

MINNETONKA SCHOOL BOARD STUDY SESSION AND SPECIAL MEETING
District Service Center
November 16, 2023
6:00 p.m.
AGENDA

SPECIAL MEETING

- 6:00 I. Call to Order and Pledge to the Flag
- II. Adoption of Agenda
- III. Canvass of November 7, 2023 School Board Election
- IV. Canvass of November 7, 2023 Special Election
- V. Adjournment

STUDY SESSION

- 6:05 1. VANTAGE Public Policy – student proposal
- 6:20 2. Discussion regarding Naming of Forum of VANTAGE/MOMENTUM Building
- 6:30 3. Review of FY23 Audit
- 7:00 4. Middle School Program Review
- 7:30 5. Review of New Course Proposals, Changes and Deletions
- 7:45 6. Discussion on Weighted Grades
- 8:00 7. Review of 2024 Legislative Position Statements

CITIZEN INPUT

6:20 p.m. Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

GUIDELINES FOR CITIZEN INPUT

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

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

ACTION

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

Board Agenda Item III.

**Title: Canvass of November 7 School Board
General Election**

November 16, 2023

EXECUTIVE SUMMARY:

Minnesota Statutes 205A.10, Subd. 3 states that between the third and tenth days after a school district election other than a recount of a special election conducted under section 126C.17, subdivision 9, or 475.59, the School Board shall canvass the returns and declare the results of the election. The School Board held the election on Tuesday, November 7, 2023, for four School Board seats. Thursday, November 16, is the ninth calendar day after the election. The results of the election are presented for the School Board's approval.

Minnesota Statutes 2022 Section 123B.09 Subd.1 states: "The term of office of a school board member shall be four years commencing on the first Monday in January and until a successor qualifies."


ATTACHMENTS:

Abstract and Return of Votes Cast
List of Write-ins

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the resolution as presented canvassing the returns of votes cast for the November 7, 2023 School Board Special Election.

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

Concurrence: 
David Law, Superintendent

**RESOLUTION CANVASSING THE RETURNS OF VOTES CAST IN THE
SCHOOL BOARD GENERAL ELECTION OF NOVEMBER 7, 2023**

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

It is hereby found, determined and declared that the general election of the voters of the district held November 7, 2023, was in all aspects duly and legally called and held.

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

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

Attached printout lists the write-in votes.

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

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

CLERK'S CERTIFICATE AS TO RETURN OF VOTES CAST

STATE OF MINNESOTA)
)
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 276 (Minnetonka), State of Minnesota, do hereby certify that I have carefully compared the attached copy of the Abstract and Return of Votes Cast in the November 7, 2023 election, with the originals thereof on file and on record in my office and the same is a full, true and complete copy thereof.

WITNESS MY HAND officially as Clerk of said School District this 16th day of November 2023.

Clerk

Minnetonka Public School District
November 7, 2023
General Election Results By Precinct

Candidates	DSC	Deephaven City Hall	Excelsior Covenant Church	Shorewood Community Center	Minnewashta Church	Subtotal	*MTKA	Total
Kemerie Foss	873	721	656	783	1,028	4,061	2,487	6,548
Michael Remucal	706	583	471	517	650	2,927	2,525	5,452
Sally Browne	645	551	450	499	625	2,770	2,413	5,183
Dan Olson	665	536	426	489	630	2,746	2,420	5,166
Karen Jordan	536	496	432	526	749	2,739	1,700	4,439
Chris Kratoska	518	472	426	540	707	2,663	1,594	4,257
Brandon L. Voges	478	454	399	485	669	2,485	1,534	4,019
Total Write-ins	12	19	3	18	14	66	44	110
Under votes								-
Statistics								
In person voting at polls	974	967	798	947	1,237	4,923	5,428	10,351
Absentee ballots	225	80	101	113	137	656	1,249	1,905
Total voting	1,199	1,047	899	1,060	1,374	5,579	6,677	12,256
Registered at 7:00 AM	4,236	3,239	3,517	3,987	4,970	19,949	13,551	33,500
New registrations	9	25	13	22	15	84	87	171
Total registered voters	4,245	3,264	3,530	4,009	4,985	20,033	13,638	33,671
Percent voting	28%	32%	25%	26%	28%	28%	49%	36%

*City of Minnetonka Precincts - listed individually below

Minnetonka Public School District
November 7, 2023
General Election Results By Precinct

Candidates	W-3 PC	W-3 PD	W-3 PE	W-4 PA	W-4 PB	W-4 PC	W-4 PD	TOTAL
Kemerie Foss	98	459	539	268	309	436	378	2,487
Michael Remucal	78	523	577	267	261	432	387	2,525
Sally Browne	82	508	528	246	262	404	383	2,413
Dan Olson	81	500	564	241	253	404	377	2,420
Karen Jordan	68	319	321	191	237	287	277	1,700
Chris Kratoska	68	310	294	165	224	257	276	1,594
Brandon L. Voges	69	295	297	150	205	239	279	1,534
Total Write-ins	2	2	16	3	8	8	5	44
Under votes								
Statistics								
In person voting at polls	711	924	967	470	517	971	868	5,428
Absentee ballots	231	218	230	87	106	205	172	1,249
Total voting	942	1,142	1,197	557	623	1,176	1,040	6,677
Registered @ 7:00 AM	2,135	2,077	2,112	1,126	1,725	2,210	2,166	13,551
New registrations	12	11	18	9	9	14	14	87
Total registered voters	2,147	2,088	2,130	1,135	1,734	2,224	2,180	13,638

Minnetonka Public Schools
General Election - School Board
November 7, 2023
Write ins

Name	Votes Cast	Polling Place	Absentee
Leah Goff-Rosenberg	1	MINNETONKA W-4 P-C	Absentee
Cheryl Miller	1	MINNETONKA W-4 P-C	Absentee
Pamela Ramaky	1	MINNETONKA W-4 P-D	Absentee
Blank	1	MINNETONKA W-3 P-D	Absentee
Stacy Klein	1	MINNETONKA W-4 P-A	Absentee
David Ingham	1	MINNETONKA W-3 P-D	Absentee
Joel Michael	1	MINNETONKA W-3 P-D	
Rebekah Murphy	1	MINNETONKA W-3 P-E	
Free Palestine	3	MINNETONKA W-3 P-E	
Brandon Voges	3	MINNETONKA W-3 P-E	
My Mom	1	MINNETONKA W-3 P-E	
Josh Dobbs	1	MINNETONKA W-3 P-E	
Anthony Dupros	1	MINNETONKA W-3 P-E	
Royce Lewis	1	MINNETONKA W-3 P-E	
Paul Duman	1	MINNETONKA W-3 P-E	
Tom Thumb	1	MINNETONKA W-3 P-E	
Dick Van Dyke	1	MINNETONKA W-3 P-E	
Phylis Diller	1	MINNETONKA W-3 P-E	
Other	1	MINNETONKA W-3 P-E	
Wendy Gablar	1	MINNETONKA W-4 P-A	
Sue Strange	1	MINNETONKA W-4 P-A	
David Haga	1	MINNETONKA W-4 P-B	
Stefanie Gale	1	MINNETONKA W-4 P-B	
Blank	2	MINNETONKA W-4 P-B	
Darcy	1	MINNETONKA W-4 P-B	
Rose	1	MINNETONKA W-4 P-B	
Violet	1	MINNETONKA W-4 P-B	
Bozwell	1	MINNETONKA W-4 P-B	
Therese Nelson	1	MINNETONKA W-4 P-C	
Karen Jordan	1	MINNETONKA W-4 P-C	
Chris Kratoska	1	MINNETONKA W-4 P-C	
Brandon Voges	1	MINNETONKA W-4 P-C	
Jennifer Cashman	1	MINNETONKA W-4 P-C	
Jill Velure	1	MINNETONKA W-4 P-C	
Kissy Coakley	1	MINNETONKA W-4 P-D	
Sharon Cassoppi	1	MINNETONKA W-4 P-D	
Tami Finney	1	MINNETONKA W-4 P-D	
Ted Nearman	1	MINNETONKA W-4 P-D	
Jack Paul	1	MINNETONKA W-4 P-D	
Naz Reid	1	ISD 276 - MNTKA DIST SRVC CTR	
Matt McKinney	1	ISD 276 - MNTKA DIST SRVC CTR	

