

July 2, 2022

Dana Geller
Jacqueline Johnson
Waconia School Board
512 Industrial Blvd
Waconia, MN 55387

RE: *Forensic Accounting – Advisory Services*

Dear Mmes. Geller and Johnson,

Intellex Forensics Advisory Services, Inc. (“Intellex”, “we”, or “us”) was engaged by the Waconia School Board, (“Waconia”, “Client”, “its”, or “you”) on September 17, 2021, to perform expert professional services surrounding our review and analysis of Waconia School District’s (Minnesota Independent School District 110, “ISD 110”) annual financial statements, audit reports, financial institution statements, district policies, and school board meeting notes and minutes. Specifically, we reviewed and analyzed district expenditures, district credit card use, school board procedures, and publicly accessible information. Additionally, we reviewed ISD 110’s district policies.

The details and exhibits concluding this analysis and additional findings are found in the following report.

Sincerely,

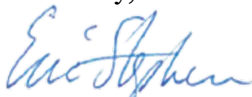

Eric Stephens, CPA

Table of Contents

1.	INTRODUCTION AND ASSIGNMENT	4
2.	QUALIFICATIONS AND PREVIOUS TESTIMONY	4
3.	STANDARDS OF REVIEW	4
4.	MATERIALS REVIEWED	4
5.	BACKGROUND	7
6.	BUDGET PROCESS	7
7.	DISTRICT EXPENDITURES	19
8.	DISTRICT CREDIT CARD EXPENDITURES.....	27
9.	CONCLUSIONS AND RECOMMENDATIONS.....	32
10.	ADDITIONAL ANALYSIS	34
11.	SIGNATURE	34
	LIST OF EXHIBITS	35

List of Figures

Figure 1 - Waconia Public Meeting Agendas and Minutes Website	10
Figure 2 - Waconia May 23, 2022 Regular Meeting Agenda.....	11
Figure 3 - Waconia May 16, 2022 Work Session Agenda	12
Figure 4 - Minnetonka School Board Meetings Page.....	13
Figure 5 - Minntonka Meeting Archives Page.....	14
Figure 6 - Eden Prairie Agendas and Materials.....	15
Figure 7 - Eastern Carver County Board Meeting Page.....	16
Figure 8 - Eastern Carver County Google Drive Page	17
Figure 9 - Hutchinson Agendas & Minutes Page.....	18
Figure 10 - 2019-2020 General Fund Expenditures	21
Figure 11 - 2019-2020 Special Education Instruction Expenditures	22
Figure 12 - Gross Share of Expenditures	24
Figure 13 - Net Share of Expenditures	26
Figure 14 - Percentage of Total Transactions by Account.....	30
Figure 15 - Transaction Totals by Account.....	30
Figure 17 - Daily Transaction Frequency	31
Figure 16 - Monthly Transaction Frequency	31

List of Tables

Table 1 - Waconia General Fund Gross Expenditures	24
Table 2 - Net Special Education Expenditures	25
Table 3 - Net General Fund Expenditures	25
Table 4 - Summary of Yearly General Fund Revenues and Expenditures	26
Table 5 - Purchase Card Accounts	28
Table 6 - Transaction Summary	29



1. Introduction and Assignment

I, Eric Stephens, CPA, CFE and Managing Director of Intellex Forensics Advisory Services, Inc., prepared this report. I have compiled the information and formulated the opinions contained in this report at the request of the Waconia School Board. Specifically, I was asked by counsel to review documents, bank records, and offer my opinions on the following items:

2. Qualifications and Previous Testimony

I am a practicing Certified Public Accountant and a Certified Fraud Examiner and currently serve as the Managing Director of Intellex Forensics Advisory Services, Inc. My curriculum vitae, including a list of publications in the past ten years, is presented in Appendix A.

My experience as a forensic accountant spans 32 years and I co-established the forensic accounting and fraud investigation firm, Intellex Forensics, in 2013. In my position, I specialize in forensic accounting and fraud examination. I have provided services for both plaintiffs and defendants in civil, criminal, international, domestic, and bankruptcy proceedings.

3. Standards of Review

In conducting my analysis, I have complied with standards and used methods applicable to Certified Public Accountants and Certified Fraud Examiners. These methods and standards are generally accepted in my profession and are subject to peer review and analysis.

4. Materials Reviewed

To render opinions on the questions posed to me, I reviewed the following documents:

- Waconia preliminary budgets for the period of fiscal year 2013 through fiscal year 2021
- Waconia comprehensive annual financial reports for the period of fiscal year 2013 through fiscal year 2020
- Waconia District Policy 412 Expense Reimbursement
- Waconia District Policy 701 Establishment and Adoption of School District Budget
- Waconia District Policy 714 Fund Balances
- Waconia District Policy 701.1 Modification of School District Budget
- Waconia BMO Harris credit card statement for the cards ending in 7133, 9999, 6080, 0958, 2590, 4163, 0266, 2732, 4170, 4171, 9429, 4163, 9266, 8335, 6685, 8240, and 2716 for the period of December 20, 2015 through December 20, 2020
- Waconia HomeTown Bank Enterprise Commercial Checking account ending in 3534 for the period January 1, 2020 through December 31, 2020



- Waconia MidCountry Bank Business Flex Checking account ending in 2714 for the period of January 1, 2020 through March 31, 2020, May 30, 2020 through September 30, 2020, and October 31, 2020 through December 31, 2020
- Waconia MN Trust Operating account ending in 3101 for the period of January 1, 2020 through December 31, 2020
- Waconia MN Trust Bond Disbursement account ending in 3206 for the period of January 1, 2020 through October 31, 2020
- Waconia MN Trust AAC Proceeds account ending in 3212 for the period of January 1, 2020 through December 12, 2020
- Waconia MN Trust 2018A COPs account ending in 3211 for the period of January 1, 2020 through August 31, 2020
- Waconia MN Trust 2019 Lease Purchase account ending in 3213 for the period of January 1, 2020 through August 31, 2020
- Waconia MN Trust 2008 OPEB Bonds account ending in 3301 for the period of January 1, 2020 through December 31, 2020
- Waconia PMA Operating account month end reconciliation for the period of December 31, 2019 through December 31, 2020
- Waconia Security Bank & Trust Public-Government Checking account ending in 8166 for the period of January 1, 2020 through December 31, 2020
- Waconia US Bank Main account ending in 0000 for the period of January 1, 2020 through December 31, 2020
- Waconia US Bank Rental Payment account ending in 0002 for the period of January 1, 2020 through December 31, 2020
- Eastern Carver County Schools budget for fiscal year 2022
- Eden Prairie Schools budget for fiscal year 2021
- Excel files containing credit card transaction data for the period of January 2016 through December 2019
- Minnesota statute 123B.02 general powers of independent school districts
- Email from Kristen Hoheisel dated April 25, 2022 including reduced-price and free lunch count for the period of fiscal year 2012 through fiscal year 2019
- Email from Kristen Hoheisel dated April 25, 2022 including general education basic allowance for the period of 2013 through 2021
- PDF of school food authority verification collection report for fiscal year 2020
- Excel files containing special education expenses for the period of 2013 through 2021
- Email from Kristen Hoheisel dated May 2, 2022 including average daily membership served and enrollment data for the period of fiscal year 2013 through fiscal year 2021
- Excel file containing special education information including cost to resident district for contract services, funding for summer programs, old formula expenditures, nonfederal expenditures, unreimbursed nonfederal special education cost,



and unreimbursed old formula special education cost for the period of fiscal year 2015 through fiscal year 2021

- PDF files containing information on special education students served for the period of fiscal year 2013 through fiscal year 2021
- Waconia Public Schools board of trustees finance report package for the meeting dated September 13, 2021
- Waconia Public Schools board of trustees meeting minutes for the meetings dated July 9, 2018, January 14, 2019, January 28, 2019, January 7, 2020, January 4, 2021, September 13, 2021, and September 27, 2021
- Minnesota Department of Education general education aid report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education special education comprehensive aid report for the period of fiscal year 2016 through fiscal year 2021
- Minnesota Department of Education special education cross subsidy report for the period of fiscal year 215 through fiscal year 2020
- Minnesota Department of Education balance sheet for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education UFARS compliance report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education state aid payment schedule for the period of fiscal year 2015 through fiscal 2021
- Minnesota Department of Education revenue and expenditures comparison for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education pupil transportation report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education revenue summary report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education expenditures by finance code report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education UFARS manual chapter 9: list of codes
- Waconia Public Schools board of trustees statutory operating debt plan dated January 25, 2021
- Minnesota Department of Education UFARS manual chapter 13: financial accounting and reporting
- Minnesota Department of Education special education funding and data reference guide section 2: state special education aid
- Minnesota Department of Education maintenance of effort interactive spreadsheet for fiscal year 2022
- Minnesota Department of Education state special education funding update dated December 8, 2014
- State of Minnesota Senate general education basic formula allowance annual minimum increase dated January 29, 2013



- State of Minnesota House of Representatives general education basic formula allowance annual minimum increase dated January 22, 2015
- Minnesota Department of Education statewide special education cross-subsidies for the period of fiscal year 2016 through fiscal year 2020
- Minnesota Department of Education statewide special education enrollment, expenditure and funding trends dated January 30, 2019
- Minnesota House of Representatives financing education in Minnesota document for the fiscal year 2020
- Minnesota House Research Minnesota school finance: a guide for legislators document dated October 2021
- Minnesota Department of Education special education funding and data reference guide section 10: funding source codes
- Minnesota Department of Education UFARS 101 introduction document dated May 10, 2018

5. Background

Waconia Public Schools (Minnesota Independent School District 110) (“Waconia” or “District”) is located in Carver and Hennepin Counties. The District currently serves five cities and nine townships covering approximately 99 square miles. Waconia currently reports attendance approaching 3,900 students and is the 57th largest school district by population served in Minnesota¹.

6. Budget Process

Discussion

Minnesota school accounting, budgeting, and reporting requirements are specified under Minnesota Statute 123B.77. The financial reporting requirements for the District are outlined in Statute 123B.77 as follows:

- July 1: Board must approve and adopt revenue and expenditure budgets for next school year
- September 15: Unaudited financial data for the preceding fiscal year is due to the commissioner
- November 30: Audited financial data for the preceding fiscal year is due to the commissioner

Waconia has four district policies that control how the district will achieve its financial and budgetary obligations:

1. District Policy 701 – Establishment and Adoption of School District Budget (August 2020)

¹ US Census Bureau’s 2020 Decennial Census



2. District Policy 701.1 – Modification of School District Budget (August 2020)
3. District Policy 702 – Accounting (August 2020)
4. District Policy 703 – Annual Audit (August 2020)

These policies establish authorities and procedures for their respective subjects.

The Waconia School Board's general budget process, in part, commences with a series of work sessions in the current calendar year to initiate the following year's budget. As part of this process, the Business and Finance department prepares preliminary revenue and expenditure budgets for review by the school board. Once reviewed, approved, and adopted the revenue and expenditure budgets are considered the school board's authorization for the applicable school year. No funds may be expended for any purpose in any school year prior to the adoption of budget document authorizing said expenditure. Prior to October 1 of each year, the school district is required to publish its adopted budgets for the current year, its actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in a qualified newspaper.

Waconia publishes all work session documents relating to budgeting on the School Board web page. These documents contain information as to the financial activities, reports, projections, and other items that could impact the District's budget. Additionally, Waconia publishes all the regular board meeting documents in the same manner as the work sessions. Retrieving these documents from Waconia's web page requires one to navigate to the School Board web page and then to the subsequent meeting pages.

School Board Process Public Access

As part of our work plan, we reviewed School Board meeting minutes and agendas for regular and special meetings for the following districts:

1. Waconia (ISD-110)
2. Minnetonka Public Schools ("Minnetonka") (ISD-276)
3. Eden Prairie Schools ("Eden Prairie") (ISD-272)
4. Eastern Carver County Schools ("Eastern Carver County") (ISD-112)
5. Hutchinson Public Schools ("Hutchinson") (ISD-423)

We reviewed each district's regular meeting to determine what materials the district posted to public accessible websites². We determined that for each regular school board meeting, each district published materials under one or more of the following categories:

1. Agenda
2. Agenda & Board Packet/Materials
3. Meeting Packets
4. Board Reports

² The public accessible websites for each district are generally part of each school district's home page.



5. Attachments
6. Minutes

We also reviewed each district's special meetings to determine what materials the district posted to public accessible websites. We determined that for each special school board meeting each district published materials under the one or more of the following categories:

1. Agenda
2. Agenda & Materials
3. Attachments
4. Minutes

School Board Web Pages

All the districts we reviewed maintained websites where publicly accessible information is available for retrieval and viewing. A series of navigation links on each of the district websites provide access to each respective school board. The school board pages generally contain information about the current members of the school board, when the school board conducts meetings, the location of the meetings, and other general information about the school board.

A rich presence of data available for search engines to index is important for public discovery of information. Since over 80% of people use a search engine as their starting point in any web navigation³, it is critical for public organizations to make as much meta data available to search engines. We compared Waconia's School Board page to the other four districts to determine minimum search engine optimization. We used SmallSEOTools's⁴ web page comparison tool to determine the following on-page factors:

1. Meta title: this is the web page's unique meta title and defines the page title. Search engines display this title in search results.
2. Meta description: this is a summary of the content the web page contains. Search engines match search terms within the description and add sites that match to search results.
3. Meta keywords: these are additional indicators presenting a precise summary of a web page's contents to a search engine
4. Content: content carries great significance for enhancing page discovery in search results and should be unique to other pages

Our review showed that Waconia's School Board web page contains a title but contains neither a page description nor keywords. Compared to other school districts in our review, Waconia's web page most resembled that of Eden Prairie however, the two web

³ Bucklin, R.E., & Sismeiro, C. (2003). A model of web site browsing behavior estimated on clickstream data. *Journal of Marketing Research*, 40(2), 249-267.

⁴ www.smallseotools.com/page-comparison/



pages only share three percent of content. Of the five web pages examined, only Waconia and Hutchinson lacked any additional data in the page description and keywords fields. Minnetonka provided the most robust page description and numerous relevant keywords.

Waconia

On Waconia's website⁵, all school board public documents and materials are listed under the section, "Agendas & Minutes"⁶ and is hosted on boardbook.org⁷. An example of Waconia's Agendas & Minutes section is shown in Figure 1, below.

Meeting	Meeting Location	Details
June 13, 2022 at 7:00 PM - Work Session Meeting Type: Working	Waconia Public Schools - District Office - Conf Rm A 512 Industrial Blvd. Waconia, MN 55387 [map it]	Agenda
June 6, 2022 at 6:00 PM - Special Meeting Meeting Type: Special	ZOOM	Agenda
June 6, 2022 at 12:00 PM - Finance & Facilities Committee Meeting Type: Finance	ZOOM / District Office 512 Industrial Blvd. Waconia, MN 55387 [map it]	Agenda
May 23, 2022 at 7:00 PM - Regular Meeting Meeting Type: Regular	Waconia City Hall 201 S Vine Street Waconia, MN 55387 [map it]	Agenda
May 23, 2022 at 6:00 PM - Policy Committee Meeting Type: Working	Waconia City Hall 201 S Vine Street Waconia, MN 55387 [map it]	Agenda
May 16, 2022 at 7:00 PM - Work Session Meeting Type: Working	Waconia Public Schools - District Office - Conf Rm A 512 Industrial Blvd. Waconia, MN 55387 [map it]	Agenda
May 9, 2022 at 12:00 PM - Finance & Facilities Committee Meeting Type: Finance	ZOOM / District Office 512 Industrial Blvd. Waconia, MN 55387 [map it]	Agenda
April 25, 2022 at 7:00 PM - Regular Meeting Meeting Type: Regular	Waconia City Hall 201 S Vine Street Waconia, MN 55387 [map it]	Agenda

Figure 1 - Waconia Public Meeting Agendas and Minutes Website

Waconia does not produce stand-alone Agenda documents and instead uses BoardBook to produce Agendas for each meeting. By clicking on the "Agenda" link users are presented with the meeting agenda in addition to attached documents for each agenda item. Figure 2, below, is a representative image from a Regular Meeting Agenda:

⁵ <https://isd110.org/about-us/school-board>

⁶ <https://meetings.boardbook.org/Public/Organization/1513>

⁷ BoardBook is web-based software that allows users to conduct meetings, organize meeting materials, communicate with meeting attendees, and document meeting results. (www.boardbook.org)








May 23, 2022 at 7:00 PM - Regular Meeting		
Agenda		
1. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE		
2. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE		
2.A. Upcoming Meetings:		
3. PRESENTATION		
3.A. Annual Report to Board for Mandatory Summer School Instruction (per policy 623)		
Attachments: (1)		
 2022 Summer School Program School Board Presentation	5/23/2022 at 12:13 PM	
3.B. Special Education Report		
Attachments: (1)		
 Board Presentation 2022 (1)	5/23/2022 at 12:10 PM	
4. MINUTES OF PREVIOUS MEETING		
Attachments: (3)		
 April2022mins	5/20/2022 at 10:14 AM	
 May2022ws	5/20/2022 at 10:14 AM	
 May2022specialmtng	5/20/2022 at 10:14 AM	
5. CONSENT AGENDA		
5.A. Bills and Wire Transfers		
Attachments: (1)		

Figure 2 - Waconia May 23, 2022 Regular Meeting Agenda







May 16, 2022 at 7:00 PM - Work Session		
Agenda		
1. Student Board Representative Recruitment & Service Presentation		
2. Superintendent Updates		
3. Budget Discussion		
Attachments: (1)		
 SCAN-Budget5-22		5/3/2022 at 9:39 AM
3.A. Forecast 5 Revenue Concerns		
3.B. February 2022 Budget Update		
Attachments: (1)		
 SCAN-Feb2022		5/3/2022 at 9:32 AM
3.C. March 2022 Budget Update		
Attachments: (1)		
 SCAN-March2022		5/3/2022 at 9:34 AM
4. Preliminary Budget 22-23		
Attachments: (1)		
 2022-2023 Preliminary Budget - 3-28-2022 - Final (1)		3/28/2022 at 3:36 PM
5. Chair Updates		

Figure 3 - Waconia May 16, 2022 Work Session Agenda

Waconia School Board meetings are memorialized in Meeting Minutes. The primary purpose of Meeting Minutes is to create an official record of events that transpired during the meeting. This document outlines all official business, voting, and results of voting from the School Board. Waconia's Meeting Minutes contain the necessary items such as the time, date, and place of the meeting, the names of the Board members in attendance, and all official actions taken by the Board. Each meeting's Minutes are usually attached in the following meeting's Agenda.



