHS	11/14/22-3/25/23	\$5,426
GOLDSWORTHY, SEAN	BOYS HOCKEY HEAD COACH	MHS	11/14/22-3/11/23	\$7,773
GOLEMBO, IRENE	PIANO ACCOMPANIST-SELECT CHOIR	CS	2022-23	\$2,380
GUTIERREZ, SARAH	SPEECH ADVISOR	MMW	10/24/22-1/27/23	\$2,130
HEGNA, KINSEY	ADAPTED SOCCER CI HEAD COACH	MHS	9/22-11/22	\$2,718
HILL, JESSICA	ROBOTICS ASST ADVISOR	MHS	2022-23	\$2,526
HINZE, MEGAN	GIRLS HOCKEY ASST COACH	MHS	11/7/22-2/25/23	\$1,500
INOSTROZA, RAYEN	HISPANIC STUDENT UNION ADVISOR	MHS	2022-23	\$500
IVERSON, TROY	GIRLS HOCKEY ASST COACH	MHS	10/31/22-2/25/23	\$5,543
JOBE, CARY	SHORELINE VOLLEYBALL COACH, MCE	MHS	11/22/22	\$3,100
JORE, AMY	THEATER-GRAND HOTEL-ASSOC PRODUCTION DESIGNER	MHS	FALL 2022	\$1,200
JORE, AMY	THEATER-GRAND HOTEL-COSTUME CREW ADVISOR	MHS	FALL 2022	\$750
KAUPA, KYLE	BOYS BASKETBALL ASST COACH	MHS	11/14/22-3/25/23	\$5,543
KOKESH, TIM	SCIENCE OLYMPIAD ADVISOR	MHS	2022-23	\$3,393
MCWHIRTER, CAITLIN	MODEL UN ASST ADVISOR	MHS	2022-23	\$1,380
MOORE, MICAYLA	STUDENT GOVERNMENT	MMW	2022-23	\$1,894.50
MORTENSEN, MILES	THEATER-GRAND HOTEL-REED	MHS	FALL 2022	\$1,000
MUNDAHL, KRISTIAN	GIRLS SOCCER ASST COACH	MHS	8/15/22-11/4/22	\$4,612
NELSON, DAVE	ASST FOOTBALL COACH	MHS	8/15/22-11/26/22	\$521.24
NYE, BEN	GIRLS TENNIS ASST COACH	MHS	9/12/22-10/28/22	\$2,300
OLSON, JULIE	SPECIAL ED K-5 CHAIRPERSON	GR	2022-23	\$2,017
PAKKEBIER, KATE	THEATER-GRAND HOTEL-STAGE MGMT COACH	MHS	FALL 2022	\$1,200
PETERSON, ALISON	SCIENCE OLYMPIAD ASST CO-ADVISOR	MHS	2022-23	\$690
PETERSON, ALISON	BIOLOGY CLUB ADVISOR	MHS	2022-23	\$4,017
PYTLAK, JON	ASST FOOTBALL COACH	MHS	8/15/22-11/26/22	\$1,500
RICHARDSON, DEON	BOYS BASKETBALL ASST COACH	MHS	11/14/22-3/25/23	\$5,543
RIEMER, MIKE	BOYS BASKETBALL ASST COACH	MHS	11/14/22-3/25/23	\$5,543
ROCHE, JOHN	EVENT WORKER	MHS	2022-23	VARIABLES
ROCHE, JOHN	GIRLS BASKETBALL ASST COACH	MHS	11/14/22-3/18/23	\$5,426
ROSEN, PAUL	THEATER-GRAND HOTEL-BASS	MHS	FALL 2022	\$1,000
SCHREFFLER, JIM	GIRLS BASKETBALL ASST COACH	MHS	11/14/22-3/18/23	\$5,662
SCHULER, MEGAN	DANCE ASST COACH	MHS	11/1/22-2/18/23	\$3,907
STILES, TOM	KNOWLEDGE BOWL ADVISOR	MME	11/1/22-3/1/23	\$2,130
TESDAHL, BRYCE	BOYS BASKETBALL HEAD COACH	MHS	11/14/22-3/25/23	\$7,773
TRIPP, KELLEY	THEATER-GRAND HOTEL-HAIR/WIG DESIGNER	MHS	FALL 2022	\$1,400
WAHL, JEFF	GIRLS HOCKEY ASST COACH	MHS	10/31/22-2/25/23	\$5,543
WARD, KAYLA	ADAPTED ATHLETIC COORD	MHS	2022-23	\$4,392
WARMUTH, SONIA	WOMEN OF COLOR ADVISOR	MMW	2022-23	\$1,894
WEAVER, DANIEL	FALL SIDELINE CHEER ASST COACH	MHS	8/15/22-10/28/23	\$3,907
WHEELER, SARAH	GIRLS SOCCER ASST COACH	MHS	8/15/22-11/4/22	\$4,729
WILSON, WHITNEY	FALL SIDELINE CHEER ASST COACH	MHS	8/15/22-10/28/22	\$3,907
WINDERL, SUE	ADAPTED SOCCER CI ASST COACH	MHS	9/22-11/22	\$2,156
WOLF, JAY	BOYS BASKETBALL ASST COACH	MHS	11/14/22-3/25/23	\$5,543