Minnetonka Public Schools
General Election - School Board
November 7, 2023
Write ins

Name	Votes Cast	Polling Place	Absentee
Snoopy	1	ISD 276 - MNTKA DIST SRVC CTR	
Jennifer Cashman	1	ISD 276 - MNTKA DIST SRVC CTR	
Chloe Roovers	1	ISD 276 - MNTKA DIST SRVC CTR	
Mike Hazzard	1	ISD 276 - MNTKA DIST SRVC CTR	
Dean Varner	1	ISD 276 - MNTKA DIST SRVC CTR	
Sean Bowyer	1	ISD 276 - MNTKA DIST SRVC CTR	
Lucas Holte	1	ISD 276 - MNTKA DIST SRVC CTR	
Jaxon Wolf	1	ISD 276 - MNTKA DIST SRVC CTR	
Jennifer Cashman	1	ISD 276 - MNTKA DIST SRVC CTR	
Asplin, Pamela	1	ISD 276 - MNTKA DIST SRVC CTR	
Stacey Klein	1	ISD 276 - MINNEWASHTA CHURCH	
Alex Wilson	1	ISD 276 - MINNEWASHTA CHURCH	
Julie Light	1	ISD 276 - MINNEWASHTA CHURCH	
Noreen Andrews	1	ISD 276 - MINNEWASHTA CHURCH	
Stay Cool	1	ISD 276 - MINNEWASHTA CHURCH	
Konrad Siefker	1	ISD 276 - MINNEWASHTA CHURCH	
Angie Trapnell	1	ISD 276 - MINNEWASHTA CHURCH	
Brandon Polich	1	ISD 276 - MINNEWASHTA CHURCH	
Gary Jarrett	1	ISD 276 - MINNEWASHTA CHURCH	
Eric Bell	1	ISD 276 - MINNEWASHTA CHURCH	
Nichelle Walch	1	ISD 276 - MINNEWASHTA CHURCH	
Stacey Klein	1	ISD 276 - MINNEWASHTA CHURCH	
Minnie Mouse	1	ISD 276 - MINNEWASHTA CHURCH	
Mickey Mouse	1	ISD 276 - MINNEWASHTA CHURCH	
William Schuman	1	ISD 276 - SHOREWOOD COMMUNITY	Absentee
Dr Peterson	1	ISD 276 - SHOREWOOD COMMUNITY	
John Digrotholo	1	ISD 276 - SHOREWOOD COMMUNITY	
Dan Rather	1	ISD 276 - SHOREWOOD COMMUNITY	
Alex Ewald	1	ISD 276 - SHOREWOOD COMMUNITY	
Ciada De Laurentiis	1	ISD 276 - SHOREWOOD COMMUNITY	
Charlie Cowan	1	ISD 276 - SHOREWOOD COMMUNITY	
Kerri Johnson	3	ISD 276 - SHOREWOOD COMMUNITY	
Tom Ohlin	1	ISD 276 - SHOREWOOD COMMUNITY	
Lance newell	1	ISD 276 - SHOREWOOD COMMUNITY	
Bill Bennet	1	ISD 276 - SHOREWOOD COMMUNITY	
Meghan Sellinger	1	ISD 276 - SHOREWOOD COMMUNITY	
Mike LeSage	1	ISD 276 - SHOREWOOD COMMUNITY	
William Schumer	1	ISD 276 - SHOREWOOD COMMUNITY	
Scott Hawks	1	ISD 276 - SHOREWOOD COMMUNITY	
Thomas Paine	2	ISD 276 - EXCELSIOR COVENANT CH	
Isaiah Knight	1	ISD 276 - EXCELSIOR COVENANT CH	

Minnetonka Public Schools
General Election - School Board
November 7, 2023
Write ins

Name	Votes Cast	Polling Place	Absentee
Mike LeSage	1	ISD 276 - EXCELSIOR COVENANT CH	
Bill Budd	1	ISD 276 - DEEPHAVEN CITY HALL	
Mike Flemming	1	ISD 276 - DEEPHAVEN CITY HALL	
Cara Ostrom	1	ISD 276 - DEEPHAVEN CITY HALL	
Autumn Huiras	1	ISD 276 - DEEPHAVEN CITY HALL	
Naz Reid	1	ISD 276 - DEEPHAVEN CITY HALL	
Blank	6	ISD 276 - DEEPHAVEN CITY HALL	
Matt McBride	1	ISD 276 - DEEPHAVEN CITY HALL	
Brian Burke	1	ISD 276 - DEEPHAVEN CITY HALL	
Heather Reynolds	1	ISD 276 - DEEPHAVEN CITY HALL	
Nicole Burke	1	ISD 276 - DEEPHAVEN CITY HALL	
Nichole Peterson	1	ISD 276 - DEEPHAVEN CITY HALL	
Nora Leonard	1	ISD 276 - DEEPHAVEN CITY HALL	
Mickey Mouse	1	ISD 276 - DEEPHAVEN CITY HALL	
David Haeg	<u>1</u>	ISD 276 - DEEPHAVEN CITY HALL	
Total	110		

ACTION

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

Board Agenda Item IV.

Title: Canvass of November 7 Special Election

November 16, 2023

EXECUTIVE SUMMARY:

Minnesota Statutes 205A.10, Subd. 3 states that between the third and tenth days after a school district election other than a recount of a special election conducted under section 126C.17, subdivision 9, or 475.59, the School Board shall canvass the returns and declare the results of the election. The School Board held a Special Election on November 7, 2023 for a referendum on a capital project levy. Thursday, November 16, is the ninth calendar day after the election. The results of the special election are presented for the School Board's approval.

ATTACHMENTS:

Abstract and Return of Votes Cast

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the resolution as presented canvassing the returns of votes cast for the November 7, 2023 Special Election.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



David Law, Superintendent

EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 276
(MINNETONKA)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a special meeting of the School Board of Independent School District No. 276 (Minnetonka), State of Minnesota, was duly held in said school district on November 16, 2023, at 6:00 o'clock p.m. for the purpose, in part, of canvassing a special election.

The following members were present: Ambrosen, Becker, Lee-O'Halloran, Remucal, Selinger, Vitale, Wagner

and the following were absent: None

Member _____ moved the adoption of the following resolution:

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

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

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

3. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 6,605 voters of the school district voted on the question of revoking the existing capital project levy authorization of the school district and replacing that authorization with a new authorization for taxes payable in 2024 and thereafter (SCHOOL DISTRICT QUESTION 1), of which 6,237 voted in favor, 3,577 voted against the same, and there were 30 completely blank or defective ballots. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

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

The clerk is also directed to report the results of the referendum revenue authorization election to the Commissioner of Education within fifteen (15) days of the date hereof.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 276 (Minnetonka), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to canvassing the results of a special election of said school district, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 16th day of November, 2023.