Minnetonka (ISD-276)



Figure 4 - Minnetonka School Board Meetings Page

Packet's are prominently placed at the top of the page for easy navigation. Figure 4 shows Minnetonka's Board Meeting page. All previous Meeting documents such as Agendas, Board Packets, Minutes, and a Video recording of the Meeting are located under the Meeting Archives section of the School Board Meetings page. shows the options to access public documents under the Meeting Archives section. Minnetonka hosts their Agendas, Board Packets, and Minutes on Finalsité⁹. A sample Minnetonka School Board meeting agenda and board packet is included as Exhibit A. Minnetonka differs from Waconia in this regard by publishing the Agenda and Board Packet as a single document. The Agenda is always the first page and the Board Packet follows. The Board Packet consists of a summary document of each Agenda item that contains an overview or executive summary of the agenda item, any relevant attachments, and a recommendation or future direction by the submitter of the agenda item.

A review of the Minnetonka School Board website⁸ showed that all school board public documents are located under the "School Board Meeting" section. Minnetonka's Meeting page contains additional information regarding board meetings such as timing of the next meeting and deadlines for submission of public input. Additionally, subsequent meeting Agenda's and Board

⁸ <https://www.minnetonkaschools.org/district/leadership/board>

⁹ Finalsité is a Connecticut based company that provides various services for school districts including website design, content hosting and servicing, and web page search engine optimization. (<https://www.finalsite.com/about>)



Meeting Archives

MEETING ARCHIVES

Archives include meeting agendas, minutes (once approved at the following meeting) and video for all regular meetings. For meeting minutes from the 2015-2016 school year and older, please [click here](#).

- [June 16, 2022 - Study Session](#)
- [June 2, 2022 - Regular Meeting](#)
- [May 19, 2022 - Special Meeting, Study Session and Closed Session](#)
- [May 5, 2022 - Regular Meeting](#)
- [April 21, 2022 - Study Session and Special Meeting](#)
- [April 20, 2022 - Special Meeting](#)
- [April 7, 2022 - Regular Meeting](#)
- [March 24, 2022 - Study Session & Special Meeting](#)
- [March 22, 2022 - Special Session](#)
- [March 14, 2022 - Special Meeting](#)
- [March 3, 2022 - Regular Meeting & Closed Session](#)
- [February 24, 2022 - Closed Session, Study Session & Special Meeting](#)
- [February 3, 2022 - Regular Meeting](#)
- [January 20, 2022 - Study Session & Special Meeting](#)
- [January 8, 2022 - School Board Retreat](#)
- [January 6, 2021 - Regular Meeting](#)
- [December 29, 2021 - Special Meeting](#)
- [December 16, 2021 - Special Meeting & Study Session](#)
- [December 16, 2021 - Special Meeting](#)
- [Dec. 13, 2021 - Special Session](#)

LOAD MORE MEETINGS

07:31

LEARN MORE

- [Board Goals](#)
- [Communicating with the Sch](#)
- [2022 Superintendent Search](#)
- [Elections](#)
- [School Board Meetings](#)
- [Policy](#)
- [Committees](#)
- [Information on Districtwide C](#)
- [Addressing Discrimination an](#)

Figure 5 - Minnetonka Meeting Archives Page



Eden Prairie (ISD-272)

Eden Prairie lists all of their public School Board meetings under the Agendas and Materials¹⁰ section of their website¹¹. The Agendas and Materials page contains information such as the times and locations of Eden Prairie School Board meetings. It also lists a chronological list of School Board meetings. All documents relating to a specific meeting are listed under each heading. Figure 6 provides visibility to School Board meeting materials for Eden Prairie.

Agendas and Materials

Eden Prairie School Board Meeting agendas are posted to the website the Thursday before the meeting, and meeting materials are posted the day of the meeting. Unless otherwise noted, meetings will be held at the Administrative Services Center located at 8100 School Road, Eden Prairie, MN, 55344.

Click the links below to access School Board meeting agendas, materials, minutes, and videos. Click [here](#) to view the School Board 2021/22 Work Plan.

2021-22 School Board Meetings

▼ Monday, June 27, 2022 School Board Meeting (6:00 pm)

[6.27.22 Agenda](#) - [6.27.22 Post Workshop Agenda](#) - [6.27.22 Agenda & Materials](#) - [6.27.22 video](#)

► Monday, June 13, 2022 - School Board Workshop (6:00 p.m.)

► Monday, May 23, 2022 - School Board Meeting (6:00 p.m.)

► Monday, May 9, 2022 - School Board Workshop (6:00 p.m.)

► Monday, April 25, 2022 - School Board Meeting (6:00 p.m.)

► Wednesday, April 20, 2022 - School Board Workshop Training (4:00 p.m.)

► Monday, April 11, 2022 - School Board Workshop (6:00 p.m.)

► Monday, March 28, 2022 - School Board Meeting (6:00 p.m.)

Figure 6 - Eden Prairie Agendas and Materials

Eden Prairie's Agendas, Minutes, and Materials are hosted by Finalsight while the meeting video recordings are hosted on Vimeo¹².

¹⁰ <https://www.edenpr.org/community/school-board/agendas-and-materials>

¹¹ <https://www.edenpr.org/community/school-board>

¹² Vimeo is video hosting and marketing company. (www.vimeo.com)



Eastern Carver County (ISD-112)

Eastern Carver County's School Board web page¹³ contains separate sections for Board schedules, meeting materials, and meeting videos. The Agendas, Meeting Packets, Meeting Minutes, and Board Reports are all contained under the Meeting Materials section of the Board web page. Further, all documents are stored in a Google Drive¹⁴ in respective folders for each type of document. Similarly to the Eden Prairie School Board website, Eastern Carver County places video recordings of each meeting via Vimeo. Figure 7, below, shows the Eastern Carver County document meeting access sections. Figure 8, below, shows a sample of the documents on Google Drive.

School Board Meetings

+ Meeting Schedule

- Meeting Materials

MEETING AGENDAS

MEETING PACKETS

MEETING MINUTES

BOARD REPORTS

- Meeting Videos

VIEW SCHOOL BOARD MEETING VIDEOS

+ Open Forum Guidelines

+ Archived Materials

School Board

+ Contacting the Board

+ Meet the Board

+ School Liaisons

+ Committee Assignments

Figure 7 - Eastern Carver County Board Meeting Page

¹³ <https://www.district112.org/community/school-board>

¹⁴ Google Drive is a file storage and synchronization service. (www.google.com/drive)



Meeting Agendas 21-22

DOWNLOAD ALL



Files

Name ↑

Figure 8 - Eastern Carver County Google Drive Page



Hutchinson (ISD-423)

Hutchinson's School Board web page¹⁵ is the only web page to not contain a link or other direct way of accessing meeting materials. Rather, user's are required to first navigate using the District drop-down menu, then the School Board drop-down menu, and, finally, "Agendas & Minutes"¹⁶. This page contains a chronological list of board meetings along with links to Agendas and Minutes. Figure 9 shows the Hutchinson Agendas & Minutes

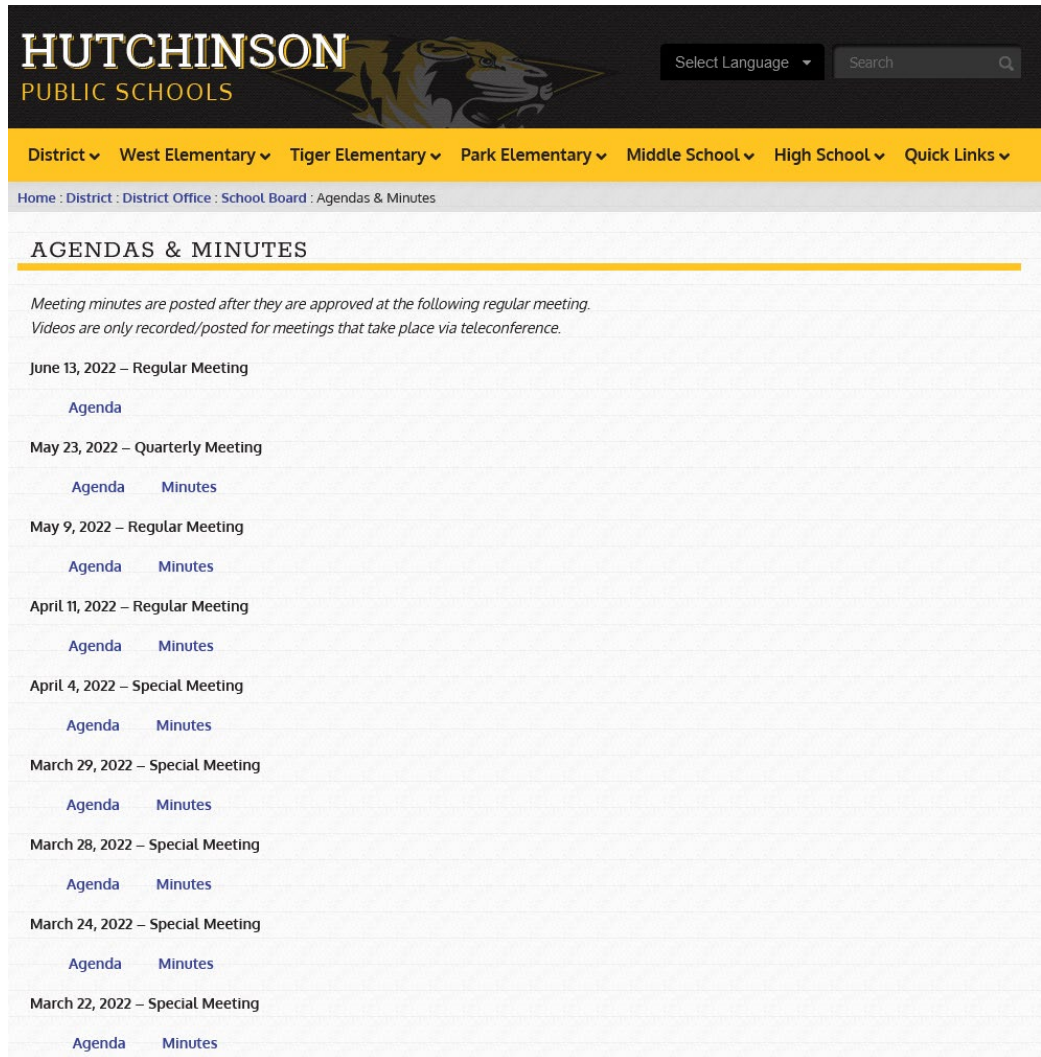


Figure 9 - Hutchinson Agendas & Minutes Page

web page.

¹⁵ <http://www.isd423.org/district/district-office/school-board/>

¹⁶ <http://www.isd423.org/district/district-office/school-board/agendas/>



Similar to Eastern Carver County, Hutchinson uses Google Drive to store meeting materials. However, rather than organizing the documents by type, Hutchinson provides direct links to documents. Hutchinson does not provide past recordings of board meetings.

7. District Expenditures

Discussion

Waconia has been in Statutory Operating Debt since June 30, 2020¹⁷. Minnesota law requires that any district in Statutory Operating Debt must submit a special operating plan to reduce the district's deficit expenditures. In the Special Operating Plan Narrative for Statutory Operating Debt prepared by Waconia's Finance Director on January 25, 2021, Waconia identified the Special Education Cross Subsidy as the primary cause for the negative operating fund balance of \$6,218,593 (as of June 30, 2020). Specifically, a change in the special education funding formula in 2018 was identified by the Business and Finance Department as causing an especially negative impact on the cross subsidy amount. This change resulted \$6,029,737 being spent on special education from the unassigned fund between the fiscal years 2016 through 2019. The effects of the cross subsidy were calculated as the main driver of the districts negative fund balance. As a result, Waconia passed two operating referendums which resulted in an additional \$4.2 million in funding for the 2019-2020 and 2020-2021 school years. Waconia estimates that the operating referendums and other reductions in expenditures will bring the district out of Statutory Operating Debt by fiscal year 2023.

Section 2 of the DOE's Special Education Funding Guide¹⁸ requires that "educational agencies receive special educational aid for the current fiscal year based on a portion of eligible special education expenditures from the previous fiscal year." Additionally, Minnesota state special education aid also includes tuition billing adjustments and the "hold harmless/growth limit" which are both based on current fiscal year data.

Beginning in State Fiscal Year 2016, Minnesota's state special education aid formula was comprised of five components:

1. Initial aid¹⁹
2. Excess cost aid²⁰
3. Special transportation²¹

¹⁷ Statutory Operating Debt is defined by Minn. Stat. § 123B.81 subd 2 as when the net negative undesignated fund balance of the operating debt is greater than 2.5% of the most recent fiscal year's expenditure amount for the funds considered under § 123B.81 subd. 1.

¹⁸ Accessed at <https://education.mn.gov/MDE/dse/schfin/sped/guide/>

¹⁹ Defined under Minn. Stat. § 125A.76

²⁰ Defined under Minn. Stat. § 125A.79

²¹ Defined under Minn. Stat. § 125A.76



4. Tuition billing adjustment²²
5. Hold harmless and growth limit/cap²³

Beginning in State Fiscal Year 2020, a sixth component, cross subsidy reduction aid²⁴, was added. These six components to the formula produce the state special education aid amount that Waconia receives each year.

Waconia Cross Subsidy Review

When evaluating state special education aid and the special education cross subsidy, the Minnesota Department of Education (DOE) produces numerous financial reports which can be accessed at their Data Center website. In our review of the special education cross subsidy for Waconia, we reviewed the following documents:

1. Minnesota State Aid Payment Schedule. This document contains all the monthly schedules of state aid payments made to Waconia.
2. Waconia 2-Year Revenue-Expenditures Comparison Report. This document contains a year over year comparison of revenues and expenditures reported by Waconia.
3. Waconia Balance Sheet. This document contains the audited Balance Sheet for Waconia and lists the Assets, Liabilities, and Fund Balances for the District.
4. Waconia Pupil Transportation Report. This document lists the number of students transported to and from school and the amount of transportation expenditures.
5. Waconia Special Education Comprehensive Aid Report. The Special Education Comprehensive Aid Report is a calculation of state special education aid for each year. It is itemized by line per Section 2 of the Minnesota Department of Education, Special Education Funding and Data Reference Guide.
6. Waconia Expenditures by Finance Code Report. This report itemizes District expenditures by Finance, Program, and Object codes per the UFARS manual.
7. Waconia Revenue Summary Report. This report details the District's revenue for each fund.
8. UFARS Audited Data Compliance Report. This report contains audited UFARS data submitted by the District for each fund.
9. Waconia Annual Comprehensive Financial Reports²⁵. This report is a "plain language" consolidation of UFARS data.

²² Defined under Minn. Stat. § 125A.11 and § 127A.47

²³ Defined under Minn. Stat. § 125A.76

²⁴ Defined under Minn. Stat. § 125A.76

²⁵ On October 11, 2021, GASB changed the name of Comprehensive Annual Financial Reports to Annual Comprehensive Financial Reports (<https://gasb.org/page/PageContent?pageId=/projects/renaming-the-comprehensive-annual-financial-report.html>).



The method used to calculate a district's cross subsidy is straightforward: appropriate district special education expenditures are subtracted from the special education aid received, resulting in the special education cross subsidy. Unfortunately, calculating a district's special education expenditures and the special education aid the district should have received is not as straightforward.

State Special Education Aid

To calculate the State Special Education Aid, the first item to calculate is initial aid. Initial aid is based on prior year data and uses the least of three options: old formula expenditures, nonfederal expenditures, and census-based. The "old formula" is the calculation of eligible expenditures under Minn. Stat. § 125A.76 Subd. 2 that was repealed in 2013. This calculation is still referenced and used in virtually all state special aid calculations today. The nonfederal expenditures formula calculates all direct expenditures by the District, excluding expenditures reimbursed with federal funds, reimbursed with other state aids, for general education costs, facilities, pupil transportation, and postemployment benefits. The census-based formula is a calculation of two formulas: census-based funding for higher incidence but lower cost primary disabilities or a child count-based funding for lower incidence but higher cost primary disabilities.