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

**Board Agenda XIV. e**

**Title: Gifts and Donations**

**Date: December 1, 2022**

**EXECUTIVE SUMMARY:**

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

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Deephaven Elementary Lexia Licenses Fund:

Deephaven PTA \$2625.00

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Deephaven Elementary Teacher Grants Fund:

Deephaven PTA \$199.97

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

The Blackbaud Giving Fund \$990.00

**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Clear Springs Elementary Art Account:

Artsonia \$500.00

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

U’Sagain, LLC \$20.99

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

Target c/o Cyber Grants \$30.00

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Minnetonka High School Momentum Program:

Diane Sampson 2002 Dodge Caravan  
Joyce & Larry Hewer 2004 Jeep Grand Cherokee

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Minnetonka High School Tonka Hacks Fund:

RBA, Inc. \$500.00

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Minnetonka Special Education Classroom Funds for Meghan Becker & Jennifer Pearce:

Richard & Dolores Klein \$100.00

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Minnetonka Nutrition Services Fund:

Family Friends \$1000.00

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

MHS Best Buddies \$250.00

MHS Bunny Besties \$250.00

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

Brent Rickenbach \$72.93

Charities Aid Foundation America \$35.90

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

The Blackbaud Giving Fund \$52.00

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

Canon Medical Informatics, Inc. \$200.00

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Minnetonka High School Homecoming Fund:

Veterans of Foreign Wars (American Flag) \$468.00

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Minnetonka High School Fund:

American Legion Post (American Flag) \$1500.00

**RECOMMENDATION:** That the School Board accepts the following donations to be placed in the Minnetonka Community Education Rake-a-Thon Fund:

Dale Nelson & Elizabeth Simpson

\$100.00

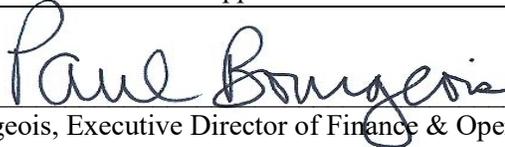
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**TOTAL GIFTS AND DONATIONS FOR 2022-2023\*** = **\$375,691.31**

\*Total amount reflects gifts & donations submitted for board approval in 2022-2023.

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Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

**CONSENT**

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

**Board Agenda Item XIV. f**

**Title:** Electronic Fund Transfers

**Date:** December 1, 2022

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**EXECUTIVE SUMMARY:**

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

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**RECOMMENDATION:**

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for October 2022.