Clerk

Minnetonka Public School District
November 7, 2023
Election Results By Precinct

SPECIAL ELECTION 2023	DSC	Deephaven City Hall	Excelsior Covenant Church	Shorewood Community Center	Minnewashta Church	Subtotal	*MTKA	Total
YES	870	665	559	640	835	3,569	2,668	6,237
NO	304	359	320	400	512	1,895	1,682	3,577
Statistics								
In person voting at polls	974	967	798	947	1,237	4,923	5,428	10,351
Absentee ballots	225	80	101	113	137	656	1,249	1,905
Total voting	1,199	1,047	899	1,060	1,374	5,579	6,677	12,256
Registered at 7:00 AM	4,236	3,239	3,517	3,987	4,970	19,949	13,551	33,500
New registrations	9	25	13	22	15	84	87	171
Total registered voters	4,245	3,264	3,530	4,009	4,985	20,033	13,638	33,671
Percent voting	28%	32%	25%	26%	28%	28%	49%	36%

*City of Minnetonka Precincts - listed individually below

SPECIAL ELECTION 2023	W-3 PC	W-3 PD	W-3 PE	W-4 PA	W-4 PB	W-4 PC	W-4 PD	TOTAL
YES	82	535	617	292	301	446	395	2,668
NO	80	352	320	155	203	272	300	1,682
Statistics								
In person voting at polls	711	924	967	470	517	971	868	5,428
Absentee ballots	231	218	230	87	106	205	172	1,249
Total voting	942	1,142	1,197	557	623	1,176	1,040	6,677
Registered @ 7:00 AM	2,135	2,077	2,112	1,126	1,725	2,210	2,166	13,551
New registrations	12	11	18	9	9	14	14	87
Total registered voters	2,147	2,088	2,130	1,135	1,734	2,224	2,180	13,638

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

Study Session Agenda Item #1

Title: VANTAGE Public Policy – Student Proposal

Date: November 16, 2023

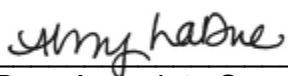
OVERVIEW:

Students in the VANTAGE Public Policy course researched the question: What should the Minnetonka School District consider when developing a policy regarding AI use in the district? After conducting primary and secondary research on four stakeholder groups' perspectives (teachers, students/parents, administrators, and collegiate-level), students split into six teams to develop a presentation with their team's recommendation. These impressive presentations were delivered to a panel of judges that included administrators from MHS and the District, who ultimately selected a team to present to the School Board at a study session. The winning team, who is excited for the opportunity to share their recommendation with the board, includes: Parker Lacey, Allison Fu, Emily Affolter, and Drew Pedersen.

RECOMMENDATION/FUTURE DIRECTION:

This report is provided to the Board as an opportunity for VANTAGE students to share their relevant work with a governing body.

Submitted by: _____


Amy LaDue, Associate Superintendent

Concurrence: _____


David Law, Superintendent

DISCUSSION

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

Study Session Agenda Item #2

Title: Naming of Forum at VANTAGE/MOMENTUM
Building

Date: November 16, 2023

EXECUTIVE SUMMARY:

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

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

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

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



David Law, Superintendent

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

Study Session Agenda Item #3

Title: Review of FY23 Audit Financial Statements

November 16, 2023

EXECUTIVE SUMMARY:

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

Lance Lauinger, CPA will review the Basic Financial Statements in the audit at the November 16, 2023, School Board Study Session prior to final approval of the complete audit report on December 7, 2023. Upon approval, the audited financial statements will be filed with the Minnesota Department of Education prior to December 30 as required by statute.

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

ATTACHMENTS:

FY2023 Draft Basic Financial Statements

RECOMMENDATION/FUTURE DIRECTION:

The Fiscal Year 2023 Draft Basic Financial Statements are being presented for review prior to approval and acceptance of the complete audit and Annual Comprehensive Financial Report on December 7, 2023.

Submitted by: _____



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____



David Law, Superintendent

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
BALANCE SHEET – GOVERNMENTAL FUNDS
JUNE 30, 2023
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2022)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2023	2022
ASSETS							
Cash and Investments	\$ 39,096,524	\$ 3,765,573	\$ 6,531,891	\$ 18,695,832	\$ 5,774,424	\$ 73,864,244	\$ 68,232,468
Cash with Fiscal Agent	880,794	-	-	3,054,995	-	3,935,789	10,544,346
Receivables:							
Current Property Taxes	25,944,063	-	503,506	-	4,776,637	31,224,206	28,245,879
Delinquent Property Taxes	254,758	-	5,657	-	52,385	312,800	241,063
Accounts and Interest Receivable	734,606	160,336	127,252	-	62,106	1,084,300	204,708
Due from Other Minnesota School Districts	72,977	-	66,573	-	-	139,550	308,924
Due from Minnesota Department of Education	10,675,933	14,989	63,978	-	83,739	10,838,639	11,046,168
Due from Federal through Minnesota Department of Education	2,219,052	190,799	6,048	-	-	2,415,899	2,711,978
Due from Other Governmental Units	484,486	-	51,286	-	-	535,772	576,558
Due from Other Funds	815,037	-	-	-	-	815,037	754,419
Leases Receivable	301,947	-	-	-	-	301,947	365,133
Inventory	224,160	77,510	-	-	-	301,670	297,381
Prepays	2,254,617	17,736	22,897	-	911,257	3,206,507	2,383,727
Total Assets	<u>\$ 83,958,954</u>	<u>\$ 4,226,943</u>	<u>\$ 7,379,088</u>	<u>\$ 21,750,827</u>	<u>\$ 11,660,548</u>	<u>\$ 128,976,360</u>	<u>\$ 125,912,752</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE							
Liabilities:							
Salaries and Compensated Absences Payable	\$ 4,552,376	\$ 382	\$ 408,682	\$ -	\$ -	\$ 4,961,440	\$ 6,860,894
Payroll Deductions and Employer Contributions Payable	2,907,290	342	1,036	-	-	2,908,668	3,588,283
Accounts and Contracts Payable	1,168,717	81,836	195,936	4,411,614	-	5,858,103	3,565,703
Due to Other Governmental Units	-	-	-	-	-	-	(2,948)
Unearned Revenue	424,812	345,750	1,165,947	-	-	1,936,509	2,068,774
Total Liabilities	9,053,195	428,310	1,771,601	4,411,614	-	15,664,720	16,080,706
Deferred Inflows of Resources:							
Levied for Subsequent Year	47,673,394	-	1,009,678	-	9,578,418	58,261,490	52,112,842
Unavailable Revenue - Delinquent Property Taxes	105,730	-	5,657	-	52,385	163,772	105,815
Leases Receivable	289,961	-	-	-	-	289,961	359,956
Total Deferred Inflows of Resources	48,069,085	-	1,015,335	-	9,630,803	58,715,223	52,578,613
Fund Balance:							
Nonspendable:							
Inventory	224,160	77,510	-	-	-	301,670	297,381
Prepays	2,254,617	17,736	22,897	-	911,257	3,206,507	2,383,727
Restricted for:							
Student Activities	31,075	-	-	-	-	31,075	36,446
Scholarships	239,825	-	-	-	-	239,825	246,026
Projects Funded by Certificates of Participation	-	-	-	3,054,996	-	3,054,996	48
Operating Capital	196,091	-	-	-	-	196,091	802,841
Community Education	-	-	3,516,044	-	-	3,516,044	1,820,785
Early Childhood and Family Education	-	-	505,572	-	-	505,572	532,075
School Readiness	-	-	319,478	-	-	319,478	281,722
Adult Basic Education	-	-	14,524	-	-	14,524	7,249
Long-Term Facilities Maintenance	-	-	-	6,071,618	-	6,071,618	5,337,007
Restricted for Other Purposes	-	3,703,387	213,637	8,212,599	1,118,488	13,248,111	20,704,002
Restricted for Medical Assistance	59,981	-	-	-	-	59,981	111,162
Assigned for:							
Q Comp	533,560	-	-	-	-	533,560	436,430
Athletic Equipment	477,635	-	-	-	-	477,635	489,392
Special Purposes	1,613,760	-	-	-	-	1,613,760	1,507,568
Capital Projects Tech Levy	2,356,595	-	-	-	-	2,356,595	3,022,485
Unassigned	18,849,375	-	-	-	-	18,849,375	19,237,087
Total Fund Balance	<u>26,836,674</u>	<u>3,798,633</u>	<u>4,592,152</u>	<u>17,339,213</u>	<u>2,029,745</u>	<u>54,596,417</u>	<u>57,253,433</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	<u>\$ 83,958,954</u>	<u>\$ 4,226,943</u>	<u>\$ 7,379,088</u>	<u>\$ 21,750,827</u>	<u>\$ 11,660,548</u>	<u>\$ 128,976,360</u>	<u>\$ 125,912,752</u>

See accompanying Notes to Basic Financial Statements.