To begin the calculation for initial aid, we consolidated various categories of expenditures outlined in various Minnesota Statutes. We first reviewed Waconia's Annual Consolidated Financial Report ("ACFR") to tally special education expenditures as noted below in a sample image from the ACFR:

EXPENDITURES	
Current:	
Administration	1,401,450
District Support Services	1,839,197
Regular Instruction	21,084,273
Vocational Education Instruction	668,291
Special Education Instruction	9,102,769
Instructional Support Services	2,823,710
Pupil Support Services	4,084,113
Sites and Buildings	3,778,256
Fiscal and Other Fixed Cost Programs	128,183
Food Service	-
Community Service	-
Capital Outlay	1,454,893
Debt Service:	
Principal	116,641
Interest and Fiscal Charges	208,938
Bond Issuance Costs	-
Total Expenditures	48,690,714

Figure 10 - 2019-2020 General Fund Expenditures



This amount is listed in more detail later in the report:

	2020		Over (Under) Final Budget	2019
	Final Budget	Actual Amounts		Actual Amounts
Special Education Instruction:				
Salaries	6,315,494	6,207,451	(108,043)	6,293,211
Employee Benefits	2,709,752	2,578,002	(131,750)	2,527,115
Purchased Services	228,013	272,964	46,951	231,919
Supplies and Materials	94,027	36,381	(57,646)	67,491
Capital Expenditures	8,027	7,433	(594)	636
Other Expenditures	5,800	7,971	2,371	9,332
Total Special Education Instruction	9,358,913	9,110,202	(248,711)	9,129,704

Figure 11 - 2019-2020 Special Education Instruction Expenditures

A review of this data will reflect a difference of \$7,433 in these two figures while they are both listed as Special Instruction Expenditures in the ACFR. The reason this difference is present is due to the inclusion of Capital Expenditures in Figure 11 that is not included in the amount in Figure 10. From a review of the ACFR, it would appear that Waconia's special education instruction expenditures for 2019-2020 were \$9,102,796 or \$9,110,202. Verifying this amount against the reported expenditures may be performed by examining the Expenditures by Code report. In order to identify all appropriate special education expenditure finance codes, however, the Special Education Funding Guide and Minnesota Statutes should be referenced. These documents specify those expenditures under Finance Codes 317, 372, 740, and 835 are used to calculate special education expenditures. According to the 2019-2020 Expenditures by Code report, Waconia's special education expenditures were \$8,873,573. To verify the Expenditures by Code figure during our review, we reviewed other reports produced by the DOE. The State Special Education Comprehensive Aid Report is a line-by-line calculation of state aid and expected cross subsidy. Since this report and included calculations use prior year data, we used the 2020-2021 Special Education Comprehensive Aid Report to find the 2019-2020 special education expenditures. Line 16 on this report identifies Waconia's 2019-2020 total special education expenditures at \$8,632,536. The figure from the 2020-2021 Special Education Comprehensive Aid Report represents a difference of \$241,037 between the Expenditures by Code report and a difference of \$470,233 from the ACFR's figure.

Determining why two MN DOE reports show contradictory amounts for Waconia's Special Education expenditures is beyond the scope of this forensic review. However, after a review of the documents and a discussion with District employees, MN DOE reports are produced on different dates throughout the year. However, while school districts are required to report their data to the DOE in a timely manner, that is not always the case. If the DOE produces a report that is based on data that is then later updated due to the late submission of data, then the resulting figures could be different. Regardless, MN DOE



could produce a reconciliation document that identifies the run dates of each report and the dates of data changes that impact those documents. At a minimum this would allow third-party reviewers and citizens alike some clarity as to the differences between the figures contained in the DOE reports.

Expenditure Summary

We reviewed the District's General Fund expenditures for the school fiscal years ending in 2014 through 2020. Due to the differences across the various reporting mechanisms, we used the District's ACFR to determine the General Fund expenditure for each year. To determine the Special Education Cross Subsidy, we used the MN DOE Cross Subsidy Report. The Cross Subsidy Report does contain different figures for relevant categories such as State Aids (Revenues) and Special Education Expenditures, however, these differences are nominal for the following analysis and determining an exact figure is not reasonable due to the reasons discussed in the previous section.

General Fund expenditures are categorized into 1 of 10 possible categories²⁶:

1. Administration
2. District Support Services
3. Elementary and Secondary Regular Instruction
4. Vocational Education Instruction
5. Special Education Instruction
6. Instructional Support Services
7. Pupil Support Services
8. Sites and Buildings
9. Fiscal and Other Fixed Cost Programs
10. Debt Service

²⁶ For a full discussion on appropriate expenditures for each category, see MN DOE UFARS Chapter 13 – Financial Accounting and Reporting



The following table shows the District's General Fund expenditures for 2014 through 2020:

Category	2014	2015	2016	2017	2018	2019	2020
Administration	\$ 1,433,304.00	\$ 1,131,791.00	\$ 1,197,254.00	\$ 1,239,950.00	\$ 1,303,289.00	\$ 1,358,490.00	\$ 1,401,450.00
District Support Services	\$ 1,412,501.00	\$ 1,511,370.00	\$ 1,600,619.00	\$ 1,781,324.00	\$ 1,928,458.00	\$ 2,158,725.00	\$ 1,839,197.00
Elementary and Secondary Regular Instruction	\$ 16,472,543.00	\$ 17,612,416.00	\$ 18,946,437.00	\$ 20,189,254.00	\$ 20,867,888.00	\$ 21,874,325.00	\$ 21,176,066.00
Vocational Education Instruction	\$ 401,909.00	\$ 350,479.00	\$ 407,835.00	\$ 562,394.00	\$ 711,686.00	\$ 588,221.00	\$ 668,291.00
Special Education Instruction	\$ 5,581,496.00	\$ 5,728,272.00	\$ 6,648,266.00	\$ 7,633,556.00	\$ 8,527,928.00	\$ 9,129,704.00	\$ 9,110,202.00
Instructional Support Services	\$ 2,451,506.00	\$ 2,513,160.00	\$ 2,619,575.00	\$ 2,849,729.00	\$ 2,966,804.00	\$ 3,036,579.00	\$ 2,921,950.00
Pupil Support Services	\$ 2,940,686.00	\$ 3,050,469.00	\$ 3,223,789.00	\$ 3,488,037.00	\$ 3,726,909.00	\$ 4,203,476.00	\$ 4,085,969.00
Sites and Buildings	\$ 3,750,184.00	\$ 3,416,155.00	\$ 4,037,827.00	\$ 4,076,893.00	\$ 3,881,002.00	\$ 7,334,671.00	\$ 5,033,827.00
Fiscal and Other Fixed Cost Programs	\$ 89,735.00	\$ 93,455.00	\$ 89,127.00	\$ 94,107.00	\$ 102,927.00	\$ 108,415.00	\$ 128,183.00
Debt Service	\$ 593,580.00	\$ 624,945.00	\$ 163,493.00	\$ 147,132.00	\$ 173,417.00	\$ 300,871.00	\$ 325,579.00
Total Expenditures	\$ 35,127,444.00	\$ 36,032,512.00	\$ 38,934,222.00	\$ 42,062,376.00	\$ 44,190,308.00	\$ 50,093,477.00	\$ 46,690,714.00

Table 1 - Waconia General Fund Gross Expenditures

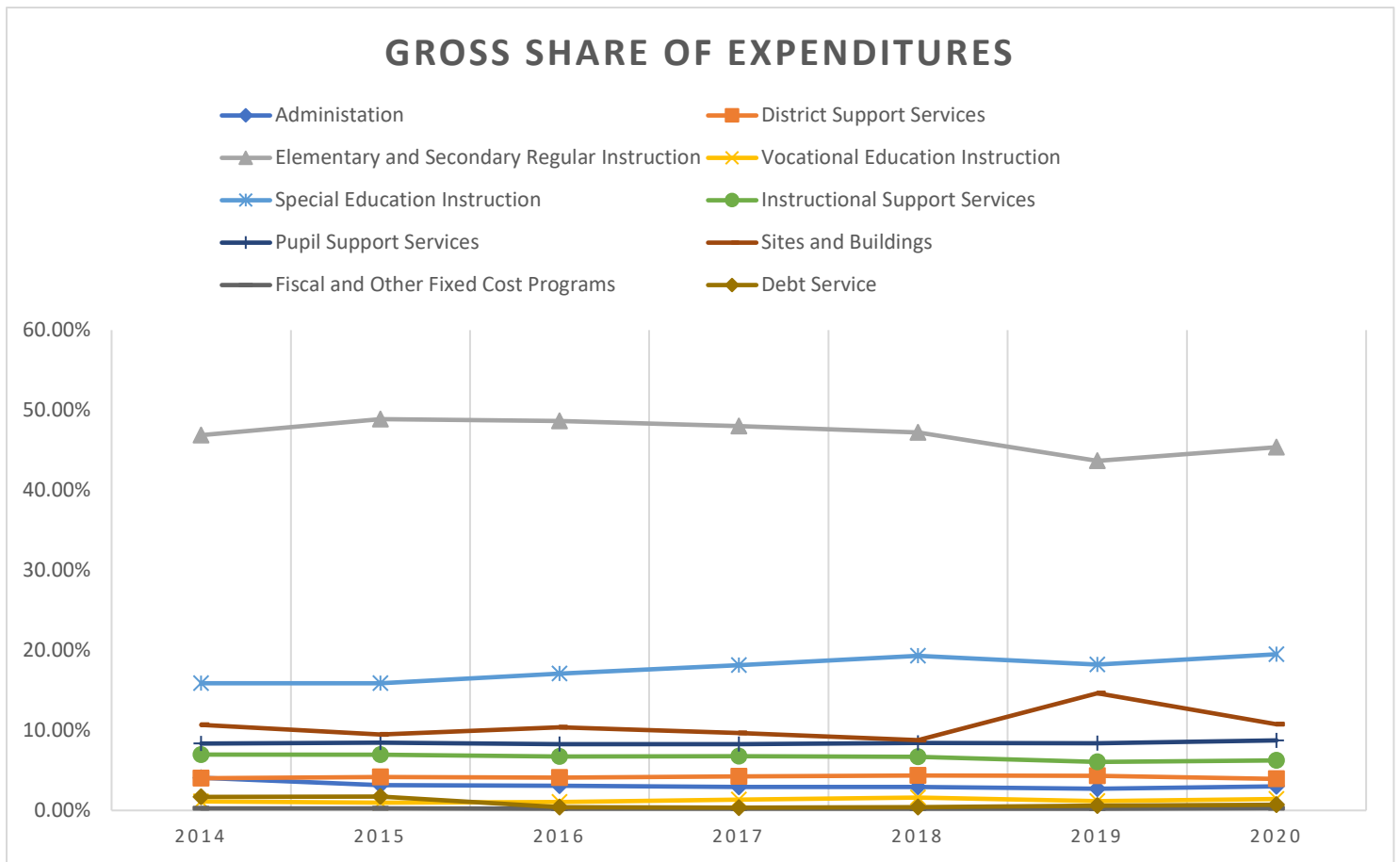


Figure 12 - Gross Share of Expenditures



The following table summarizes the special education aid Waconia received, special education expenditures, and the net special education expenditures for the years 2014-2020:

Special Education	2014	2015	2016	2017	2018	2019	2020
Special Education Aid	\$ 3,131,715.29	\$ 3,490,114.32	\$ 3,489,124.53	\$ 4,074,573.28	\$ 4,471,141.49	\$ 4,875,733.44	\$ 5,889,841.66
Special Education Instruction	\$ 5,581,496.00	\$ 5,728,272.00	\$ 6,648,266.00	\$ 7,633,556.00	\$ 8,527,928.00	\$ 9,129,704.00	\$ 9,110,202.00
Net Special Education Expenditure	\$ 2,449,780.71	\$ 2,238,157.68	\$ 3,159,141.47	\$ 3,558,982.72	\$ 4,056,786.51	\$ 4,253,970.56	\$ 3,220,360.34

Table 2 - Net Special Education Expenditures

After calculating the net special education expenditure, the following table summarizes Waconia's General Fund net expenditures:

Category	2014	2015	2016	2017	2018	2019	2020
Administration	\$ 1,433,304.00	\$ 1,131,791.00	\$ 1,197,254.00	\$ 1,239,950.00	\$ 1,303,289.00	\$ 1,358,490.00	\$ 1,401,450.00
District Support Services	\$ 1,412,501.00	\$ 1,511,370.00	\$ 1,600,619.00	\$ 1,781,324.00	\$ 1,928,458.00	\$ 2,158,725.00	\$ 1,839,197.00
Elementary and Secondary Regular Instruction	\$ 16,472,543.00	\$ 17,612,416.00	\$ 18,946,437.00	\$ 20,189,254.00	\$ 20,867,888.00	\$ 21,874,325.00	\$ 21,176,066.00
Vocational Education Instruction	\$ 401,909.00	\$ 350,479.00	\$ 407,835.00	\$ 562,394.00	\$ 711,686.00	\$ 588,221.00	\$ 668,291.00
Special Education Instruction	\$ 2,449,780.71	\$ 2,238,157.68	\$ 3,159,141.47	\$ 3,558,982.72	\$ 4,056,786.51	\$ 4,253,970.56	\$ 3,220,360.34
Services	\$ 2,451,506.00	\$ 2,513,160.00	\$ 2,619,575.00	\$ 2,849,729.00	\$ 2,966,804.00	\$ 3,036,579.00	\$ 2,921,950.00
Pupil Support Services	\$ 2,940,686.00	\$ 3,050,469.00	\$ 3,223,789.00	\$ 3,488,037.00	\$ 3,726,909.00	\$ 4,203,476.00	\$ 4,085,969.00
Sites and Buildings	\$ 3,750,184.00	\$ 3,416,155.00	\$ 4,037,827.00	\$ 4,076,893.00	\$ 3,881,002.00	\$ 7,334,671.00	\$ 5,033,827.00
Fiscal and Other Fixed Cost Programs	\$ 89,735.00	\$ 93,455.00	\$ 89,127.00	\$ 94,107.00	\$ 102,927.00	\$ 108,415.00	\$ 128,183.00
Debt Service	\$ 593,580.00	\$ 624,945.00	\$ 163,493.00	\$ 147,132.00	\$ 173,417.00	\$ 300,871.00	\$ 325,579.00
Total Expenditures	\$ 31,995,728.71	\$ 32,542,397.68	\$ 35,445,097.47	\$ 37,987,802.72	\$ 39,719,166.51	\$ 45,217,743.56	\$ 40,800,872.34

Table 3 - Net General Fund Expenditures



NET SHARE OF EXPENDITURES

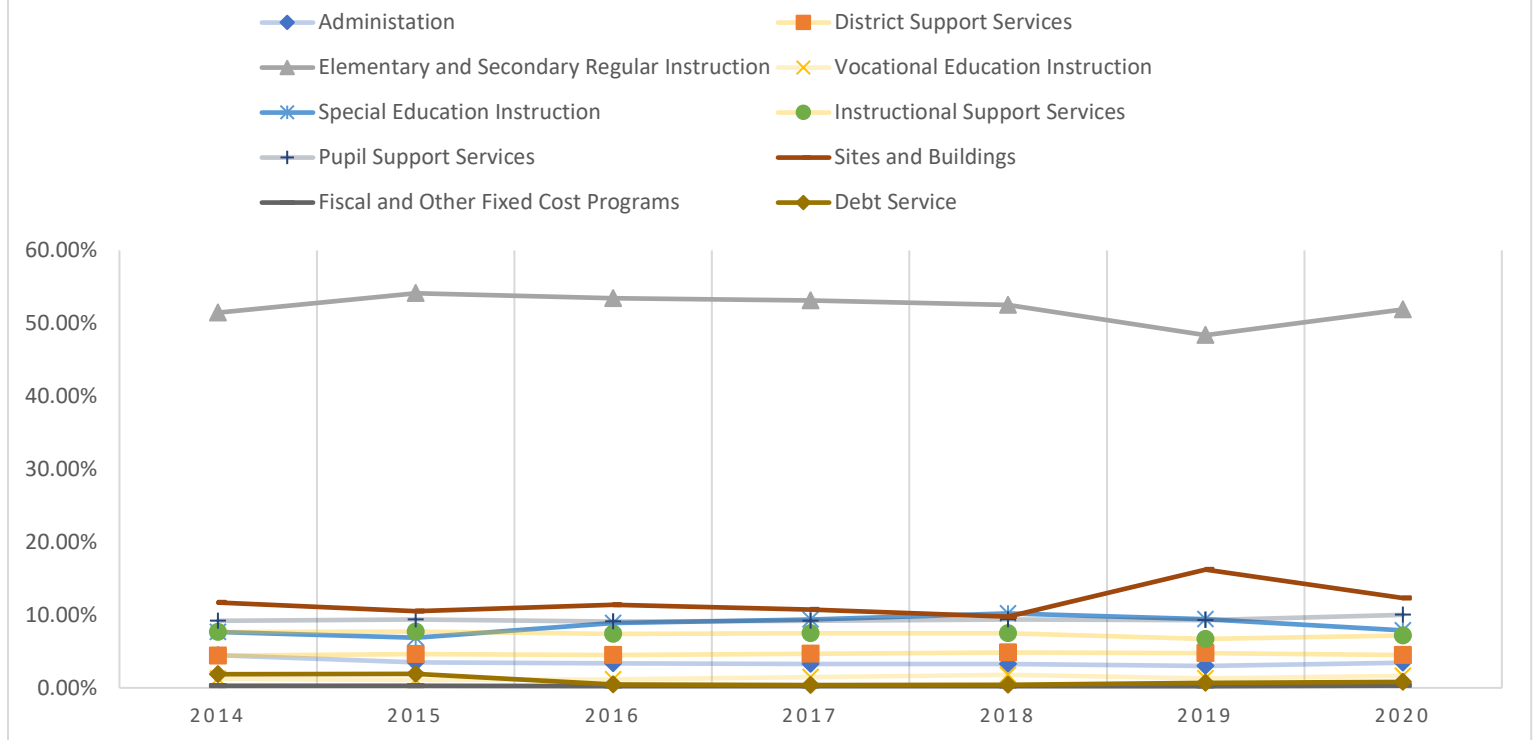


Figure 13 - Net Share of Expenditures

The following table summarizes Waconia's revenues and expenditures²⁷ from 2014 through 2020:

	2014	2015	2016	2017	2018	2019	2020
Revenues	\$ 33,731,365.00	\$ 36,033,638.00	\$ 38,256,648.00	\$ 39,986,392.00	\$ 39,980,479.00	\$ 42,819,280.00	\$ 46,564,514.00
Expenditures	\$ 35,127,444.00	\$ 36,032,512.00	\$ 38,934,222.00	\$ 42,062,376.00	\$ 44,190,308.00	\$ 50,093,477.00	\$ 46,690,714.00
	\$ (1,396,079.00)	\$ 1,126.00	\$ (677,574.00)	\$ (2,075,984.00)	\$ (4,209,829.00)	\$ (7,274,197.00)	\$ (126,200.00)

Table 4 - Summary of Yearly General Fund Revenues and Expenditures

²⁷ Table 4 figures taken from Waconia's ACFRs.