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



Paul Bourgeois, Executive Director of Finance & Operations

<b>OCTOBER 2022 FROM GENERAL FUND</b>				
<b>DATE</b>	<b>PAYEE</b>			<b>AMOUNT</b>
10/3/2022	Delta Dental			14,047.88
10/3/2022	Claims Health Partners			262,194.19
10/3/2022	Chinese Tutoring Services			13,775.00
10/7/2022	Payroll			2,845,826.96
10/7/2022	AP Payment			140,378.04
10/7/2022	Wex			11,845.08
10/11/2022	Delta Dental			21,590.14
10/12/2022	Health Partners Admin Fees			79,660.63
10/12/2022	Claims Health Partners			438,660.73
10/14/2022	AP Payment			352,279.95
10/14/2022	Soultran			4,254.23
10/14/2022	Wex			8,164.47
10/17/2022	Delta Dental			19,673.04
10/17/2022	Claims Health Partners			207,902.62
10/21/2022	Delta Dental Admin Fees			6,625.75
10/21/2022	Payroll			2,900,178.90
10/21/2022	Further - Flex			486.75
10/21/2022	AP Payment			358,999.87
10/21/2022	Wex			4,902.40
10/24/2022	Delta Dental			19,701.13
10/24/2022	Claims Health Partners			399,637.59
10/28/2022	AP Payment			860,949.76
10/28/2022	Wex			12,929.33
10/31/2022	Delta Dental			19,981.55
10/31/2022	Claims Health Partners			209,793.11
10/31/2022	Wex Admin Fees			20.50
OCT	Art Center CC Processing Fees			3,933.06
OCT	Mtka Webstore CC Processing Fees			29,111.37
OCT	Athletic CC Processing Fees			3,515.07
OCT	Postage Fees			3,804.00
OCT	MCEC Credit Card Processing Fees			31,471.67
OCT	Bank Monthly Service Charge			948.73
				<b>\$ 9,287,243.50</b>
<b>OCTOBER</b>				
<b>INVESTMENT</b>		<b>MATURITY</b>	<b>INTEREST</b>	<b>ENDING</b>
<b>DESCRIPTION</b>	<b>BANK</b>	<b>DATE</b>	<b>RATE</b>	<b>BALANCE</b>
Money Market	Alerus Bank ICS Savings	NA	0.15%	1,132,590.50
Money Market	MSDLAF+ Liquid Class	NA	2.30%	2,011,814.95
Money Market	MSDLAF+ MAX Class	NA	0.35%	-
Term	MSDLAF	NA	Var	51,667,086.60
CD	MSDLAF	NA	0.25%	-
Money Market	PMA IS	NA	2.31%	31,260,940.97
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	1.52%	626,562.25
Various	Wells Fargo OPEB	NA	Var	14,637,514.58
				<b>\$ 101,336,509.85</b>

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

Board Agenda Item XIV. g

Title: Approval of Designated Combined Polling Places

Date: December 1, 2022

**EXECUTIVE SUMMARY:**

Pursuant to Minnesota Statutes, Section 205A.11 Subd.2, by December 31 of each year, the school board must designate, by resolution, combined polling places for the following calendar year. The combined polling place must be at a location designated for use as a polling place by a county or municipality. These polling places will serve the precincts specified for all school district special and general elections not held on the same day as a statewide election.

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the school board resolve to designate the following combined polling places.

COMBINED POLLING PLACE:                      Deephaven City Hall  
20225 Cottagewood Road  
Deephaven, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Deephaven, Precincts 1 and 2, and the City of Woodland Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:                      Minnetonka District Service Center  
5621 Highway 101  
Minnetonka, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Chanhassen, Precinct 1; in Carver County, Minnesota; and the City of Eden Prairie, Precincts 1 and 2; the City of Chanhassen, Precinct 2; Hennepin County, Minnesota.