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGE IN FUND BALANCE – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2023
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2022)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2023	2022
REVENUES							
Local Sources:							
Property Taxes	\$ 46,678,041	\$ -	\$ 974,387	\$ -	\$ 9,381,253	\$ 57,033,681	\$ 55,879,476
Earnings and Investments	1,325,509	131,162	197,459	447,520	109,021	2,210,671	336,618
Other	6,532,843	4,402,650	13,036,808	116,500	-	24,088,801	20,039,404
State Sources	108,220,981	119,218	493,949	-	843,629	109,677,777	105,628,435
Federal Sources	<u>4,866,349</u>	<u>1,642,540</u>	<u>346,873</u>	<u>-</u>	<u>-</u>	<u>6,855,762</u>	<u>10,249,583</u>
Total Revenues	167,623,723	6,295,570	15,049,476	564,020	10,333,903	199,866,692	192,133,516
EXPENDITURES							
Current:							
Administration	5,511,161	-	-	-	-	5,511,161	5,394,361
District Support Services	6,047,851	-	-	-	-	6,047,851	6,505,745
Elementary and Secondary Regular Instruction	91,887,919	-	-	-	-	91,887,919	89,872,882
Vocational Education Instruction	1,298,299	-	-	-	-	1,298,299	1,207,168
Special Education Instruction	23,991,847	-	-	-	-	23,991,847	22,906,881
Instructional Support Services	8,263,830	-	-	-	-	8,263,830	7,312,674
Pupil Support Services	5,550,292	-	-	-	-	5,550,292	5,677,560
Sites and Buildings	9,523,086	-	-	-	-	9,523,086	9,262,975
Fiscal and Other Fixed Cost Programs	603,594	-	-	-	-	603,594	609,346
Food Service	-	5,193,492	-	-	-	5,193,492	4,966,851
Community Service	-	-	12,966,756	-	-	12,966,756	11,249,334
Transportation	5,695,243	-	-	-	-	5,695,243	5,417,194
Capital Outlay	4,492,045	486,330	283,392	16,876,485	-	22,138,252	16,643,386
Debt Service:							
Principal	4,791,293	15,020	5,238	-	7,115,000	11,926,551	11,178,682
Interest and Fiscal Charges	<u>2,499,984</u>	<u>-</u>	<u>848</u>	<u>-</u>	<u>3,120,969</u>	<u>5,621,801</u>	<u>5,963,086</u>
Total Expenditures	<u>170,156,444</u>	<u>5,694,842</u>	<u>13,256,234</u>	<u>16,876,485</u>	<u>10,235,969</u>	<u>216,219,974</u>	<u>204,168,125</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(2,532,721)	600,728	1,793,242	(16,312,465)	97,934	(16,353,282)	(12,034,609)
OTHER FINANCING SOURCES (USES)							
Sale of Equipment	-	16,771	-	-	-	16,771	-
Sale of Bonds	-	-	-	8,985,000	3,725,000	12,710,000	48,430,000
Bond Premium	-	-	-	548,259	215,161	763,420	1,315,524
Issuance of Certificates of Participation	-	-	-	1,850,000	-	1,850,000	9,725,000
Premium on Certificates of Participation	-	-	-	341,311	-	341,311	839,403
Issuance of Long-Term Leases	124,848	-	-	-	-	124,848	2,919,343
Issuance of Subscriptions Payable	1,548,604	-	-	-	-	1,548,604	-
Issuance of Financed Purchase	231,386	-	-	-	-	231,386	-
Payment to Refunded Bond Escrow Agent	-	-	-	-	(3,890,074)	(3,890,074)	(42,465,821)
Transfers In	-	-	24,707	-	-	24,707	9,889,770
Transfers Out	<u>(24,707)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(24,707)</u>	<u>(39,770)</u>
Total Other Financing Sources (Uses)	<u>1,880,131</u>	<u>16,771</u>	<u>24,707</u>	<u>11,724,570</u>	<u>50,087</u>	<u>13,696,266</u>	<u>30,613,449</u>
NET CHANGE IN FUND BALANCE	(652,590)	617,499	1,817,949	(4,587,895)	148,021	(2,657,016)	18,578,840
FUND BALANCES							
Beginning of Year	27,489,264	3,181,134	2,774,203	21,927,108	1,881,724	57,253,433	38,674,593
End of Year	<u>\$ 26,836,674</u>	<u>\$ 3,798,633</u>	<u>\$ 4,592,152</u>	<u>\$ 17,339,213</u>	<u>\$ 2,029,745</u>	<u>\$ 54,596,417</u>	<u>\$ 57,253,433</u>

See accompanying Notes to Basic Financial Statements.

MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
STATEMENT OF NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND
JUNE 30, 2023
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2022)

	Governmental Activities - Internal Service Funds	
	2023	2022
CURRENT ASSETS		
Cash and Investments	\$ 28,716,580	\$ 30,288,256
Interest Receivable	235,295	21,656
Total Assets	28,951,875	30,309,912
CURRENT LIABILITIES		
Accounts Payable	1,787	1,862
Claims Payable - Medical	2,178,400	2,093,400
Due to Other Funds	815,037	754,419
Unearned Revenue	2,426,760	2,316,488
Total Current Liabilities	5,421,984	5,166,169
NET POSITION		
Unrestricted	\$ 23,529,891	\$ 25,143,743

See accompanying Notes to Basic Financial Statements.

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN
NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2023
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2022)**

	Governmental Activities - Internal Service Funds	
	2023	2022
OPERATING REVENUES		
Charges for Services:		
Health Insurance Premiums	\$ 15,585,124	\$ 15,665,169
Dental Insurance Premiums	1,249,050	1,249,050
Total Operating Revenues	<u>16,834,174</u>	<u>16,914,219</u>
OPERATING EXPENSES		
Salaries	129,876	121,538
VEBA Contributions	1,401,309	1,749,260
Wellness Payments	40,920	42,060
Health Insurance Claim Payments	15,283,194	11,866,724
Dental Insurance Claim Payments	1,216,152	1,168,649
OPEB Payments	815,037	754,419
General Administration Fees	1,036,504	1,101,607
Total Operating Expenses	<u>19,922,992</u>	<u>16,804,257</u>
OPERATING INCOME (LOSS)	(3,088,818)	109,962
NONOPERATING INCOME		
Earnings on Investments	1,474,966	(2,150,869)
Transfers to Other Funds	-	(9,850,000)
Total Nonoperating Income (Expenses)	<u>1,474,966</u>	<u>(12,000,869)</u>
CHANGE IN NET POSITION	(1,613,852)	(11,890,907)
Net Position - Beginning	<u>25,143,743</u>	<u>37,034,650</u>
NET POSITION - ENDING	<u><u>\$ 23,529,891</u></u>	<u><u>\$ 25,143,743</u></u>

See accompanying Notes to Basic Financial Statements.

MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
STATEMENT OF CASH FLOWS – PROPRIETARY FUND – INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2023
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2022)

	Governmental Activities - Internal Service Funds	
	2023	2022
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Interfund Services Provided	\$ 16,730,807	\$ 16,736,913
Payments for Administrative Costs	(1,036,504)	(1,101,607)
Payments for Salaries	(129,876)	(121,538)
Payments for Medical Fees and Insurance Claims	(16,414,421)	(13,287,442)
Payments for Wellness	(40,920)	(42,060)
Payments to Employee VEBA Accounts	(1,401,309)	(1,749,260)
Payments for Retirement Benefits	(754,419)	(750,607)
Net Cash Provided (Used) by Operating Activities	(3,046,642)	(315,601)
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest Received	431,479	45,209
Proceeds from Sale of Investments	754,419	750,607
Net Cash Provided by Investing Activities	1,185,898	795,816
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(1,860,744)	480,215
Cash and Cash Equivalents - Beginning	15,033,561	14,553,346
CASH AND CASH EQUIVALENTS - ENDING	<u>\$ 13,172,817</u>	<u>\$ 15,033,561</u>
Total Cash and Investments per Statement of Net Position	\$ 28,716,580	\$ 30,288,256
Less: Investments Included in Cash and Investments	(15,543,763)	(15,254,695)
Total Cash and Cash Equivalents	<u>\$ 13,172,817</u>	<u>\$ 15,033,561</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES		
Operating Income (Loss)	\$ (3,088,818)	\$ 109,962
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:		
(Increase) Decrease in Interest Receivable	(213,639)	(21,656)
Increase (Decrease) in Accounts Payable	(75)	(203)
Increase (Decrease) in Claims Payable	85,000	(251,866)
Increase (Decrease) in Due to Other Funds	60,618	3,812
Increase (Decrease) in Unearned Revenue	110,272	(155,650)
Total Adjustments	42,176	(425,563)
Net Cash Provided (Used) by Operating Activities	<u>\$ (3,046,642)</u>	<u>\$ (315,601)</u>
NONCASH INVESTING ACTIVITIES		
Increase (Decrease) in Fair Value of Investments	<u>\$ (2,549,205)</u>	<u>\$ 7,432,446</u>

See accompanying Notes to Basic Financial Statements.

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2023**

ASSETS

Cash and Investments
Due From Other Governments
Total Assets

Custodial
Funds

\$ 511,675
95,321
606,996

LIABILITIES

Accounts and Contracts Payable

12,797

NET POSITION

Restricted

\$ 594,199

See accompanying Notes to Basic Financial Statements.

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
YEAR ENDED JUNE 30, 2023**

	<u>Custodial Funds</u>
ADDITIONS	
Gifts and Donations	\$ 95,131
LCTS Grants	<u>210,165</u>
Total Additions	305,296
DEDUCTIONS	
Grants Distributed	<u>-</u>
CHANGE IN NET POSITION	(39,382)
Net Position - Beginning of Year	<u>633,581</u>
NET POSITION - END OF YEAR	<u><u>\$ 594,199</u></u>

See accompanying Notes to Basic Financial Statements.

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
BUDGETARY COMPARISON SCHEDULE – GENERAL FUND
YEAR ENDED JUNE 30, 2023**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Property Taxes	\$ 46,533,193	\$ 46,581,076	\$ 46,678,041	\$ 96,965
Earnings and Investments	900,000	900,000	1,325,509	425,509
Other	4,964,086	5,934,789	6,532,843	598,054
State Sources	107,629,699	107,934,353	108,220,981	286,628
Federal Sources	4,539,986	5,558,829	4,866,349	(692,480)
Total Revenues	164,566,964	166,909,047	167,623,723	714,676
EXPENDITURES				
Current:				
Administration	6,018,745	6,405,564	5,511,161	(894,403)
District Support Services	7,923,197	6,724,408	6,047,851	(676,557)
Elementary and Secondary Regular Instruction	87,968,985	90,391,115	91,887,919	1,496,804
Vocational Education Instruction	1,353,436	1,324,162	1,298,299	(25,863)
Special Education Instruction	24,677,719	24,014,390	23,991,847	(22,543)
Instructional Support Services	7,925,685	8,360,508	8,263,830	(96,678)
Pupil Support Services	5,180,961	6,080,956	5,550,292	(530,664)
Sites and Buildings	8,269,413	8,249,855	9,523,086	1,273,231
Fiscal and Other Fixed Cost Programs	544,568	820,018	603,594	(216,424)
Transportation	5,672,096	5,492,387	5,695,243	202,856
Capital Outlay	3,148,028	3,537,646	4,492,045	954,399
Debt Service:				
Principal	1,965,000	4,418,870	4,791,293	372,423
Interest and Fiscal Charges	2,018,553	2,103,467	2,499,984	396,517
Total Expenditures	162,666,386	167,923,346	170,156,444	2,233,098
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	1,900,578	(1,014,299)	(2,532,721)	(1,518,422)
OTHER FINANCING SOURCES (USES)				
Issuance of Long-Term Leases	-	120,000	124,848	4,848
Issuance of Subscriptions Payable	-	-	1,548,604	1,548,604
Issuance of Financed Purchase	-	-	231,386	231,386
Transfers Out	(52,841)	(52,841)	(24,707)	28,134
Total Other Financing Sources (Uses)	(52,841)	67,159	1,880,131	1,812,972
NET CHANGE IN FUND BALANCE	<u>\$ 1,847,737</u>	<u>\$ (947,140)</u>	(652,590)	<u>\$ 294,550</u>
FUND BALANCE				
Beginning of Year			27,489,264	
End of Year			<u>\$ 26,836,674</u>	

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
BUDGETARY COMPARISON SCHEDULE – MAJOR FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2023**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Earnings and Investments	\$ 5,000	\$ 5,000	\$ 131,162	\$ 126,162
Other - Primarily Meal Sales	4,801,612	4,801,612	4,402,650	(398,962)
State Sources	146,130	146,130	119,218	(26,912)
Federal Sources	1,120,505	1,154,059	1,642,540	488,481
Total Revenues	<u>6,073,247</u>	<u>6,106,801</u>	<u>6,295,570</u>	<u>188,769</u>
EXPENDITURES				
Current:				
Food Service	6,323,354	6,262,592	5,193,492	(1,069,100)
Capital Outlay	270,000	626,800	486,330	(140,470)
Debt Service:				
Principal	-	15,020	15,020	-
Total Expenditures	<u>6,593,354</u>	<u>6,904,412</u>	<u>5,694,842</u>	<u>(1,209,570)</u>
Excess (Deficiency) of Revenues				
Over (Under) Expenditures	(520,107)	(797,611)	600,728	1,398,339
OTHER FINANCING SOURCES (USES)				
Sale of Equipment	-	-	16,771	16,771
NET CHANGE IN FUND BALANCE	<u>\$ (520,107)</u>	<u>\$ (797,611)</u>	617,499	<u>\$ 1,415,110</u>
FUND BALANCE				
Beginning of Year			3,181,134	
End of Year			<u>\$ 3,798,633</u>	

**MINNETONKA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 276
BUDGETARY COMPARISON SCHEDULE – MAJOR COMMUNITY SERVICE FUND
YEAR ENDED JUNE 30, 2023**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Property Taxes	\$ 980,049	\$ 980,049	\$ 974,387	\$ (5,662)
Earnings and Investments	44,444	14,000	197,459	183,459
Other - Primarily Tuition and Fees	11,121,339	12,263,448	13,036,808	773,360
State Sources	477,497	509,854	493,949	(15,905)
Federal Sources	-	300,000	346,873	46,873
Total Revenues	<u>12,623,329</u>	<u>14,067,351</u>	<u>15,049,476</u>	<u>982,125</u>
EXPENDITURES				
Current:				
Community Service	12,690,507	13,838,515	12,966,756	(871,759)
Capital Outlay	217,900	307,802	283,392	(24,410)
Debt Service				
Principal	2,875	3,475	5,238	1,763
Interest and Fiscal Charges	-	-	848	848
Total Expenditures	<u>12,911,282</u>	<u>14,149,792</u>	<u>13,256,234</u>	<u>(893,558)</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(287,953)	(82,441)	1,793,242	1,875,683
OTHER FINANCING SOURCES				
Transfers In	<u>52,841</u>	<u>31,921</u>	<u>24,707</u>	<u>(7,214)</u>
NET CHANGE IN FUND BALANCE	<u>\$ (235,112)</u>	<u>\$ (50,520)</u>	<u>1,817,949</u>	<u>\$ 1,868,469</u>
FUND BALANCE				
Beginning of Year			<u>2,774,203</u>	
End of Year			<u>\$ 4,592,152</u>	

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

Study Session Agenda Item #4

Title: Middle School Program Review

Date: November 16, 2023

EXECUTIVE SUMMARY:

In 2007 the Minnetonka School District, at the direction of the Board, conducted a comprehensive review of the middle school program to evaluate how existing structures, programs and course offerings were meeting the needs of students and families.