8. District Credit Card Expenditures

Discussion

Credit card use by a public entity in Minnesota also must be consistent with state law. For example, Minnesota Statute § 471.38 subd. 1 states that claims presented for payment must be in writing and itemized. Monthly statements received from a credit card company lack sufficient detail and, as a result, public entities using credit cards must retain invoices and receipts needed to support the items charged in the bill from the credit card company.

Waconia's School Board may authorize the use of credit cards (also known as "purchase cards" or "p-cards") by any officer or employee otherwise authorized to make purchases on behalf of the district.²⁸ The Minnesota State Auditor's position on public entities using credit cards is that they should adopt and implement a comprehensive credit card policy that includes management practices and internal control procedures.

Purchase Card Program

Waconia's Business & Finance Department manages all the district's financial resources, including purchase cards. The Business & Finance Department downloads transaction extracts each month and loads the transaction data into Waconia's Skyward²⁹ fiscal management software to reconcile and post transactions. The transaction extract data is reconciled with the monthly credit card statements. Once the transaction extract data has been uploaded, the Business & Finance Department manually reviews each monthly statement ensuring that the extract charges uploaded into Skyward and monthly statement charges reconcile. Once the data reconciliation has been completed, the monthly statement is filed in the Business & Finance Office's records. The transaction extract data file is not retained.

²⁸ Minn. Stat. § 123B.02, subd 23.

²⁹ Skyward Inc. is a Wisconsin based software company that caters to primary and secondary schools and provides student information systems and enterprise resource planning software. (www.skyward.com)



Waconia issues purchase cards under individual names and entity names. For the period reviewed of December 21, 2015 through December 18, 2020, Waconia issued 21 purchase cards to the following entities / individuals:

Account	
1	Amy Hafemann 7133
2	Business Office 3059
3	Business Office 4475
4	Business Office 4736
5	Business Office 5289
6	Business Office 6080
7	Business Office 6661
8	Business Office 7724
9	Business Office 8240
10	Business Office 8335
11	Business Office 8824
12	Food Services 5238
13	Food Services 9266
14	Jenni Sebor 4163
15	Kelli Raether 4171
16	Mary Overby 3688
17	Patrick Devine 9999
18	Todd Swanson 0958
19	Transitions Acct 2590
20	Transitions Acct 6685
21	Waconia Activity 9429

Table 5 - Purchase Card Accounts



During the period reviewed, there were 5,184 transactions totaling \$2,471,410. The table below shows each account and their respective number of transactions:

Account	Transaction Count	Transactions Total
<i>Business Office 6661</i>	872	\$ 445,400.24
<i>Business Office 5289</i>	874	415,615.66
<i>Business Office 6080</i>	554	342,507.33
<i>Business Office 8240</i>	223	297,220.84
<i>Business Office 4736</i>	268	195,857.41
<i>Business Office 8824</i>	184	157,827.45
<i>Business Office 7724</i>	195	140,175.63
<i>Business Office 3059</i>	261	113,972.98
<i>Amy Hafemann 7133</i>	167	80,298.16
<i>Waconia Activit 9429</i>	182	59,355.49
<i>Business Office 4475</i>	133	57,284.98
<i>Business Office 8335</i>	145	49,439.12
<i>Patrick Devine 9999</i>	397	30,826.67
<i>Todd Swanson 0958</i>	157	20,810.74
<i>Transitions Acc 2590</i>	133	20,675.26
<i>Transitions Acc 6685</i>	79	13,190.56
<i>Food Services 9266</i>	150	11,458.21
<i>Kelli Raether 4171</i>	51	8,137.48
<i>Food Services 5238</i>	36	4,377.86
<i>Jenni Sebor 4163</i>	99	4,126.30
<i>Mary Overby 3688</i>	24	2,851.18
TOTAL	5184	\$ 2,471,409.55

Table 6 - Transaction Summary

The following tables and charts provide additional information regarding the use of purchase cards.



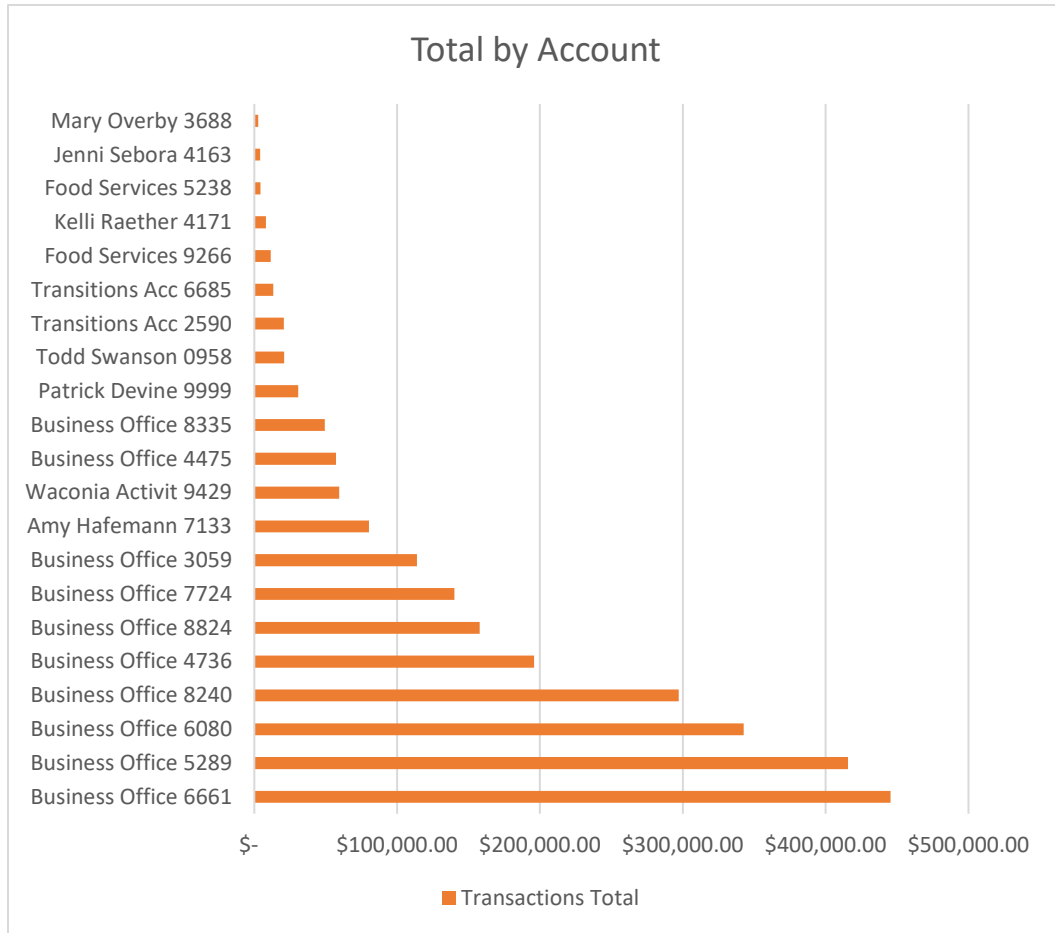


Figure 15 - Transaction Totals by Account

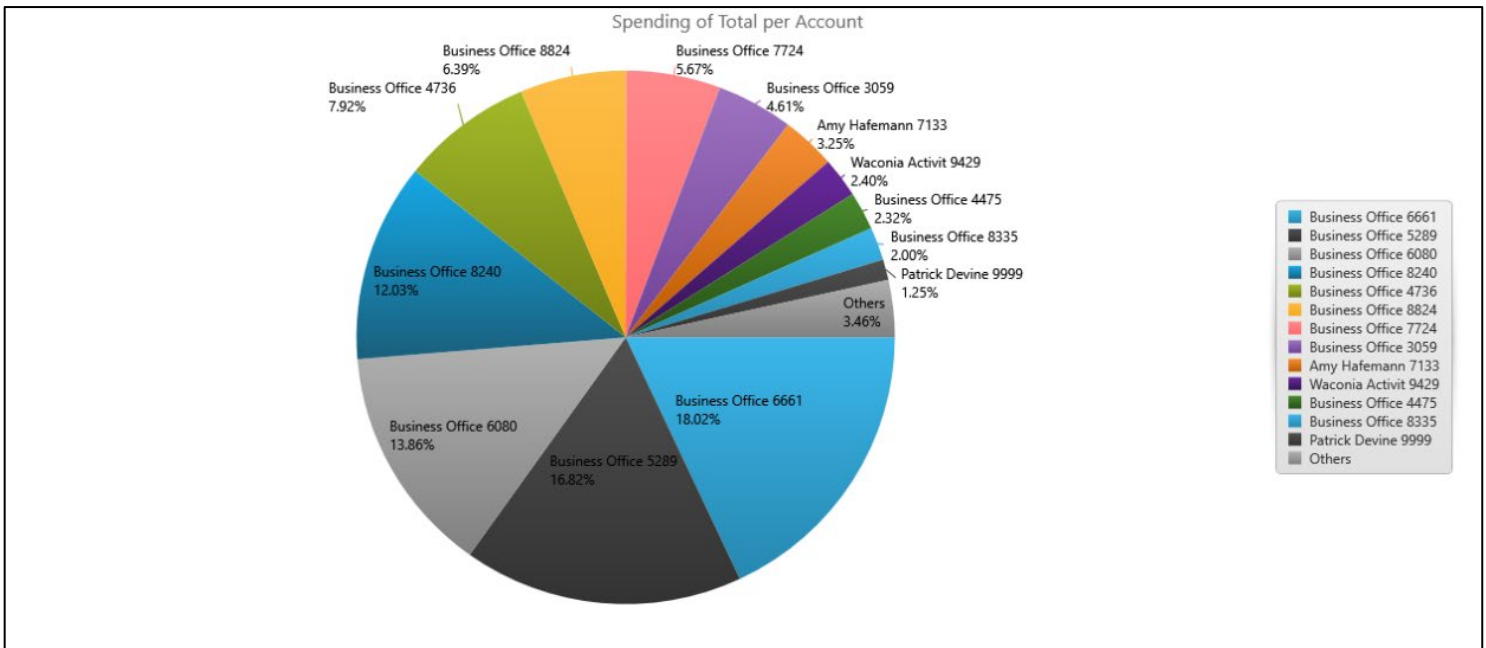


Figure 14 - Percentage of Total Transactions by Account



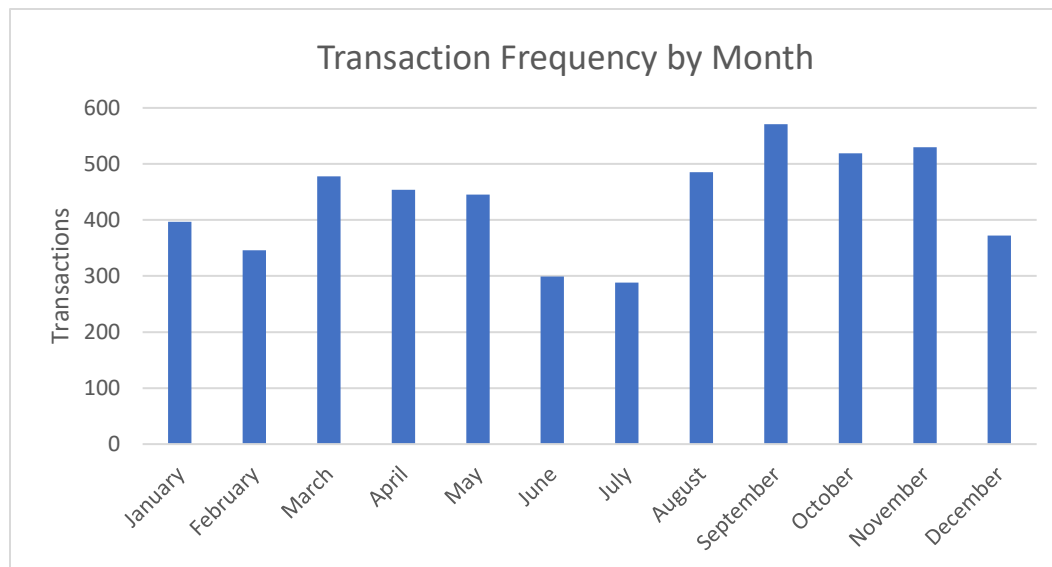


Figure 17 - Monthly Transaction Frequency

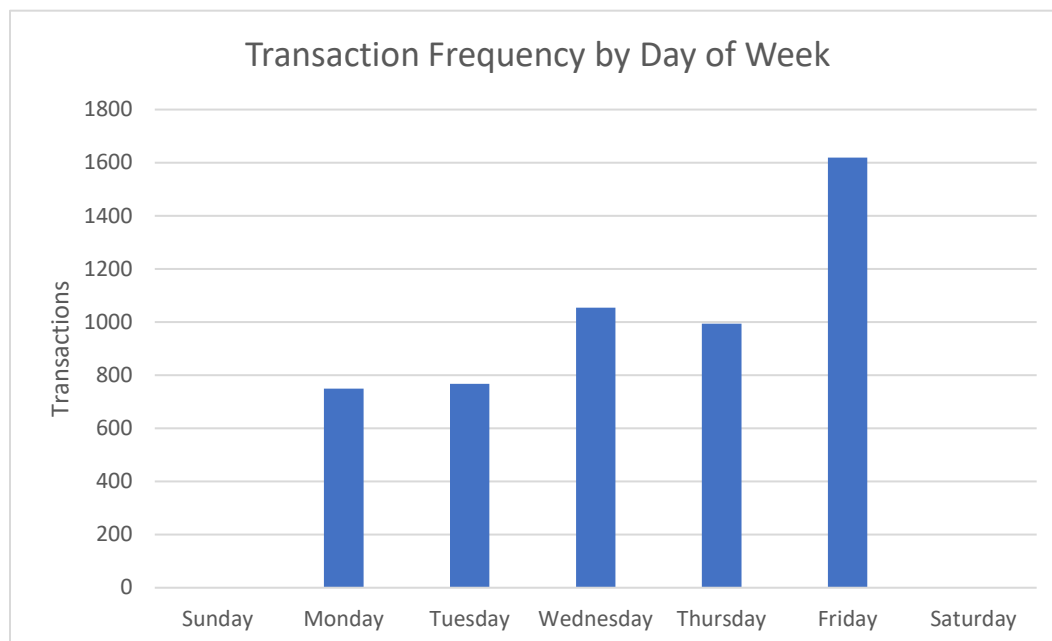


Figure 16 - Daily Transaction Frequency



9. Conclusions and Recommendations

Budget Process

Waconia meets all statutory obligations in its budget process. From 2013 through 2018 it qualified for and was awarded the MN DOE School Finance Award³⁰ and received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International³¹ for 9 years.

As a result of our review which was focused on district expenditures, school board budget process, and district credit card use, we make the following recommendations:

Recommendation 1: Include additional meeting and board packet materials regarding specific budget decisions.

The quality of information and data within the agenda materials was underwhelming and difficult to locate. Specific justifications for budget items or significant changes in budget expenditures are either not contained within meeting materials or they are not presented in a clear fashion due to the manner used by Waconia to organize meeting documents on their web page. For example, when investigating large capital expenditures after a bond issue was passed in the District, the only reference to the bond issue was a comment in the Superintendent's Update to the Board regarding the vote, rather than a full accounting of the funds related to the bond issuance.

We recommend the addition of a separate board packet document that contains all of the agenda items that require discussion and action. Vital decision-making financial information including year to date expenditures as compared to the budget, quarterly financial analysis, and aid and expenditure variance analysis. The school board requires accurate and timely financial information to make decisions for the district. Adopting an approach where each Agenda item is associated to its own distinct discussion document would make it completely transparent as to why the school board made certain decisions. Additionally, this makes finding and referencing specific Board justifications more efficient than the current style and format of the Agenda and attached documents. Additionally, we do not recommend placing this discussion in the Minutes as the Minutes should simply be a record of official actions taken by the Board.

Recommendation 2: Improve web page meta data and search engine optimization.

³⁰ From 2019 until the present Waconia has not been eligible for this award due to being in Statutory Operating Debt.