COMBINED POLLING PLACE:                      Excelsior Covenant Church  
19955 Excelsior Blvd.  
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Excelsior, Precinct 1; the City of Greenwood, Precinct 1; and the City of Shorewood, Precinct 3; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Shorewood Community Center  
5735 Country Club Road  
Shorewood, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Orono, Precinct 1; the City of Shorewood, Precinct 2; and the City of Tonka Bay, Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Minnewashta Church  
26710 W 62<sup>nd</sup> St.  
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Shorewood, Precinct 1; Hennepin County, Minnesota, the City of Chanhassen, Precinct 2; the City of Victoria, Precinct 1; and the City of Shorewood, Precinct 4; Carver County, Minnesota.

CITY OF MINNETONKA VOTERS: For those School District voters residing in the City of Minnetonka, the School District election will be held in conjunction with the municipal elections in that city and those voters will vote at their regular city polling places:

Minnetonka W-3 P-C  
Minnetonka W-3 P-D  
Minnetonka W-3 P-E  
Minnetonka W-4 P-A  
Minnetonka W-4 P-B  
Minnetonka W-4 P-C  
Minnetonka W-4 P-D

Bethlehem Lutheran Church, 16023 Minnetonka Blvd  
St. Luke Presbyterian Church, 3121 Groveland School Rd  
Minnetonka United Methodist Church, 17611 Lake St Ext  
Ridgewood Church, 4420 County Road 101  
Minnetonka District Service Center, 5621 County Rd 101  
All Saints Lutheran Church, 15915 Excelsior Blvd  
Redeemer Bible Church, 16205 Highway 7

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



Paul Bourgeois, Executive Director of Finance & Operations

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



David Law, Superintendent

## **RECOMMENDED RESOLUTION**

WHEREAS, Minnesota Statute 205A.11, Subd. 2 requires that a school district annually designate polling places by December 31 of each year for use in the following calendar year, and;

WHEREAS, the designated polling places must be at a location designated for use as a polling place by a county or municipality;

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby designate the following locations for use as polling places in Calendar Year 2023.

COMBINED POLLING PLACE:                      Deephaven City Hall  
20225 Cottagewood Road  
Deephaven, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Deephaven, Precincts 1 and 2, and the City of Woodland Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:                      Minnetonka District Service Center  
5621 Highway 101  
Minnetonka, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Chanhassen, Precinct 1; in Carver County, Minnesota; and the City of Eden Prairie, Precincts 1 and 2; the City of Chanhassen, Precinct 2; Hennepin County, Minnesota.

COMBINED POLLING PLACE:                      Excelsior Covenant Church  
19955 Excelsior Blvd.  
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Excelsior, Precinct 1; the City of Greenwood, Precinct 1; and the City of Shorewood, Precinct 3; Hennepin County, Minnesota.

COMBINED POLLING PLACE:                      Shorewood Community Center  
5735 Country Club Road  
Shorewood, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Orono, Precinct 1; the City of Shorewood, Precinct 2; and the City of Tonka Bay, Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:                      Minnewashta Church  
26710 W 62<sup>nd</sup> St.  
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Shorewood, Precinct 1; Hennepin County, Minnesota, the City of Chanhassen, Precinct 2; the City of Victoria, Precinct 1; and the City of Shorewood, Precinct 4; Carver County, Minnesota.

CITY OF MINNETONKA VOTERS: For those School District voters residing in the City of Minnetonka, the School District election will be held in conjunction with the municipal elections in that city and those voters will vote at their regular city polling places:

Minnetonka W-3 P-C  
Minnetonka W-3 P-D  
Minnetonka W-3 P-E  
Minnetonka W-4 P-A  
Minnetonka W-4 P-B  
Minnetonka W-4 P-C  
Minnetonka W-4 P-D

Bethlehem Lutheran Church, 16023 Minnetonka Blvd  
St. Luke Presbyterian Church, 3121 Groveland School Rd  
Minnetonka United Methodist Church, 17611 Lake St Ext  
Ridgewood Church, 4420 County Road 101  
Minnetonka District Service Center, 5621 County Rd 101  
All Saints Lutheran Church, 15915 Excelsior Blvd  
Redeemer Bible Church, 16205 Highway 7