This review resulted in significant changes to the middle schools, including the creation of honors level courses in all four subject areas, new courses supporting students in math, reading and organization skills, and multiple new elective courses with more flexibility for 8th graders when registering. These changes were highly successful and were seen as critical to MME and MMW emerging as nationally recognized middle schools.

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

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

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

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

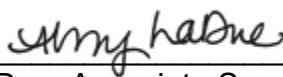
The purpose of this report is to share the findings, opportunities and priorities identified through the process.

Following this report, the middle school principals in collaboration with the teaching and learning department will develop a comprehensive middle school program proposal that integrates the information gathered to date as well as includes stakeholder feedback. This recommendation will be presented to the School Board in December of 2023.

RECOMMENDATION/FUTURE DIRECTION:

This report is provided to the Board as an update and as an opportunity for Board feedback prior to the development of the comprehensive middle school program recommendation.

Submitted by: _____



Amy LaDue, Associate Superintendent

Concurrence: _____



David Law, Superintendent

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

Study Session Agenda Item #5

Title: Review of New Course Proposals, Changes and Deletions November 16, 2023

OVERVIEW

This report includes new course proposals and course revisions for the 2024-25 school year. The proposals have been reviewed by department chairs, program leads, building administration, district administration, the District Teaching and Learning Advisory Committee, and the Student Teaching and Learning Advisory Committee. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2024-25 school year. Course development and implementation funds will be allocated for each course based on sufficient enrollment.

COURSE PROPOSALS

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

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

COURSE REMOVAL LIST

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

Course Removal
Textiles and Applied Design
Outdoor Experience

COURSE TITLE CHANGES

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

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

ATTACHMENT:

New Course Proposals

RECOMMENDATION/FUTURE DIRECTION:

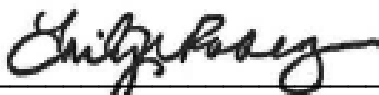
These course proposals are submitted for School Board review and consideration.

Submitted by: _____



Steve Urbanski, Director of Curriculum

Submitted by: _____



Emily Rosengren, Assistant Principal

Concurrence: _____



David Law, Superintendent

New Course Proposal



Course Title: Applied Mathematics – Momentum

Submitted by: James Donald
Department: Math

Description of the Proposal:

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

Applied Mathematics (Momentum)

What grade levels can enroll?

10-12

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

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

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

Both

Any pre-requisite courses?

Successful completion of Higher Algebra

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

Math

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

No

2) How did this proposal originate?

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

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

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

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

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

Analysis of the Proposal:

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

district?

N/A

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

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

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

- a) **Space: Where is space currently available for the activity?**
- b) **Time: Where will the activity fit in the daily schedule?**
- c) **Personnel: What staff will be necessary?**
- d) **Financial Costs: What is the cost to the district of this proposal?**
What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?
Space, Time, and Personnel are all currently allotted for the course that this offering will replace. Only new costs will be for textbooks \$40 per student, and they can be reused for multiple years.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This would potentially expand the Momentum program.
- b) **How does the proposal affect existing programs?**
N/A
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
Math of Home Renovation would be eliminated with this new offering.

New Course Proposal



Course Title: CIS Principles of Microeconomics - VANTAGE

Submitted by: Roger Andre
Department: VANTAGE

Description of the Proposal:

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

VANTAGE CIS Principles of Microeconomics

What grade levels can enroll?

11, 12

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

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

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

N/A

Any pre-requisite courses?

CIS Principles of Microeconomics (APEC 1101)

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

4 University of Minnesota credits

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

1.0 MHS social studies credit - MHS weighted grade

2) How did this proposal originate?

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

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

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

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

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

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

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

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

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

Analysis of the Proposal:

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

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

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement” – CIS Principles of Microeconomics is a college-level course
- “Tailor learning experiences to the needs of individual learners.” – Replacing AP Micro with CIS Microeconomics will reduce the need to “teach to the test” that comes with the 60-question portion of the AP Micro exam that is multiple choice.
- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.” – The background provided by this VANTAGE strand experience will set students up for accelerated success in many different fields.

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

The 1.0 social studies credit will fulfill a graduation requirement.

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

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

- This strand will be held in the new VANTAGE/Momentum building.
- b) **Time: Where will the activity fit in the daily schedule?**
This can be either a morning or afternoon three-period strand. We will wait for enrollment numbers before deciding when each VANTAGE strand will run.
 - c) **Personnel: What staff will be necessary?**
Unless enrollment exceeds our expectations, we will need three economics teachers qualified to teach CIS Econ. We currently have one teacher qualified and two on the path to qualification. We are in dialog with the U of M CIS department to confirm that the two teachers will qualify to teach the CIS Econ course for the 2024-25 school year. If we cannot qualify the teachers this year, we will wait and make this change for 2025-26, when all three teachers will be fully qualified.
 - d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
The cost to the district is not minor. This year's per-student fee is \$150. If this stays the same and enrollment stays the same, the total cost will be \$24,300. While this is a large cost, earning the 4 credits at the University of Minnesota costs \$4,200 for a resident student. Thus, we are providing our families with \$4,200 value for the cost of \$150 per student.

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

- a) **How does the proposal expand, complement or strengthen an existing program?**
This program will better serve the needs of students in the most popular strand in the VANTAGE program, VANTAGE Global Business. While student satisfaction is already very strong in this strand, this change will likely make this program even more popular.
- b) **How does the proposal affect existing programs?**
It will be an upgrade to the quality of the student experience in VANTAGE Global Business.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
AP Microeconomics is only offered as part of the VANTAGE strand. There will be no effect on the MHS course catalog.

New Course Proposal



Course Title: Earth Science

Submitted by: Joe Cossette
Department: Science

Description of the Proposal:

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

Earth Science

What grade levels can enroll?

9

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

Full Year 1.0 credit, 2 parts

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

Both

Any pre-requisite courses?

None

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

Science

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

No

2) How did this proposal originate?

Change in state science standards and state graduation requirements.

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

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

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

N/A

Analysis of the Proposal:

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

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

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

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

It is required by the Minnesota Graduation Standard.

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

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

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

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

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

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

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

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

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

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

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

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

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

b) How does the proposal affect existing programs?

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

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

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

New Course Proposal



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

Submitted by: Mitch Burfeind

Department: Tech Ed

Description of the Proposal:

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

Engineering 3-D Computer Modeling - Tonka Online

What grade levels can enroll?

9-12

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

0.5

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

Online

Any pre-requisite courses?

None

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

Tech Ed

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

No

2) How did this proposal originate?

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

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

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

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

This proposal will add elective variety to the Tonka Online Course offerings. This course will be designed for students that are interested in engineering 3-D modeling. This course would give students the 3-D Modeling background important to be successful as they pursue engineering at Minnetonka or in college.

Analysis of the Proposal:

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

This course will align with the Minnetonka teaching and learning instructional framework. It will contain authentic and real-world learning, collaboration, communication, and a high level of creativity.

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

This course is an elective credit.

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

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

This course will be offered online- Some enrichment activities will be offered in room 1303 when needed. example: 3-D printed projects.

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

This course will be offered through Tonka Online.

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

One of the Technology Education teachers will teach the course.

d) **Financial Costs: What is the cost to the district of this proposal?**

What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

This course will use basic supplies and resources currently available through the Technology Education Budget. Students will pay a small lab fee for some of the materials used in this course. There will be curriculum writing to create the Tonka Online course. The equipment needed for the course is already in the tech ed dept.

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

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

This course will allow us to offer more choices for students to take the 3-D modeling class in an engineering pathway.

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

This course will add a 3-D modeling course for those students who may want to try engineering or will be going into engineering in college and did not have time in the day to take engineering courses. It will allow students to learn modeling as well as design, and prototyping fundamentals.