³¹ The Association of School Business Officials International is an association that promotes standards of school business management, growth, and effective use of educational resources. The Certificate of Excellence in Financial Reporting honors districts who apply and meet the award's criteria. It is intended to improve financial reporting by increasing transparency. (https://asbointl.org/Web/Awards/Certificate_of_Excelsence/Web/Awards/COE/Certificate_of_Excelsence.aspx)



Since the overwhelming majority of people initiate web navigation by using a search engine, Waconia's website is lacking important meta data that could aid in finding specific board meetings and materials.

District Expenditures

Opinion 1: Waconia is primarily in Statutory Operating Debt due to year over year increases in expenditures and flat revenues. Capital Expenditures was the largest driver of these expenditure increases between 2019 and 2021.

Waconia's Special Operating Plan Narrative for Statutory Operating Debt (dated January 25, 2021) misstates the primary reason for the district's fund balance decline as an increase in Special Education expenditures without a corresponding increase in Special Education revenues. This statement omits the massive increase in Capital Expenditures. Special Education expenditures had a modest to slight impact on the year over increases, but Capital Expenditures increased 91.4% in 2019 and 31.2% in 2020 over the average for Capital Expenditures from 2014 through 2017 (\$3,832,412.20). Net Special Education expenditures, in contrast, increased 37.6% in 2019 and 4.1% in 2020 over the five-year average for net Special Education expenditures (\$3,092,569.82).

Recommendation 3: Create a reconciliation document that states what data Waconia's ACFRs rely on and when that data was used. This document should also include relevant MN DOE financial reports with their run date and the differences between the ACFR and MN DOE reports.

When researching Waconia's expenditures, we discovered that the District's ACFRs and MN DOE's financial reporting were inconsistent. Additionally, reports within MN DOE that rely on the same amounts would, at times, differ. Determining the cause of these differences at the state level is beyond the scope of this engagement, however, a document that outlines not only the data used, but the timeliness of that data would aid in determining if data changes after Waconia submitted data to the state are contributing to the observed differences.

District Credit Card Expenditures

Opinion 2: Our analysis did not reflect any obvious fraud or misuse of the District credit cards.

Recommendation 4: Create and implement a district purchase/credit card policy.

Waconia currently does not maintain a district purchase/credit card policy. Maintaining and following a district policy is considered a best practice recommendation from the MN State Auditor³² and should provide the following safeguards:

³² https://www.osa.state.mn.us/media/5lveupaa/creditcardusepolicies_0703_statement.pdf



1. Prohibit the use of the credit card for personal purchases
2. Identify the employees and officers who are authorized to make purchases on behalf of the District and eligible to use the card
3. Identify the purchases that are to be made with the card
4. Establish a review process for purchases made with the card
5. Require supporting documentation for purchases made with the card
6. Restrict the total amount of charges that can be made on the card
7. Have signed written acknowledgements of the card policy from all authorized users on file

Recommendation 5: Maintain electronic copies of credit card statements, statement extracts, and supporting documentation such as receipts and invoices for at least 10 years.


Waconia's process of filing and maintaining paper copies of statements is a good practice for providing hard copy backups to digital information. However, it is not an efficient method of data retrieval or transfer. Data storage is relatively inexpensive and bank statements, extracts, and receipt scans are usually small in file size. This means that Waconia should be able to store digital copies and backups of important financial documents for an appropriate period of time without incurring extravagant costs.

10. Additional Analysis

We reserve the right to amend this report based on information received after the issuance of the same. If called to testify, I expect to use certain exhibits at trial, and understand that I may be asked to express opinions in rebuttal of matters that are raised at trial.

11. Signature

I certify that the above is a true and correct copy of my expert opinion. Signed and dated the 2nd day of July 2022:



Eric Stephens, CPA, CFE



LIST OF EXHIBITS

A. Minnetonka School Board Regular Meeting Session Agenda dated December 21, 2021



EXHIBIT A

SCHOOL BOARD MEETING

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

www.minnetonkaschools.org

December 2, 2021

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

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

(All times are approximate)

- | | | |
|------|-------|--|
| 6:30 | | Recognitions: AP Scholars with Honor; Girls Tennis State Champions; Boys Cross Country State Qualifiers; Girls Cross Country State Qualifiers; Girls Swimming and Diving State Champions; Marching Band State Qualifiers; Miss Preteen Minnesota 2021; "The MCE Minute" Award Recipients |
| 7:00 | | Truth-in-Taxation Hearing |
| 7:20 | I. | Call of Regular Meeting to Order |
| | II. | Pledge to the Flag |
| | III. | Adoption of the Agenda |
| 7:22 | IV. | School Report: MMW |
| 7:40 | V. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse. |
| 8:00 | VI. | Review of FY21 Audit |
| 8:40 | VII. | Adoption of 2021 Payable 2022 Levy |
| 8:55 | VIII. | Approval of MCE Fees <ul style="list-style-type: none"> a. ECFE b. Minnetonka Preschool c. Explorers Club |
| 9:15 | IX. | Approval of New Course Proposals, Changes and Deletions |
| 9:30 | X. | Review of Safe Learning Plan |

- 9:50 XI. Review of Superintendent Search Process
- 10:10 XII. Approval of Change of Attendance Boundary for Excelsior/Minnewashta
- 10:25 XIII. Adoption of Policy #709: Student Transportation Safety
- 10:30 XIV. Acceptance of Bid for Alterations of Tech Ed Room at MMW
- 10:35 XV. Acceptance of Bid for Retaining Wall Replacement at MHS
- 10:40 XVI. CONSENT AGENDA
 - a. Minutes of October 28, 2021 Special Meeting; November 4, 2021 Regular Meeting and November 5, 2021 Special Meeting
 - b. Study Session Summaries of October 28 and November 18, 2021
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Approval of Enrollment Limits
 - h. Approval of Designated Combined Polling Places
 - i. Resolution Authorizing Issuance of Certificates of Election
- 10:42 XVII. Board Reports
- 10:44 XIII. Superintendent's Report
- 10:46 XIX. Announcements
- 10:47 XX. Adjournment

GUIDELINES FOR COMMUNITY COMMENTS

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

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

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

HEARING

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

Truth in Taxation Hearing

Title: 2021 Pay 2022 Truth in Taxation Hearing

Date: December 2, 2021

EXECUTIVE SUMMARY:

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

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

The 2021 Payable 2022 Levy being presented for Certification by the School Board is \$56,474,858.27.

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

The proposed final levy of \$56,474,858.27 is an increase of \$1,229,500.01 or 2.23% from the prior year amount of \$55,245,358.26.

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

RECOMMENDATION/FUTURE DIRECTION:

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

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

Concurrence: 
Dennis Peterson, Superintendent

REPORT

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

Board Agenda Item IV.

Title: School Report: MMW

Date: December 2, 2021

EXECUTIVE SUMMARY

MMW Principal Freya Schirmacher will provide an update regarding the start of the 2021-22 school year at MMW. This report will specifically focus on Excellence in Well-Being and Belonging and our MTSS process at MMW. We will also share about the MMW Core Values in Action as well as a review of the Blue-Ribbon Award process, celebration, and next steps for MMW this year.

Submitted by: _____



Dennis Peterson, Superintendent

INFORMATION

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

Board Agenda Item VI.

Title: Review of FY21 Audit

Date: December 2, 2021

EXECUTIVE SUMMARY:

The audit of the Fiscal Year 2021 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 16, 2021 Special School Board Meeting.

Michelle Hoffman, CPA will review the Basic Financial Statements in the audit at the December 2, 2021 School Board Meeting prior to final approval of the complete audit report on December 16, 2021. Upon approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute.

The Minnetonka Independent School District 276 will be receiving an unmodified opinion from CliftonLarsonAllen, which means the financial statements present fairly the financial position of the District on June 30, 2021.

ATTACHMENTS:

FY2021 Basic Financial Statements

RECOMMENDATION/FUTURE DIRECTION:

The draft Fiscal Year 2021 Basic Financial Statements are being presented for review prior to approval and acceptance of the complete audit and Annual Comprehensive Financial Report on December 16, 2021.

Submitted by: _____



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____



Dennis Peterson, Superintendent

BASIC FINANCIAL STATEMENTS

INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
BALANCE SHEET – GOVERNMENTAL FUNDS
JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2020)

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2021	2020
ASSETS							
Cash and Investments	\$ 42,586,019	\$ 1,654,612	\$ 2,481,843	\$ 3,552,821	\$ 5,606,247	\$ 55,881,542	\$ 56,822,549
Cash with Fiscal Agent	5,142	-	-	3,844,002	-	3,849,144	1,264,388
Receivables:							
Current Property Taxes	22,671,402	-	482,777	-	4,498,903	27,653,082	28,473,292
Delinquent Property Taxes	89,598	-	1,800	-	19,758	111,156	160,145
Accounts and Interest Receivable	84,599	20,555	83,623	-	-	188,777	427,898
Due from Other Minnesota School Districts	97,145	-	69,324	-	-	166,469	238,841
Due from Minnesota Department of Education	10,201,499	-	40,362	-	65,066	10,306,927	10,777,004
Due from Federal through Minnesota Department of Education	1,311,171	171,130	-	-	-	1,482,301	1,479,435
Due from Other Governmental Units	293,246	-	-	-	-	293,246	258,920
Due from Other Funds	750,607	-	-	-	-	750,607	794,338
Inventory	257,339	65,097	-	-	-	322,436	391,509
Prepays	2,201,654	14,373	92,309	-	977,535	3,285,871	2,736,290
Total Assets	\$ 80,549,421	\$ 1,925,767	\$ 3,252,038	\$ 7,396,823	\$ 11,167,509	\$ 104,291,558	\$ 103,824,609
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE							
Liabilities:							
Salaries and Compensated Absences Payable	\$ 6,034,527	\$ 29,162	\$ 394,597	\$ -	\$ -	\$ 6,458,286	\$ 5,857,991
Payroll Deductions and Employer Contributions Payable	3,364,043	546	437	-	-	3,365,026	2,965,825
Accounts and Contracts Payable	982,356	160	70,131	1,746,235	-	2,798,882	3,532,618
Due to Other Governmental Units	149,920	-	198	-	-	150,118	190,848
Unearned Revenue	372,470	462,117	909,261	-	-	1,743,848	1,253,577
Total Liabilities	10,903,316	491,985	1,374,624	1,746,235	-	14,516,160	13,800,859
Deferred Inflows of Resources:							
Unavailable Revenue - Contributions for Subsequent Years	-	-	-	-	-	-	350,000
Levied for Subsequent Year	41,037,383	-	964,492	-	8,987,774	50,989,649	50,057,891
Unavailable Revenue - Delinquent Property Taxes	89,598	-	1,800	-	19,758	111,156	160,145
Total Deferred Inflows of Resources	41,126,981	-	966,292	-	9,007,532	51,100,805	50,568,036
Fund Balance:							
Nonspendable:							
Inventory	257,339	65,097	-	-	-	322,436	391,509
Prepays	2,201,654	14,373	92,309	-	977,535	3,285,871	2,736,290
Restricted for:							
Student Activities	7,615	-	-	-	-	7,615	8,160
Scholarships	252,866	-	-	-	-	252,866	231,667
Projects Funded by Certificates of Participation	-	-	-	3,844,002	-	3,844,002	1,252,092
Operating Capital	148,862	-	-	-	-	148,862	2,962,504
Community Education	-	-	153,886	-	-	153,886	649,255
Early Childhood and Family Education	-	-	397,857	-	-	397,857	212,523
School Readiness	-	-	243,114	-	-	243,114	200,143
Adult Basic Education	-	-	14,524	-	-	14,524	14,524
Long-Term Facilities Maintenance	-	-	-	4,592,399	-	4,592,399	936,224
Restricted for Other Purposes	-	1,354,312	9,432	-	1,182,442	2,546,186	2,817,006
Restricted for Medical Assistance	135,058	-	-	-	-	135,058	100,000
Assigned for:							
Q Comp	296,986	-	-	-	-	296,986	263,376
Athletic Equipment	382,534	-	-	-	-	382,534	330,784
Special Purposes	1,272,591	-	-	-	-	1,272,591	1,376,928
Capital Projects Tech Levy	445,258	-	-	-	-	445,258	547,000
Unassigned	23,118,361	-	-	(2,785,813)	-	20,332,548	24,425,729
Total Fund Balance	28,519,124	1,433,782	911,122	5,650,588	2,159,977	38,674,593	39,455,714
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	\$ 80,549,421	\$ 1,925,767	\$ 3,252,038	\$ 7,396,823	\$ 11,167,509	\$ 104,291,558	\$ 103,824,609

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGE IN FUND BALANCE – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2020)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2021	2020
REVENUES							
Local Sources:							
Property Taxes	\$ 44,866,205	\$ -	\$ 963,004	\$ -	\$ 8,736,687	\$ 54,565,896	\$ 51,743,003
Earnings and Investments	435,910	14,630	16,060	70	13,838	480,508	847,553
Other	4,078,963	440,046	7,221,241	20,000	-	11,760,250	19,019,421
State Sources	100,566,817	-	547,428	-	654,559	101,768,804	99,770,611
Federal Sources	5,147,599	2,929,870	224,505	-	-	8,301,974	3,115,200
Total Revenues	155,095,494	3,384,546	8,972,238	20,070	9,405,084	176,877,432	174,495,788
EXPENDITURES							
Current:							
Administration	4,445,113	-	-	-	-	4,445,113	4,443,920
District Support Services	6,978,156	-	-	-	-	6,978,156	6,343,341
Elementary and Secondary Regular Instruction	88,480,898	-	-	-	-	88,480,898	80,321,434
Vocational Education Instruction	1,091,521	-	-	-	-	1,091,521	896,121
Special Education Instruction	21,516,900	-	-	-	-	21,516,900	20,421,959
Instructional Support Services	7,371,669	-	-	-	-	7,371,669	6,499,566
Pupil Support Services	4,579,385	-	-	-	-	4,579,385	4,637,552
Sites and Buildings	8,917,838	-	-	-	-	8,917,838	8,734,327
Fiscal and Other Fixed Cost Programs	445,203	-	-	-	-	445,203	247,710
Food Service	-	3,379,971	-	-	-	3,379,971	4,878,178
Community Service	-	-	9,196,975	-	-	9,196,975	12,012,110
Transportation	5,382,421	-	-	-	-	5,382,421	4,993,905
Capital Outlay	5,064,208	126,705	11,610	6,554,556	-	11,757,079	11,712,783
Debt Service:							
Principal	3,284,143	-	-	-	6,085,000	9,369,143	7,982,599
Interest and Fiscal Charges	1,968,538	-	-	-	4,095,759	6,064,297	6,241,167
Total Expenditures	159,525,993	3,506,676	9,208,585	6,554,556	10,180,759	188,976,569	180,366,672
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(4,430,499)	(122,130)	(236,347)	(6,534,486)	(775,675)	(12,099,137)	(5,870,884)
OTHER FINANCING SOURCES (USES)							
Sale of Bonds	-	-	-	10,275,000	25,075,000	35,350,000	7,085,000
Bond Premium	-	-	-	600,156	514,500	1,114,656	373,821
Issuance of Certificates of Participation	-	-	-	-	1,290,000	1,290,000	13,345,000
Premium on Certificates of Participation	-	-	-	-	62,738	62,738	402,436
Proceeds from Other State and Nonstate	-	-	-	-	-	-	-
Loans Received	-	-	-	-	-	-	547,000
Payment to Refunded Bond Escrow Agent	-	-	-	-	(26,499,378)	(26,499,378)	(14,935,026)
Transfers In	-	-	8,850	-	-	8,850	373,663
Transfers Out	(5,652)	-	-	-	(3,198)	(8,850)	(373,663)
Total Other Financing Sources (Uses)	(5,652)	-	8,850	10,875,156	439,662	11,318,016	6,818,231
NET CHANGE IN FUND BALANCE	(4,436,151)	(122,130)	(227,497)	4,340,670	(336,013)	(781,121)	947,347
FUND BALANCES							
Beginning of Year	32,955,275	1,555,912	1,138,619	1,309,918	2,495,990	39,455,714	38,508,367
End of Year	\$ 28,519,124	\$ 1,433,782	\$ 911,122	\$ 5,650,588	\$ 2,159,977	\$ 38,674,593	\$ 39,455,714

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN
FUND BALANCE – BUDGET AND ACTUAL – GENERAL FUND
YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Property Taxes	\$ 44,759,047	\$ 44,464,892	\$ 44,866,205	\$ 401,313
Earnings and Investments	450,000	400,000	435,910	35,910
Other	5,305,648	4,677,348	4,078,963	(598,385)
State Sources	100,094,322	99,700,244	100,566,817	866,573
Federal Sources	2,273,077	6,179,785	5,147,599	(1,032,186)
Total Revenues	152,882,094	155,422,269	155,095,494	(326,775)
EXPENDITURES				
Current:				
Administration	4,655,957	4,325,283	4,445,113	119,830
District Support Services	7,909,752	7,614,650	6,978,156	(636,494)
Elementary and Secondary Regular Instruction	82,415,717	90,879,849	88,480,898	(2,398,951)
Vocational Education Instruction	1,060,277	1,056,054	1,091,521	35,467
Special Education Instruction	22,796,872	23,339,231	21,516,900	(1,822,331)
Instructional Support Services	7,302,325	7,954,911	7,371,669	(583,242)
Pupil Support Services	5,084,632	4,905,189	4,579,385	(325,804)
Sites and Buildings	8,451,438	8,457,855	8,917,838	459,983
Fiscal and Other Fixed Cost Programs	300,000	445,294	445,203	(91)
Transportation	4,913,349	5,330,692	5,382,421	51,729
Capital Outlay	5,540,459	5,738,601	5,064,208	(674,393)
Debt Service:				
Principal	2,165,000	3,221,801	3,284,143	62,342
Interest and Fiscal Charges	1,914,055	1,960,787	1,968,538	7,751
Total Expenditures	154,509,833	165,230,197	159,525,993	(5,704,204)
EXCESS OF REVENUES OVER EXPENDITURES	(1,627,739)	(9,807,928)	(4,430,499)	5,377,429
OTHER FINANCING SOURCES (USES)				
Transfers Out	-	-	(5,652)	(5,652)
NET CHANGE IN FUND BALANCE	<u>\$ (1,627,739)</u>	<u>\$ (9,807,928)</u>	(4,436,151)	<u>\$ 5,371,777</u>
FUND BALANCE				
Beginning of Year			32,955,275	
End of Year			<u>\$ 28,519,124</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN
FUND BALANCE – BUDGET AND ACTUAL – MAJOR FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Earnings and Investments	\$ 8,500	\$ 8,500	\$ 14,630	\$ 6,130
Other - Primarily Meal Sales	5,258,750	468,200	440,046	(28,154)
State Sources	129,666	-	-	-
Federal Sources	885,544	2,431,800	2,929,870	498,070
Total Revenues	6,282,460	2,908,500	3,384,546	476,046
EXPENDITURES				
Current:				
Food Service	6,193,360	4,006,720	3,379,971	(626,749)
Capital Outlay	211,000	189,500	126,705	(62,795)
Total Expenditures	6,404,360	4,196,220	3,506,676	(689,544)
NET CHANGE IN FUND BALANCE	<u>\$ (121,900)</u>	<u>\$ (1,287,720)</u>	(122,130)	<u>\$ 1,165,590</u>
FUND BALANCE				
Beginning of Year			1,555,912	
End of Year			<u>\$ 1,433,782</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN
FUND BALANCE – BUDGET AND ACTUAL – MAJOR COMMUNITY SERVICE FUND
YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual	Over (Under)
	Original	Final	Amounts	Final Budget
REVENUES				
Local Sources:				
Property Taxes	\$ 961,347	\$ 960,316	\$ 963,004	\$ 2,688
Earnings and Investments	20,000	20,000	16,060	(3,940)
Other - Primarily Tuition and Fees	11,664,657	6,882,129	7,221,241	339,112
State Sources	549,007	559,926	547,428	(12,498)
Total Revenues	13,195,011	8,678,577	8,972,238	293,661
EXPENDITURES				
Current:				
Community Service	12,928,233	9,651,244	9,196,975	(454,269)
Capital Outlay	195,600	110,650	11,610	(99,040)
Total Expenditures	13,123,833	9,761,894	9,208,585	(553,309)
Excess (Deficiency) of Revenues Over (Under) Expenditures	71,178	(1,083,317)	(236,347)	846,970
OTHER FINANCING SOURCES (USES)				
Transfers In	-	-	8,850	8,850
NET CHANGE IN FUND BALANCE	<u>\$ 71,178</u>	<u>\$ (1,083,317)</u>	(227,497)	<u>\$ 855,820</u>
FUND BALANCE				
Beginning of Year			1,138,619	
End of Year			<u>\$ 911,122</u>	

See accompanying Notes to Basic Financial Statements.

INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND
JUNE 30, 2021
 (WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2020)

	Governmental Activities - Internal Service Funds	
	2021	2020
CURRENT ASSETS		
Cash and Investments	\$ 42,604,726	\$ 36,510,162
CURRENT LIABILITIES		
Accounts Payable	2,065	4,800
Claims Payable - Medical	2,076,800	1,934,000
Due to Other Funds	750,607	794,338
Unearned Revenue	2,472,138	2,171,054
Total Current Liabilities	5,301,610	4,904,192
NET POSITION		
Unrestricted	\$ 37,303,116	\$ 31,605,970

See accompanying Notes to Basic Financial Statements.

INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN
NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2020)

	Governmental Activities - Internal Service Funds	
	2021	2020
OPERATING REVENUES		
Charges for Services:		
Health Insurance Premiums	\$ 15,575,380	\$ 14,860,567
Dental Insurance Premiums	1,249,050	1,185,258
Total Operating Revenues	<u>16,824,430</u>	<u>16,045,825</u>
OPERATING EXPENSES		
Salaries	113,863	104,358
VEBA Contributions	1,225,801	1,074,755
Wellness Payments	42,060	40,830
Health Insurance Claim Payments	11,598,258	10,149,201
Dental Insurance Claim Payments	1,168,649	904,971
OPEB Payments	750,607	794,338
General Administration Fees	1,101,607	810,290
Total Operating Expenses	<u>16,000,845</u>	<u>13,878,743</u>
OPERATING INCOME	823,585	2,167,082
NONOPERATING INCOME		
Earnings on Investments	<u>4,873,561</u>	<u>1,205,198</u>
CHANGE IN NET POSITION	5,697,146	3,372,280
Net Position - Beginning	<u>31,605,970</u>	<u>28,233,690</u>
NET POSITION - ENDING	<u><u>\$ 37,303,116</u></u>	<u><u>\$ 31,605,970</u></u>

See accompanying Notes to Basic Financial Statements.

INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF CASH FLOWS – PROPRIETARY FUND – INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2020)

	Governmental Activities - Internal Service Funds	
	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Interfund Services Provided	\$ 17,125,514	\$ 16,153,001
Payments for Administrative Costs	(1,101,607)	(810,290)
Payments for Salaries	(113,863)	(104,358)
Payments for Medical Fees and Insurance Claims	(12,626,842)	(11,112,650)
Payments for Wellness	(42,060)	(40,830)
Payments to Employee VEBA Accounts	(1,225,801)	(1,074,755)
Payments for Retirement Benefits	(794,338)	(707,637)
Net Cash Provided by Operating Activities	1,221,003	2,302,481
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest Received	122,599	138,436
Proceeds from Sale of Investments	794,338	707,637
Net Cash Provided by Investing Activities	916,937	846,073
NET INCREASE IN CASH AND CASH EQUIVALENTS	2,137,940	3,148,554
Cash and Cash Equivalents - Beginning	12,415,406	9,266,852
CASH AND CASH EQUIVALENTS - ENDING	<u>\$ 14,553,346</u>	<u>\$ 12,415,406</u>
Total Cash and Investments per Statement of Net Position	\$ 42,604,726	\$ 36,510,162
Less: Investments Included in Cash and Investments	(28,051,380)	(24,094,756)
Total Cash and Cash Equivalents	<u>\$ 14,553,346</u>	<u>\$ 12,415,406</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Operating Income (Loss)	\$ 823,585	\$ 2,167,082
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by Operating Activities:		
Increase (Decrease) in Accounts Payable	(2,735)	722
Increase (Decrease) in Claims Payable	142,800	(59,200)
Increase (Decrease) in Due to Other Funds	(43,731)	86,701
Increase in Unearned Revenue	301,084	107,176
Total Adjustments	397,418	135,399
Net Cash Provided by Operating Activities	<u>\$ 1,221,003</u>	<u>\$ 2,302,481</u>
NONCASH INVESTING ACTIVITIES		
Increase in Fair Value of Investments	<u>\$ 7,432,446</u>	<u>\$ 2,263,397</u>

See accompanying Notes to Basic Financial Statements.

ACTION

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

Board Agenda Item VII.

Title: Adoption of 2021 Payable 2022 Levy

Date: December 2, 2021

EXECUTIVE SUMMARY:

Minnesota Statutes require that each school district certify a final property tax levy by December 30, 2021 for property taxes to be collected in calendar year 2022.

The 2021 Payable 2022 Levy being presented for Certification by the School Board is \$56,474,858.27.

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

The proposed final levy of \$56,474,858.27 is an increase of \$1,229,500.01 or 2.23% over the prior year amount of \$55,245,358.26. Certification of this levy amount will set this amount as the amount that the School Board will levy for the 2021 Pay 2022 levy.

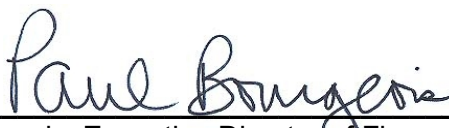
ATTACHMENTS:

Levy Comparison – 2020 Payable 2021 to 2021 Payable 2022


RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board certify the 2021 Pay 2022 Levy in the amount of \$56,474,858.27 and authorize administration to file the Certified 2021 Pay 2022 Levy with the Hennepin County Auditor, Carver County Auditor, and Minnesota Department of Education no later than December 30, 2021.

Submitted by: _____


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____


Dennis Peterson, Superintendent

RECOMMENDED MOTION

Resolution to Certify 2021 Pay 2022 Property Tax Levy

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the 2021 Pay 2022 Property Tax Levy in the amount of \$56,474,858.27, and;

BE IT FURTHER RESOLVED, that the Deputy Clerk of Minnetonka Independent School District 276 is hereby directed to deliver a signed original of the 2021 Payable 2022 Levy Certification to the County Auditors of Hennepin and Carver Counties prior to December 30, 2021 and deliver a copy to the Minnesota Department of Education Program Finance Division no later than December 30, 2021.

EXHIBIT A

Minnetonka Independent School District 276
Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022
December 2, 2021

Line #		Final 2020 Pay 2021	Preliminary 2021 Pay 2022	Difference	Adjustments	Final 2021 Pay 2022
0	Total Levy	55,245,358.26	56,474,858.27 2.23%	1,229,500.01	-	56,474,858.27 2.23%
Individual Levy Components						
Major Levies						
1	Operating Ref Levy-\$1,881.81 Per Adjusted Pupil Unit In FY23 (\$54.27 -2.97% Inflation) - 12,178.40	22,271,498.96	22,917,434.90	645,935.94		22,917,434.90
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY22 Less State Aid Of \$107,864.98	8,656,929.49	8,658,282.38	1,352.89		8,658,282.38
3	Technology Levy - 6.569% Of Net Tax Capacity Of Property Values	6,916,126.72	7,275,914.76	359,788.04		7,275,914.76
4	Equity Levy - \$69.19 Per Adjusted Pupil Unit	843,769.71	842,593.05	(1,176.66)		842,593.05
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,081,719.07	1,034,187.51	(47,531.56)		1,034,187.51
6	Operating Capital Levy - 42.03% Of Total Rev Of \$230.03 Per APU	1,069,064.73	1,177,566.26	108,501.53		1,177,566.26
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,514,195.20	2,462,670.84	(51,524.36)		2,462,670.84
8	Debt Service Levy + 5% Overlay Less Debt Excess Fund Balance Usage	7,297,777.94	7,871,472.90	573,694.96		7,871,472.90
9	OPEB Bonds Levy-Debt Service Schedule	1,687,043.00	1,549,533.00	(137,510.00)		1,549,533.00
10	Subtotal Major Levies	52,338,124.82	53,789,655.60	1,451,530.78	-	53,789,655.60
Other Levies						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,889.23	18,876.52	(12.71)		18,876.52
12	Career Technical Ed Levy - 35% Of FY23 Estimated Budget	269,638.41	305,084.28	35,445.87		305,084.28
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	438,717.60	438,422.40	(295.20)		438,422.40
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	484,878.46	532,048.14	47,169.68		532,048.14
15	LTFM Health & Safety	535,149.00	590,000.00	54,851.00		590,000.00
16		-	-	-		-
17	Reemployment Insurance Levy	10,000.00	10,000.00	-		10,000.00
18	Community Ed General Revenue Levy - \$5.42 x Population 42,181 (2,197 increase from 39,984)	288,090.40	303,139.85	15,049.45		303,139.85
19	Early Childhood Family Education Levy - 0.248% Of Adjusted Net Tax Capacity	288,808.52	290,752.23	1,943.71		290,752.23
20	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
21	Adult Handicapped Levy - 50% Of Approved Expenses Capped At \$7,500	7,500.00	7,500.00	-		7,500.00
22	Home Visiting Levy - 55.83% of \$3.00 x Under 5 Population - 2,760	4,375.29	4,622.90	247.61		4,622.90
23	Subtotal Other Levies	2,446,046.91	2,600,446.32	154,399.41	-	2,600,446.32
24	Total Before Prior Year Adjustments	54,784,171.73	56,390,101.92	1,605,930.19	-	56,390,101.92

EXHIBIT A

Minnetonka Independent School District 276
 Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022
 December 2, 2021

<u>Line #</u>		<u>Final</u> <u>2020 Pay 2021</u>	<u>Preliminary</u> <u>2021 Pay 2022</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final</u> <u>2021 Pay 2022</u>
0	Total Levy	55,245,358.26	56,474,858.27 2.23%	1,229,500.01	-	56,474,858.27 2.23%
	Prior Year Adjustments					
25	Transition Levy Adjustment - Prior Years	176.10	(188.23)	(364.33)		(188.23)
26	Equity Levy Adjustment - Prior Years	(8,939.29)	14,986.64	23,925.93		14,986.64
27	Local Optional Revenue Adjustment - Prior Years	125,644.88	(53,950.56)	(179,595.44)		(53,950.56)
28	General Fund Abatements	-	-	-		-
29	Referendum Levy Prior Years Adjustment	139,147.85	(261,598.50)	(400,746.35)		(261,598.50)
30	Q-Comp Levy Adjustment - Prior Years	8,216.55	(65,552.54)	(73,769.09)		(65,552.54)
31	Operating Capital Levy Adjustment - Prior Years	2,067.98	47,254.37	45,186.39		47,254.37
32	Reemployment Levy Adjustment - Prior Years	35,458.73	28,057.52	(7,401.21)		28,057.52
33	Safe Schools Adjustment - Prior Years	7,099.56	8,574.12	1,474.56		8,574.12
34	Health Benefits Adjustment - Prior Years	-	-	-		-
35	Achievement & Integration Adjustment - Prior Years	(35,791.80)	-	35,791.80		-
36	Career Technical Ed Adjustment - Prior Years	(50,511.80)	27,751.42	78,263.22		27,751.42
37	Health & Safety Adjustment - Prior Years	-	-	-		-
38	Community Education Limit Adjustment - Prior Years	274,765.53	271,085.83	(3,679.70)		271,085.83
39	Community Education Abatements	952.69	2,948.63	1,995.94		2,948.63
40	Abatement Adjustments - Prior Years	27,998.66	47,776.73	19,778.07		47,776.73
41	LTFM Equalization Adjustment - Prior Years	(68,052.11)	4,774.00	72,826.11		4,774.00
42	OPEB Debt Service Adjustment - Prior Years	1,272.37	1,809.81	537.44		1,809.81
43	Debt Service Adjustment - Prior Years	-	-	-		-
44	Debt Service LTFM Adjustment - Prior Years	(3,869.55)	3,365.59	7,235.14		3,365.59
45	Debt Service Abatements	5,550.18	7,661.52	2,111.34		7,661.52
46	Total Adjustments	461,186.53	84,756.35	(376,430.18)	-	84,756.35
47	Total Levy	55,245,358.26	56,474,858.27 2.23%	1,229,500.01	-	56,474,858.27 2.23%

ACTION

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

Board Agenda Item VIII. a

Title: 2022-23 Fee Increase Proposal for ECFE

Date: December 2, 2021

EXECUTIVE SUMMARY

Executive Director for Minnetonka Community Education, Tim Litfin and Minnetonka Preschool/ECFE Coordinator Molly Bahneman will present program data, registration and fee proposal information for ECFE for the 2022-23 school year.

Key statistics for ECFE are:

- Our 0-4 reportable census to MDE went up in 2021-22 to 2,525. Last year we were at 1,921 and the year before we were at 1,985.
- An increase in the District's 0-4 count ties directly to funding. MCE receives \$120 per year/per every 0-4 year-old in the District. This is dedicated funding for the early childhood family education program. Legislative note regarding the \$120 amount: this amount has not gone higher than \$120 since it reached \$120 in the 1990's. It was slashed from \$120 to \$91 under Governor Jesse Ventura's administration. This levy amount has slowly crept back to where it was in the 1990's to it's current amount of \$120. Open enrolled 0-4 year-old students do not financially impact this data.
- Minnetonka ECFE participation this school year is quite a bit higher than last year. At this time, we are at 121 enrollments, compared to 45 in 2020-21.

Context:

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

ECFE Overview:

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

We are proposing a 5.5% increase in fees with no change to the sliding fee scale dollar amounts.

ECFE Fee and Sliding Fee Scale Proposal:

2022-23 Sliding Fee Scale (no change)	Percent of Class Fee Responsibility	2021-22 % of Families	2021-22 Class Fee	2022-23 Proposed Fee (5.5% increase)
Under 40,000	No Fee	26%	No Fee	No Fee
40,000 – 59,999	40%	11%	239	252
60,000 – 79,999	55%	15%	327	345
80,000 - 99,999	70%	9%	416	439
100,000 – 129,999	85%	11%	506	534
Over 130,000	100%	28%	594	627

Budget:

The 2021-22 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of 1,638,484 along with projected expenditures of 1,536,574. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

I met with the Preschool/ECFE PTO leadership team via Zoom on November 17. The leadership team includes: Tim Byrne (chair), Rebecca Wolf and Mehgan Andrzejewski. The purpose of the meeting was to receive their advice and opinion on the proposed 2022-23 fee increase.