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

Could it be integrated into an existing course/activity? Are there

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

This course does not substitute for an existing program. It will enhance the engineering offerings at Minnetonka High School and also allow online students to participate in Minnetonka's engineering program.

New Course Proposal



Course Title: Fashion Design II

Submitted by: Mandie Wilder

Department: Family and Consumer Sciences

Description of the Proposal:

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

Fashion Design II

What grade levels can enroll?

9-12

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

Semester - 0.5

One-part or two-part course?

One part

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

Either

Any pre-requisite courses?

Fashion Design

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

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

No

2) How did this proposal originate?

Parents/students.

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

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

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

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

Analysis of the Proposal:

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

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

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

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

- a) **Space: Where is space currently available for the activity?**
FACS department
- b) **Time: Where will the activity fit in the daily schedule?**
6 period schedule
- c) **Personnel: What staff will be necessary?**
FACS teacher
- d) **Financial Costs: What is the cost to the district of this proposal?**
What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?
Curriculum writing time (80 hours).

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course would expand possibilities and learning for students interested in fashion design and fashion related careers. It would dive deeper than Fashion Design 1 by offering more advanced technique, textiles, and fiber knowledge, merchandising and eventually adobe illustrator instruction aligned with fashion schools.
- b) **How does the proposal affect existing programs?**
Add depth to the fashion and design strand.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
None.

New Course Proposal

Course Title: Flight Training I: Private Pilot Operations



Submitted by: Alex Hinseth
Department: Momentum

Description of the Proposal:

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

Flight Training I: Private Pilot Operations

What grade levels can enroll?

10-12

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

FY 1.0

One-part or two-part course?

Two-part

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

Both

Any pre-requisite courses?

No

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

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

No

2) How did this proposal originate?

Administration

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

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

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

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

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

Analysis of the Proposal:

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

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

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

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

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

- a) **Space: Where is space currently available for the activity?**
This course would take place in a dedicated space at the new Vantage/Momentum Building.
- b) **Time: Where will the activity fit in the daily schedule?**
During the traditional school day.
- c) **Personnel: What staff will be necessary?**
The current aviation teacher will teach this new course. To meet rising demand for Aviation courses, we anticipate additional FTEs in the future.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
Funds have been allocated to purchase flight simulators and other materials required.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will strengthen the Aviation Program, adding the next level for students wanting to go deeper.
- b) **How does the proposal affect existing programs?**
This course will help strengthen the Momentum program offerings.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?** No.

New Course Proposal



Course Title: Flight Training II: Instrument Pilot Operations

Submitted by: Alex Hinseth

Department: Momentum

Description of the Proposal:

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

Flight Training II: Instrument Pilot Operations

What grade levels can enroll?

10-12

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

FY 1.0

One-part or two-part course?

Two-part

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

Both

Any pre-requisite courses?

Yes, Flight Training I

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

Elective

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

2) How did this proposal originate?

Administration

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

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

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

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

Analysis of the Proposal:

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

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

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

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

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

- a) **Space: Where is space currently available for the activity?**
This course would take place in a dedicated space at the new Vantage Building.
- b) **Time: Where will the activity fit in the daily schedule?**
During the traditional school day
- c) **Personnel: What staff will be necessary?**
The current aviation teacher will teach this new course.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
Funds have been allocated to purchase flight simulators (also used with Aviation III)

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will strengthen the Aviation Program and make Minnetonka among the premier high school aviation programs in the country.
- b) **How does the proposal affect existing programs?**
This course will further strengthen the Momentum program.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No

New Course Proposal



Course Title: Forensics II

Submitted by: Amanda Say

Department: Science

Description of the Proposal:

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

Forensics II

What grade levels?

11-12

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

Semester 0.5 credit

One-part or two-part course?

Second part of Forensics course (Forensics I already exists)

Offered in Semester 1; Semester 2 or both?

Both

Any pre-requisite courses?

Forensics I

In what subject will students earn this credit?

Science

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

No

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

Department members

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

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

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

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

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

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

Analysis of the Proposal:

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

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

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

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

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

- a) **Space: Where is space currently available for the activity?**
Students taking this course would be using classroom space in MHS. There would not be a new dedicated room for this course.
- b) **Time: Where will the activity fit in the daily schedule?**
This course would be part of the normally scheduled classes offered at MHS.
- c) **Personnel: What staff will be necessary?**
Science teacher
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are no funds currently allocated for this course. Forensics I has already established the foundation of the class and Forensics II would build on this. Forensics II would need an initial investment of approx. \$1500 to set up the reusable materials and additional monies would be needed (approximately \$200) every year for consumable materials. Consumable material cost would vary based on the number of students signing up for the course.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course offering would expand the Forensics program that currently exists at MHS. Science would be expanding their elective programs and able to meet more general students' needs by offering this course.

- b) **How does the proposal affect existing programs?**
Extends opportunities within Forensics.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
This course would not be integrated into an existing course, and none should be eliminated if approved.

New Course Proposal



Course Title: Guitar Ensemble 2

Submitted by: Paul Benjamin Rosen

Department: Music

Description of the Proposal:

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

Guitar Ensemble 2

What grade levels can enroll?

9-12

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

Semester Course for 0.5 credits

One-part or two-part course?

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

Any pre-requisite courses?

Successful completion of Guitar Ensemble 1, OR instructor approval.

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

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

No

2) How did this proposal originate?

Department members - Paul Rosen

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

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

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

Guitar Ensemble 2 will allow all students the opportunity to further explore their passion for music during the school day. This is an extension of Guitar 1. Traditional Guitar Ensemble literature will be studied and performed. Guitars will be used as the performance medium to help students meet MN Academic Standards for the Arts and learn 21st century skills. An additional elective course may allow students the flexibility to meet their personal academic goals.

Analysis of the Proposal:

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

Students who are musical and wish to participate in music at the high school level, but do not already play a traditional school instrument, are unable to participate in the current performance program. This proposal originates from my desire to allow more students to participate in music at MHS. Across the United States and in our school, it is estimated that 80% of students are not involved in traditional school music programs. Though not serviced through public education, music is an important part of their daily lives. Many of these students are active musicians and composers but are not able or willing to participate in our current performance ensembles. This course will allow both the traditional music student and the non-traditional student the opportunity to explore individual and group musicality and music performance with guitar. The fundamentals of music will be taught while also teaching 21st century skills to students who are not currently serviced by our music program.

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

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

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

- c) **Space: Where is space currently available for the activity?**
The Instrumental Music Rooms (1109 and 1107) are currently unused one period each day. The Music Multi-Purpose Room (1105) is also available.
- d) **Time: Where will the activity fit in the daily schedule?**
Wherever it is possible.
- e) **Personnel: What staff will be necessary?**
One staff member for one semester (0.1 FTE) or two semesters (0.2 FTE). A shared music instructor for MMW and MHS could add an additional 0.1 or 0.2 FTE at MHS to instruct this course.
- f) **Financial Costs: What is the cost to the district of this proposal?**
No additional funding, outside of staffing, is needed.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
The current music program at Minnetonka High School offers band, orchestra and vocal performance ensembles, music theory, AP music theory, IB music courses, Music Technology, Guitar and American Music History options. These offerings do not adequately meet the needs of the 80% of students who are not involved in performance ensembles. This Guitar 2 course will allow students the opportunity to further explore

their individual musicality and music performance outside of traditional performance music offerings at Minnetonka High School.

b) How does the proposal affect existing programs?

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

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

The basic music material presented in this proposed course is covered in the content of other music performance classes. The medium of performance, guitar, is different and not found in other music offerings, besides guitar 1. The Guitar 2 course would be an addition to the curriculum, not a substitution for existing curriculum.

New Course Proposal



Course Title: Health Sciences II - VANTAGE

Submitted by: Roger Andre
Department: VANTAGE

Description of the Proposal:

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

VANTAGE Health Sciences II

What grade levels can enroll?

12

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

Full year, 2-period VANTAGE strand

One-part or two-part course?

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

Any pre-requisite courses?

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

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

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

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

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

2) How did this proposal originate?