The PTO leadership team was overwhelmingly in support of both the proposed Preschool and the proposed ECFE fee increases.

Regarding the fee increase and PTO comments, one member said, "These fee increases are reasonable." Another member said, "Staff increases need to happen as it allows us to keep our good teachers." One other comment from a PTO member was, "We appreciate the good communication."

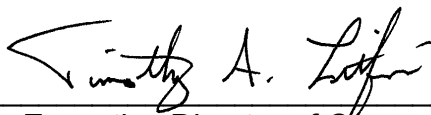
Fee Increase History:

Program Year	ECFE
2005-06	5%
2006-07	0%
2007-08	4%
2009-10	0%
2008-09	3%
2010-11	0%
2011-12	0%
2012-13	0 - 6 - 8% (avg. 5%)
2013-14	2% classes (no change to scale)
2014-15	0% classes (no change to scale)
2015-16	4% classes (+5K on sliding fee)
2016-17	0%
2017-18	0%
2018-19	0%
2019-20	2.7% and realignment of sliding fee scale
2020-21	7%
2021-22	5%
Per Year Average 2005-2022	2.2%

RECOMMENDATION/FUTURE DIRECTION:

1. That the School Board approve the 5.5% fee increase proposal for Minnetonka ECFE for 2022-23.
-

Submitted by: _____



Tim Litfin, Executive Director of Community Education

Concurrence: _____



Dennis Peterson, Superintendent

ACTION

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

Board Agenda Item VIII. b

**Title: 2022-23 Fee Increase Proposal for
Minnetonka Preschool**

Date: December 2, 2021

EXECUTIVE SUMMARY:

Executive Director for Minnetonka Community Education Tim Litfin and Minnetonka Preschool/ECFE Coordinator Molly Bahneman will present program data and registration fee proposal information for Minnetonka Preschool for the 2022-23 school year.

Context:

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

Minnetonka Preschool Overview:

Minnetonka Preschool offers 20 sections of preschool at the Minnetonka Community Education Center. Of the 323 students on November 23, there are 27 students on scholarship. One year ago, we had 243 students in preschool and 18 students on scholarship.

In comparing similar programs throughout the West Metro area, our rates are very competitive. We are traditionally the first to propose fees in the West Metro for the following school year, thus 2022-23 comparisons are not possible. Fee proposals are reviewed each year with the Minnetonka Preschool/ECFE PTO leadership team.

Withdrawals/Adds:

Minnetonka Preschool, like many other programs, experiences withdrawals during the school year for a variety of reasons. Though no program likes to have a withdrawal, it is worthwhile noting that they allow us to move new students into the program. We have added 26 new preschool students since the beginning of the school year.

The majority of withdrawals occur because parents register in early February to hold a spot and then their plans change. Wrap-around childcare needs are also a reason for withdrawals if Explorers cannot accommodate their request.

The recent withdrawal history in Minnetonka Preschool is as follows:

- 2017-2018 16
- 2018-2019 28
- 2019-2020 53 (40 withdrew after March 15, 2020)
- 2020-2021 114 (as of Nov. 25, 2020)
- 2021-2022 21 (as of Nov. 23)

Budget:

The 2021-22 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of 1,638,484 along with projected expenditures of 1,536,574. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

Minnetonka Preschool school year programming currently runs 36 calendar weeks. I met with the Preschool/ECFE PTO leadership team via Zoom on November 17. The leadership team includes: Tim Byrne (chair), Rebecca Wolf and Mehgan Andrzejewski. The purpose of the meeting was to receive their advice and opinion on the proposed 2022-23 fee increase.

The PTO leadership team was overwhelmingly in support of the 5.5% fee increase. One member said, "These fee increases are reasonable." Another member said, "Staff increases need to happen as it allows us to keep our good teachers." One other comment from a PTO member was, "we appreciate the good communication."

Minnetonka Preschool Parent Survey.

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

2021		2020
#1	Part of Minnetonka Public Schools	#1
#2	MCEC Location and Facilities	#4
#3	Minnetonka Preschool's Reputation	#2 TIE
#4 TIE	Licensed Teachers in the Classroom	#2 TIE
#4 TIE	Options for Wrap-Around Care	#7
#5	Affordability	#3

Minnetonka Preschool Current and Proposed Fees:

Staff and benefit increases are real in all of MCE, including Minnetonka Preschool. A regional market study was conducted on public preschool and ECCE certified teachers early in 2019. As a result, MCE significantly adjusted our preschool and ECCE certified teacher wages in a two-step, two-year fashion. A fee increase this year will be necessary in Minnetonka Preschool to keep pace with teacher wage increases. We are proposing a 5.5% increase in Minnetonka Preschool Fees for 2022-23. Please refer to the table below to better understand our sections and our proposed 2022-23 fees.

Class	Days/ Week	Hours/ Day	2021-22 Fees	2022-23 Proposed Fee (5.5%)
31-35+mo	3	2	302	319
3's	2	2.5	224	235
3's	3	2.5	302	319
3's	4	2.5	382	403
4's	3	3	325	343
4's	4	3	444	469
4's	5	3	527	556

Preschool Hourly Fee Comparison:

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

2021-22 Preschool Hourly Fee Comparison:

	Days Per Week	Avg. Hourly Rate	Est. Calendar	Est. Class Length	Registration Fee	MDE Teacher License Required	4 Star Parent Aware Rated
All Saints Preschool	1,2,3,4,5	\$7.70	37 weeks	3 hours	\$75	No	No
Eden Prairie	3,4	\$7.25	39 weeks	2.5 – 3.25 hours	\$75	No	Yes
Edina CE	2,3,4,5	\$10.10	37 weeks	2.5-3 hours	\$0	No	Yes
Excelsior Covenant	2,3,4,5	\$8.88	35 weeks	2.5 hours	\$60	No	No
Hopkins CE	2,3,4,5 + Saturdays	\$7.74	39 weeks	2.5-3 hours	\$30	No	Yes
2021-22 MCE	2, 3, 4, 5	\$9.65	36 weeks	2-3 hours	\$100	Yes	Yes
2022-23 MCE Proposed Fees	2, 3, 4, 5	\$10.18	36 weeks	2-3 hours	\$100	Yes	Yes
Mount Calvary	2,3,4,5	\$8.33	38 weeks	2.5 hours	\$60	No	Yes
Our Savior	2,3,4,5	\$5.68	39 weeks	3 hours	\$50	Yes	No
St. David's Center	2,3,4,5	\$11.06	39 weeks	6 hours	\$125-1 st child, \$75 2 nd child and thereafter	No	Yes
St. John's Excelsior Montessori	4, 5	\$10.74	39 weeks	3 hours	\$150	No	No
St. Louis Park	2,3,4,5	\$7.65	38 weeks	2.5 hours	\$75	Yes	Yes
St. Therese	2,3,4,5	\$7.73	37 weeks	3 hours	\$70	No	No
Wayzata CE	2,3,4,5	\$10.33	39 weeks	2.5-3.75 hours	\$75	No	Yes
Westwood	2,3,4	\$6.86	36 weeks	2.5 hours	\$40	No	No

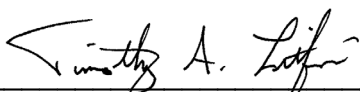
Fee Increase History:

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

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the 5.5% fee increase for Minnetonka Preschool for 2022-23.

Submitted by: _____


Tim Litfin, Executive Director of Community Education

Concurrence: _____


Dennis Peterson, Superintendent

ACTION

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

Board Agenda Item VIII. c

Title: 2022-23 Fee Increase Proposal for Explorers

Date: December 2, 2021

EXECUTIVE SUMMARY

Executive Director for Minnetonka Community Education, Tim Litfin and Program Coordinator, Jenny Bodurka will present program data and registration fee proposal information for the 2022-23 Explorers program.

Context:

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

Overview:

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

Nov 23 Enrollment Comparisons:

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

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

The 2020, 3.3 million-dollar addition to MCEC is fully open. This approximately 7,000 square foot addition has many highlights that include:

1. The addition's unique funding via MCE Fund Balance was Board approved.
2. The addition was City of Deephaven approved.
3. The addition required special legislative permission in order to use MCE funding. Community Education funds are not permitted by statute to be used to build buildings. Therefore, unique and specific legislative permission was required and subsequently obtained.
4. The legislative bills (one in the House and one in the Senate) had bipartisan support.
5. The final bill was ultimately signed by Governor Walz in May of 2019. It was previously part of Governor Dayton's vetoed Omnibus Bill package in May of 2018.
6. The addition uses predominantly MCE funds. Thank goodness for many things surrounding the use of MCE funds including:
 - That MCE had a sufficient fund balance in May 2019 to cover the addition costs.
 - That the School Board set aside 3.3 million dollars of MCE funds for the addition before COVID was a factor.
7. The addition provided two new classrooms for Minnetonka Preschool.
8. The addition provided two new classrooms for Junior Explorers.
9. Other unique spaces are also part of the new addition.
10. The addition added 9 parking spots to MCEC. The initial fear was that we would lose parking with the addition. Through creative design and repurposed existing spaces, the reality is that we will be able to park more vehicles on this campus.

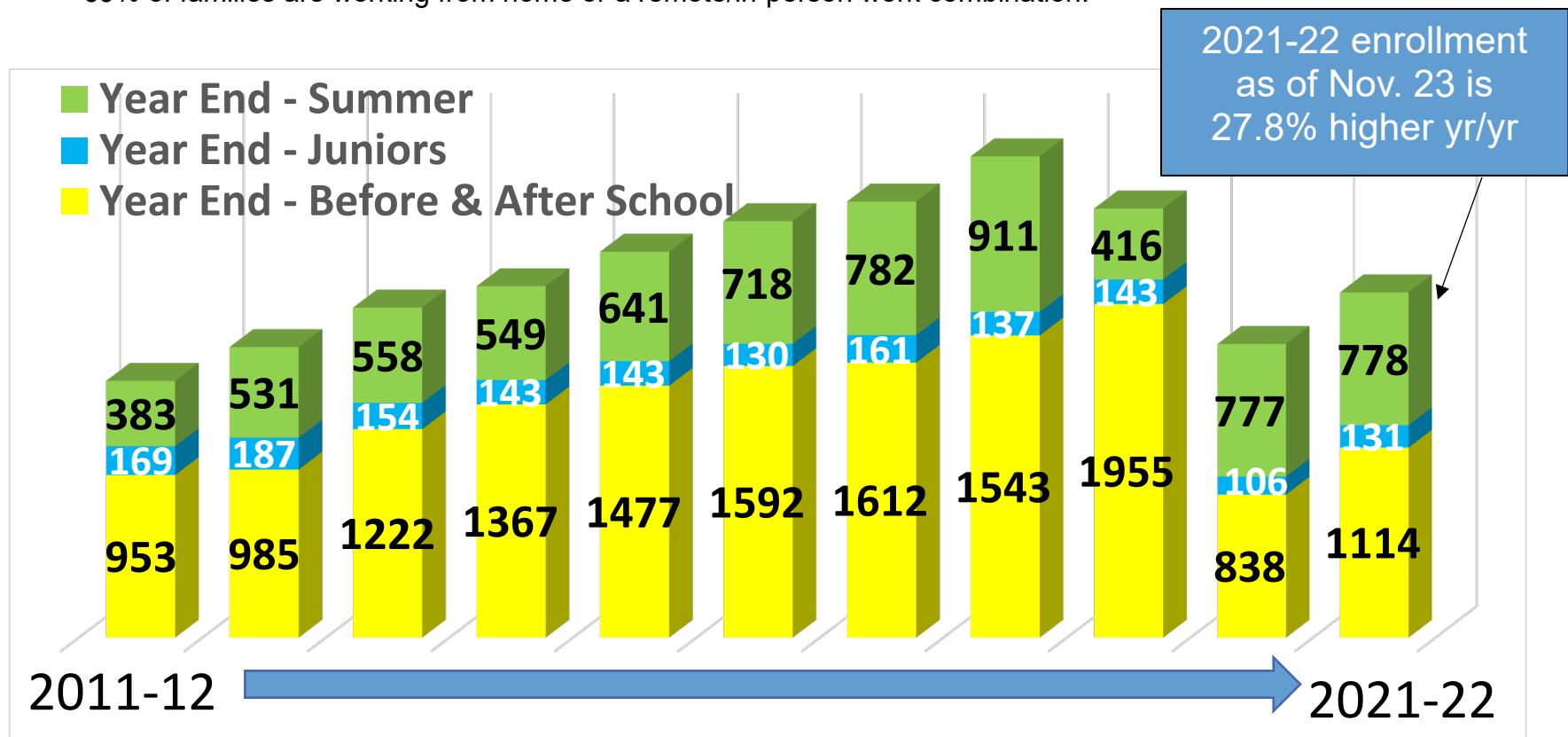
The Junior Explorers wrap-around program has enabled hundreds of families to enroll in Minnetonka Preschool. 87% of our Junior Explorers students are also enrolled in Minnetonka Preschool. Currently there are five on the Juniors wait list.

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

Enrollment:

Our enrollment for the 2021-22 school year has improved. This fall we sent a survey to families and the results of this survey were very informative:

- 88% of families rated their experience good to excellent.
- 81% of parents anticipate child care needs to remain the same.
- Despite the pandemic, 50% of families registered for the same number of days.
- 69% of families are working from home or a remote/in-person work combination.



*One year ago there were 806 students in Explorers on Nov 23.

Fees:

For 2022-23, we propose a 4% increase in Explorers fees. Explorers fees continue to be extremely competitive in our community.

Registration fees are collected at the time of registration for each program. Currently, Juniors registration fee is \$100 and K-5 is \$75. We are proposing for the 2022-23 school year that both registration fees are set at \$100.

2021-22 Explorers Hourly Fee Comparisons:

	Before School	After School	Before and After School	Non-School Days	1/2 Day Juniors	Full Day Juniors	Reg Fee
Crème de la Crème/Children's Learning Adventure	N/A	20.80	27	30	N/A	62-116	175
Eden Prairie CE/ Eagle Zone	10.50-13.00	16.00-17.50	NA	51.00-56.00 (late reg)	N/A	N/A	56
Edina CE Kids Club/Wise Guys	8.00-13.00	13.50-27.75	28.00-40.75	47-52	N/A	13.50-49.50	50
Especially for Children (Eden Prairie)	N/A	N/A	N/A	N/A	N/A	65.80-85.50	100
Goddard	N/A	N/A	N/A	N/A	N/A	66.50-85	n/a
Hopkins CE Kids & Company	14.50-18	14.50-18	29-32.50	41-49 (late reg)	17.15-35.65	68.15	40
KinderCare (Excelsior)	N/A	N/A	N/A	N/A	54	71	n/a
Minnetonka 2021-22	11.60-13.40	14.80-16.60	28.20	54.75-59	32.80	59	75/100
Proposed Minnetonka 2022-23	12.06-13.94	15.39-17.26	29.33	56.94-61.36	34.11	61.36	100/100
New Horizon (Excelsior)	N/A	N/A	N/A	74	N/A	68.60-88	125
Primrose	N/A	N/A	N/A	N/A	N/A	76	200
St. Therese School of Deephaven	N/A	15	N/A	55	21	78.80-98.25	75
Wayzata CE Kids (Formerly Bright Start)	7.75-12	10.50-23.25	18.25-35.25	53-56 (late reg)	N/A	64	50

Proposed Annual Fees for 2022-23:

- At proposed rates, school year fees for a K-5 child enrolled in before-school and after-school care 5 days each week would be:
\$5,074.09 (173 days x 29.33 per day)
- At proposed rates, school year fees for a child enrolled in full-day Junior Explorers 5 days each week would be: \$10,615.28 (173 days x 61.36 per day)

Rationale for Fee Increase:

The 4% adjustment will offset the increases in staff wages, nutrition services, custodial services and supplies.

Budget:

Currently, we are forecasting a profit of approximately \$75,000 for Explorers.

Fee Increase History:

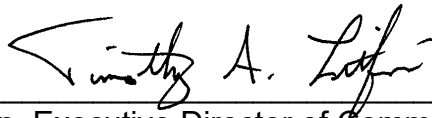
Program Year	Explorers
2005-06	14%
2006-07	7.5%
2007-08	6.5%
2009-10	5 - 13% (avg. 9%)
2008-09	5 - 15% (7 sessions) (avg. 10%)
2010-11	0%
2011-12	0 to 5% (avg. 2%)
2012-13	2.5 - 5% (avg. 3.5%)
2013-14	1.50%
2014-15	2% - 6.5% (avg. 4.25%)
2015-16	4 - 5 - 7% (avg. 5.5%)
2016-17	3%
2017-18	0%
2018-19	1.95-2.39% (avg. 2.17%)
2019-20	3.04-4.14% (avg. 3.59%) Reg Fee Increase to \$45
2020-21	7%
2021-22	3.8-4.69% (avg. 4.2%) Reg Fee Increase to \$75 (K-5) and \$100 (Jrs)
Average per year for 2005-2022	4.9%

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the proposed fee increase of 4% for Explorers in 2022-23.

That the School Board approve the proposed Registration Fee increase: K-5 Explorers Registration Fee increase from \$75 to \$100 for 2022-23.

Submitted by:



Tim Litfin, Executive Director of Community Education

Concurrence:



Dennis Peterson, Superintendent

APPROVAL

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

Board Agenda Item IX.