There is consensus in the district and MHS leadership that we should continue to expand VANTAGE enrollment. Some of this growth will come from the expansion of the ten existing VANTAGE strands, and some of it will come from new strands. For this reason, the VANTAGE administration is continually investigating course options.

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

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

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

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

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

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

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

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

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

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

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

Analysis of the Proposal:

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

The district has a priority to expand both experiential learning and inquiry-based learning. This new strand would directly address these priorities due to how the VANTAGE program is run. The students in this strand will have opportunities to work on real projects for the various professional entities in the world of health care. The district vision includes 15 commitment statements related to being a world-class organization dedicated to child-centered excellence. This new strand directly supports many of them. Here are a few that are exceptionally supported:

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement” – we expect more students will be drawn into the concurrent enrollment college-credit-earning courses.

- “Tailor learning experiences to the needs of individual learners.” – VANTAGE strands give students many choices about how they want to excel within the context of the overall experience.
- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.” – The background provided by this VANTAGE strand experience will set students up for accelerated success in many different fields.
- “Earn and maintain broad-based community support.” – VANTAGE creates many connections with the broader community through mentor relationships, projects, site visits, and guest instruction. This new VANTAGE strand opens the doors to partnering with a unique array of companies, government entities, non-profits, and other types of organizations.

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

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

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

- Space: Where is space currently available for the activity?**
This strand will be held in the new VANTAGE/Momentum building
- Time: Where will the activity fit in the daily schedule?**
This can be either a morning or afternoon two-period strand. We will wait for enrollment numbers before making choices about when each VANTAGE strand will run.
- Personnel: What staff will be necessary?**
We will need one science teacher and one teacher qualified to teach the EMT course.
- Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There will be fees for the concurrent enrollment programs for Medical Terminology and EMT. These fees may total \$5-7K if enrollment is 30 students.

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

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

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

b) How does the proposal affect existing programs?

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

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

N/A

New Course Proposal



Course Title: Human Performance - Minnetonka Research

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

Description of the Proposal:

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

Minnetonka Research - Human Performance

What grade levels can enroll?

10-12

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

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

One-part or two-part course?

One part course

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

Both

Any pre-requisite courses?

No pre-requisite

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

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

No

2) How did this proposal originate?

Originated from Minnetonka Research Program leads/instructors.

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

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

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

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

Analysis of the Proposal:

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

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

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

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

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

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

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

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

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

This will expand the Minnetonka Research and experiential learning programs in Minnetonka. It will provide research and experiential learning opportunities to a more diverse student population.

b) How does the proposal affect existing programs?

This is an elective course and could also be considered an alternative pre-requisite for Scientific Research through Minnetonka Research.

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

This course is not a substitute for anything else and there are no courses that should be removed.

New Course Proposal



Course Title: IB Philosophy Standard Level

Submitted by: Cheryl Duncan
Department: Social Studies

Description of the Proposal:

1) What is the proposed course name?

IB Philosophy Standard Level

What grade levels?

11 and 12th

Semester?

Two semesters

One-part or two-part course?

One full-year course

Offered in Semester 1; Semester 2 or both?

One full-year course

Any pre-requisite courses?

No

In what subject will students earn this credit?

Social Studies

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

Yes

2) How did this proposal originate?

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

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

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

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

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

Analysis of the Proposal:

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

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

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

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

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

- a) **Space: Where is space currently available for the activity?**
This course could be placed in any classroom in the high school.
- b) **Time: Where will the activity fit in the daily schedule?**
This course could be placed at any time in the daily schedule.
- c) **Personnel: What staff will be necessary?**
.2 or .4 FTE depending on enrollment.
- d) **Financial Costs: What is the cost to the district of this proposal?**
What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?
IB Training: approximately \$1100 + travel costs for one teacher
Textbooks: approximately \$100/student in textbooks Funds are currently allocated for these purposes through the IB budget.

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

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

existing program?

This proposal will expand and strengthen our offerings in the IB Program, both for Diploma Candidates and for other junior and senior students interested in the subject of philosophy and ready to take an IB course. In addition, this course would add to our Social Studies elective curriculum for 11th and 12th graders.

b) How does the proposal affect existing programs?

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

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

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

New Course Proposal



Course Title: Interior Design II

Submitted by: Tammy Picha

Department: Family & Consumer Science (FACS)

Description of the Proposal:

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

Interior Design II

What grade levels can enroll?

9-12

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

Part 2 (2nd level course)

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

Semester 2

Any pre-requisite courses?

Interior Design I

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

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

No

How did this proposal originate?

Parents/students, department members

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

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

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

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

Analysis of the Proposal:

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

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

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

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

classroom 1007

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

daily schedule S2

c) Personnel: What staff will be necessary?

FACS teacher

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing. Are funds currently allocated and available for this activity? The financial cost of adding this course would include curriculum writing time, and perhaps additional design supplies that are already used for Interior Design I.

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

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

b) How does the proposal affect existing programs?

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

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

DISCUSSION

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

Study Session Agenda Item #6

Title: Discussion on Weighted Grades

Date: November 16, 2023

EXECUTIVE SUMMARY:

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

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

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

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

Submitted by: _____



David Law, Superintendent

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

Study Session Agenda Item #7

Title: Review of 2024 Legislative Position Statements

November 16, 2023

EXECUTIVE SUMMARY:

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

The attached draft 2024 Legislative Position Statement document articulates key areas in which Minnetonka ISD 276 requires support from the Legislature in order for the District to continue to deliver high performing citizens into society in future years.

The 2024 Legislative Position Statements focus on the need for the Legislature to provide sufficient funding for key funding formulas that are the backbone of programmatic stability for Minnetonka ISD 276.

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

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

ATTACHMENTS:

Draft 2024 Legislative Position Statements

RECOMMENDATION/FUTURE DIRECTION:

The draft 2024 Legislative Position Statements are presented for the School Board's review and consideration.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



David Law, Superintendent

DRAFT

**MINNETONKA INDEPENDENT SCHOOL DISTRICT 276
2024 LEGISLATIVE POSITION STATEMENTS**

DRAFT

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

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

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

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

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

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

Approve Third-Tier Local Optional Revenue to Give School Boards Added Local Control to Offset Basic Formula Funding Shortfalls and Reduce the Impact of the Great Disparity in State – \$362 Per Adjusted Pupil Unit

Local Optional Revenue has given Local School Boards flexibility to try to offset annual shortfalls to inflation from the various State Funding formulas. Over the long term, it is reasonable to expect that there will be future funding shortfalls similar to the shortfalls of the past 20 years. In addition, there is a very large disparity in State Aid to school districts, with the bottom quartile of school districts receiving significantly less by \$1,000 or more than the State Average for State Aid. The Legislature should approve Third-Tier Local Optional Revenue in the amount of up to \$362 per district, with the amount being at the discretion of the local school board as an optional third tier to make up for the very large disparity in State Aid and partially alleviate future shortfalls as needed. Local school boards should have the discretion to use as much or as little of the levy authority as they deem appropriate, from \$0 up to \$362 per pupil.

Increase Operating Referendum Cap for FY2025 And Thereafter to Reduce the Impact of Disparities in State Aid - \$750 Per Adjusted Pupil Unit

Basic Revenue is the main source of funding for school districts at between 55% and 60% of total revenues. The annual inflation adjustment has lost \$1,356 in purchasing power to inflation since the State took over full funding of the Basic Revenue in FY2003. As a result, many districts find it necessary to utilize Operating Referendums to ask the local public for additional resources to make up for any deficiencies in State Aid. The referendum cap, currently at \$2,202.89 for FY25, should be increased by \$750 per Adjusted Pupil Unit, to allow school districts to have the opportunity request their local populace to make up for the chronic shortfall in State Basic Revenue Aid and other State Aid disparities. This should be effective for FY25 to allow school districts to do a makeup levy on the 24 Pay 25 Property Tax Levy if their voter-approved referendum cap already exceeds the prior cap limit.