Title: Approval of New Course Proposals, Changes and Deletions December 2, 2021

OVERVIEW

This report includes new course proposals and course revisions for the 2022-23 school year. All new course proposals have been reviewed by department chairs, building administration, district administration, and the Teaching and Learning Advisory Committee. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2022-23 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

DEPARTMENT PROPOSALS

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

Course Title	Grade(s)
Automotive Braking Systems	10-12
Automotive Career Investigation	9-12
Automotive Electrical/Electronic Systems	10-12
Automotive Engine Performance	10-12
Automotive Steering and Suspension Systems	10-12
CIS College Algebra	11-12
Disability Studies	11-12
Engineering Design and Development	12
Forensic Science	11-12
Mathematics of Home Renovation/Home Renovation and Applied Mathematics	11-12
Metal Sculpture 2	9-12
The Geology and Biomes of US Parks and Forests	10-12
VANTAGE Education	11-12
Virtual Enterprise	11-12

COURSE REMOVAL LIST

Each year courses that have not reached the minimum student enrollment for three years in a row, or that have been replaced by new courses, are removed from the *Skipper Log*. AP Physics 1 (AP 316 and AP 318) will not be included in the 2022-23 *Skipper Log*. Building and District administration will continue to monitor courses that have not run for subsequent years.

COURSE TITLE CHANGES

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

Proposed Title	Current Title
Automotive Investigation	Auto 1
Unified PE	Integrated PE
TO Personal and Family Relationships	TO Relationships
Textiles & Applied Design	Quilting

ATTACHMENTS:

New Course Proposals

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the course proposals and revisions described in this report.

Submitted by: _____



Steve Urbanski, Director of Curriculum

Submitted by: _____



Justin Sawyer, MHS Associate Principal

Concurrence: _____



Dennis Peterson, Superintendent

New Course Proposal

**Course Title: Automotive Braking Systems**

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Braking Systems

What grade levels? Grades 10-12

Semester? Semester Course

One-part or two-part course? One part

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

Any pre-requisite courses? Auto Investigation or Power and Energy

In what subject will students earn this credit? Tech Ed

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

Department members, Innovation, parents/students

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

The level of participation seems high based on student planning input.

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

This course will be the next level following Automotive Investigation. The content will be Automotive Brake Systems taught at a rigorous industry standard level.

Analysis of the Proposal:

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

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

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

This proposal is not directly related to Minnesota Graduation Standards.

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

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

The teaching space will be in the new Momentum building.

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

Classes will be part of the six-period day schedule.

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

The necessary personnel are currently on staff.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Career Investigation

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

1) **What is the proposed course name?** Automotive Career Investigation

What grade levels can enroll? Grades 9 - 12

Semester? Semester Course

One-part or two-part course? One part

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

In what subject will students earn this credit? Tech Ed

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

Innovation, parents/students, department members

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

The level of participation seems high based on student planning input.

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

This course will introduce students to various automotive careers and provide curriculum and activities that introduce students to basic automotive services.

Analysis of the Proposal:

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

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

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

This proposal is not directly related to Minnesota Graduation Standards.

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

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

The teaching space will be in the new Momentum building.

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

Classes will be part of the six-period day schedule

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

The necessary personnel are currently on staff.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

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

New Course Proposal

**Course Title: Automotive Electrical/Electronic Systems**

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:**1) What is the proposed course name?** Automotive Electrical/Electronic Systems

What grade levels can enroll? Grades 10-12

Semester? Semester Course

One-part or two-part course? One part

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

Any pre-requisite courses? Auto Investigation or Power and Energy

In what subject will students earn this credit? Tech Ed

2) How did this proposal originate?

Innovation, parents/students, department members

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

The level of participation seems high based on student planning input.

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

This course will be the next level following Automotive Investigation. The content will be Automotive Electrical and Electronic Systems taught at a rigorous industry standard level.

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

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

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

This proposal is not directly related to Minnesota Graduation Standards.

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

The teaching space will be in the new Momentum building.

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

Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Engine Performance

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Engine Performance
What grade levels can enroll? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed
- 2) **How did this proposal originate?**
 Innovation, parents/students, department members
- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 The level of participation seems high based on student planning input.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This course will be the next level following Automotive Investigation. The content will be Automotive Engine Performance taught at a rigorous industry standard level.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.
- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
 This proposal is not directly related to Minnesota Graduation Standards.
- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
 The teaching space will be in the new Momentum building.
 - b) **Time: Where will the activity fit in the daily schedule?**
 Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Steering and Suspension Systems

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Steering and Suspension Systems
What grade levels? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed

- 2) **How did this proposal originate?**
 Innovation, parents/students, department members

- 2) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 The level of participation seems high based on student planning input.

- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This course will be the next level following Automotive Investigation. The content will be Automotive Steering and Suspension Systems taught at a rigorous industry standard level.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
 This proposal is not directly related to Minnesota Graduation Standards.

- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
 The teaching space will be in the new Momentum building.
 - b) **Time: Where will the activity fit in the daily schedule?**
 Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: College Algebra

Submitted by: James Donald and Kate Ohrt
Department: High School Mathematics

Description of the Proposal:

1) What is the proposed course name? College Algebra

What grade levels can enroll? Grades 11-12

Semester? Full-year course

One-part or two-part course? Two-part course

Offered in Semester 1; Semester 2 or both? Both

Any pre-requisite courses? Higher Algebra

In what subject will students earn this credit? Math

2) How did this proposal originate?

Department members, innovation

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

60-120 students based on the number of Juniors/Seniors taking our current FST course.

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

It is often difficult to get seniors and some juniors motivated to participate in the FST course. By adding college algebra, students will work on similar content and see the benefit of getting college level credit for their coursework.

Analysis of the Proposal:

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

This is an opportunity to introduce a new group of students to college level coursework

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

This course supports but is beyond the state standards in mathematics.

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

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

This will replace sections of FST so there is no additional space needed.

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

Same as above.

- c) **Personnel: What staff will be necessary?**
We have a number of teachers that are able to teach college level classes so this will not require additional staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
\$3,000 per teacher and course (there is aid from the state that we get back, to the tune of \$150 per student to help defray the cost of delivering the course at the high school, so if there's 28 kids in a course, we'd get \$4,200 in aid). There would be a need for curriculum writing and textbooks for the class. Currently no funds are allocated and available for this activity.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
It would strengthen our options for students in 11th and 12th grade that are not quite ready for pre-calculus but want a more challenging opportunity.
- b) **How does the proposal affect existing programs?**
It would reduce the number of students in FST and possibly Pre-calculus.
- 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?**
It would replace FST for 11th-12th grade students. No since it is a CIS class. This could eventually replace FST as a class if the department/administration feels that it would be beneficial to all 10-12 students .

New Course Proposal



Course Title: Disability Studies

Submitted by: Jack Mulvaney
Department: Student Support Services

Description of the Proposal:

Course Description: Frequently, disabled people are looked at as if they're a burden. In order to empower students, this course will frame disability as a culture to be understood and validated. Students will explore how disability, through the lens of neurodiversity, can enrich the world. The course will serve as a multidisciplinary, multisensory, and accessible analysis of disability in American culture. Historical marginalization has led students with disabilities to be seen as outcasts rather than part of a border community. This course will work to develop autonomy, community, and advocacy for students with disabilities through engagement with legal and historical documents, literature, film, and photographs. The following potential resources will be utilized to analyze the treatment of Americans with disabilities as it relates to the economy, legal system, educational setting, medical field, and popular culture:

- Film about Willowbrook and institutionalization
- Capitol Crawl
- Passage of American with Disabilities Act
- Reason Why I Jump by Naoki Higashida
- Look Me in the Eye John Robison
- Thinking in Pictures by Temple Grandin
- The Man Who Mistook his Wife for a Hat by Oliver Sacks
- Disability Visibility: First-Person Stories from the Twenty-First Century
- Crip Camp: A Disability Revolution
- Love on the Spectrum/Atypical
- Talks on Neurodiversity
- Neurotribes by Steve Silberman
- Medical Model vs. Social Model analysis of disability
- Cochlear Implants, The Deaf Culture, and Ethics

Notes: Not all the resources will be used in their entirety. This is merely a list of potential resources that can be used to design the class. The class will utilize portions texts to facilitate conversations and research on various topics related to disability.

- 1) **What is the proposed course name?** Disability Studies
What grade levels can enroll? Grades 11-12
Semester? Semester
One-part or two-part course? One

Offered in Semester 1; Semester 2 or both? Both

In what subject will students earn this credit? Elective/Special Ed

2) How did this proposal originate?

Curriculum review, department members

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

Have spoken to students with disabilities in resource room about exploring topics related to disability advocacy and disability culture.

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

Frequently, disabled people are looked at as if they're a burden. In order to empower students, this course will frame disability as a culture to be understood and validated. Students will explore how disabilities and neurodiversity enriches, rather than burdens, the world.

Analysis of the Proposal:

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

An educated populace is integral to a democratic society. Each person has fundamental, intrinsic worth. The dignity of each person is sacred. The uniqueness of each individual enriches the community. All students will possess an enlightened view of themselves, others, and the world. We will defend and preserve the principle of local autonomy.

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

This would count as an elective course.

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

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

Open Classroom

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

1 period elective

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

1 Licensed 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?

Texts can be uploaded as PDFs.

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?**

Students who are disabled generally feel fatalistic about their academic success. This will empower them to learn more about disabled culture while supplementally working on reading, writing, researching, and presenting skills necessary for college and career success. This class will build advocacy skills.

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

EXHIBIT A

This could serve as an elective for students in 12th grade who are interested in transitioning out of resource room.

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

New Course Proposal



Course Title: Engineering Design and Development

Submitted by: Mitch Burfeind
Department: Tech Ed/ Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Engineering Design and Development
What grade levels can enroll? Grade 12
Semester? Semester .5 Credit
Offered in Semester 1; Semester 2 or both? Semester 2
Any pre-requisite courses? Advanced Engineering
In what subject will students earn this credit? Tech Ed

- 2) **How did this proposal originate?**
Department members, parents/students

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

This will be a small group of students that will be going into engineering in college. I will run this class as a combined class with other engineering courses. I anticipate 5-10 students per year.

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

This will help students who find a way to take any class of mine just to get into my room and work on Advanced Engineering. I envision this course as a capstone course for seniors planning to major in engineering.

Analysis of the Proposal:

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

This course will give students a chance to pursue their highest academic achievement. This course will be tailored to each student.

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

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

- a) **Space: Where is space currently available for the activity?**
Room 1303
- b) **Time: Where will the activity fit in the daily schedule?**
During the advanced Engineering course.

- c) **Personnel: What staff will be necessary?**
No additional staff is needed.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
No additional cost

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This program expands our current curriculum by allowing students a sr. capstone level experience.
- b) **How does the proposal affect existing programs?**
Adds more opportunity for those that need it.
- 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: Forensic Science

Submitted by: Amanda Say
Department: Science

Description of the Proposal:

- 1) **What is the proposed course name?** Forensic Science
What grade levels? Grades 11,12
Semester? Full year, 1.0 credits
One-part or two-part course? One part
Any pre-requisite courses? Chemistry
In what subject will students earn this credit? Science
 Elective/Alternative to Physics Senior Year

- 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?**

I believe it will have a high level of participation. Forensic Science is often a popular course, especially with students that are not pursuing science or math and therefore do not need to take Physics but require additional classes to fill their schedule.

Amanda Say taught this course at a school of the same size in Texas, and they regularly had 6-9 sections each year of this course (students were required to take a 4th year science course with multiple elective options fulfilling this role, school held a 7-period day).

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

Minnetonka is looking to expand its offerings to students that may be choosing an alternate 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 that would have been used by other courses they would have been taking if Forensics was not available.
- b) **Time: Where will the activity fit in the daily schedule?**
This would be a regular course offered by the high school.
- 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?**
No funds are currently available for this course. The cost of this new program is TBD. Curriculum could be purchased from TPT for \$400. This class would be very hands on and would require materials not currently available.

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 expands the science opportunities available to students.
- b) **How does the proposal affect existing programs?**
This would likely reduce the number of students taking Physics their senior year.
- 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 could be considered for development with Vantage whereby it would be a science/social studies joint class where students learn Forensic Science and Criminology. This course would not be integrated into an existing course and none should be eliminated if approved.

New Course Proposal



Course Title: Mathematics of Home Renovation / Home Renovation and Applied Mathematics

Submitted by: Brent Veninga
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Home Renovation and Applied Mathematics
What grade levels can enroll? Grades 11-12
Semester? Full Year **Strand, of two classes:** 1.0 Mathematics credit and 1.0 Elective Credit
One-part or two-part course? This is a two-hour course
Any pre-requisite courses? No, ideally students enter having taken higher algebra.
In what subject will students earn this credit? Math and Elective.
- 2) **How did this proposal originate?**
 Innovation, department members
- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 Guesstimating 25 students in the first year. We have determined that there are 300 - 350 students that take math FST (Functions, Statistics and Trigonometry) and that this would pull >10% of those from that course.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This course proposal is about preparing the future workforce to have the mathematical skill sets required for the job. Initial research indicates that mathematics in the trades includes elements of algebra, trigonometry, statistics, geometry and estimating. Future trade workers will need applied math and home renovation skills.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This proposal builds an additional strand of classes for Momentum - our new skilled trades and design program. It is designed for students - especially kinesthetic learners - that have high aspirations and want to build self confidence in targeted trades. We aspire to better equip our graduates for roles in future careers so that they might cast vision into what they might become.

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

This is still to be determined: It would be either a FST based course or a newly designed mathematics course that leads to graduation standards specifically for those entering trades and manufacturing. It would combine a core mathematics credit with an elective home renovation credit.

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

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

Ideally this would be housed in the new Momentum building.

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

Ideally in the first two or last two hours of the day.

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

Math teacher and Technology Education (trades) 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?

Additional project funds would need to be either raised or accessed to build a tiny little house with trailer (estimated at \$40,000) and the equipment needed to build it. We would need someone at the district / on the staff to help recruit the buyer of this tiny little house.

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 proposal would expand the offering of Momentum courses and potentially complement into a "home reno II" offering in 2022-2023 as seen in this [draft working document](#).

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

Guesstimating that it would reduce the number of students in the existing FST program and pulling from the single hour Home Reno 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?**

Not really, this as a standalone proposal for 2022-2023 with the ability to change in 2023-2024.

New Course Proposal



Course Title: Metal Sculpture 2

Submitted by: Steve Nugent
Department: Art

Description of the Proposal:

- 1) **What is the proposed course name?** Metal Sculpture 2
What grade levels can enroll? 9-12
Semester? Semester .5
One-part or two-part course? Both
Any pre-requisite courses? Completion of Metal Sculpture 1 with a B- or better
- 2) **How did this proposal originate?**
 Department members
- 2) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 Students that have completed Metal Sculpture 1 with a B- or better would sign up for this class. We have already had 6 full sections of Metal Sculpture 1 and these students need an option to continue working in this medium. There should be at least 1 section of Metal Sculpture 2 running for next year.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This would be the continuation and next level of Metal Sculpture 1.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 It is aligned with the art standards and art graduation requirement for the school.
- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
 The class would fulfill a .5 Art credit requirement
- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
 Same space as metal Sculpture 1
 - b) **Time: Where will the activity fit in the daily schedule?**
 It will run during the regularly scheduled day.
 - c) **Personnel: What staff will be necessary?**
 Licensed art teacher staff needed.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There is already existing facility and equipment.
There would need to be curriculum writing.

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?**
It brings the next level to the Metal sculpture class for students. This has been a very popular class with strong enrollment the first two years and we are excited to expand it.
- b) **How does the proposal affect existing programs?**
It strengthens the Metal Sculpture class giving it the next level.
- 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?**
It does not substitute for a class. It gives the students the ability to further study metal sculpture.

New Course Proposal



Course Title: The Geology and Biomes of US Parks and Forests

Submitted by: Gwynneth Wacker
Department: Science

Description of the Proposal:

- 1) **What is the proposed course name?** The Geology and Biomes of US Parks and Forests
What grade levels? Grades 10-12
Semester? Semester 1 (.5 credit)
One-part or two-part course? One-part
In what subject will students earn this credit? Elective Science

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

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 Approximately 20-25 student per class period.

Previous experience with 6 years of Ecology courses that used to be taught as well as participation in other science electives; also based on previous discussions on offering more science electives; discussion with colleagues and administration.

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

This course would be an elective science course offered to all learners: those who enjoy science, and/or the outdoors, plants and animals, ancient cultures and exploration of parks and forests. This course will examine geologic and biotic principles and concepts through the lens of national and state parks and forests, as they often represent superb examples of geologic phenomena and unique wildlife in the United States. Geology within national parks tells a story of North America, from mountain building, to volcanism, to historic inland seas of an earlier geologic age. Wildlife/plant life within the parks and forests shows what unique biodiversity exists due the climate and environmental pressures placed on these areas. In studying several national and state parks, we will also incorporate lessons of the indigenous cultures who lived in these park lands prior to European immigration, such as the Ojibwe in Voyageurs National Park or the Arapaho and Shoshone around Yellowstone National Park and how they impacted [or didn't] the National Parks lands today.

There is a niche for this course as there is currently no elective or required science course that currently combines the disciplines of:

- Geology (Earth Science),
- Wildlife (Botany and Zoology)

- Incorporation of North American Indigenous history on national landmarks (Anthropology).

This course introduces students to topics that may lead to possible careers in outdoor leadership, US parks, wilderness instructors, conservation careers, outdoor recreation retail business and adventure travel planning such as Naturetrek or Adventure Unbound. It reaches learners that might wish to pull from and incorporate various branches of science, do not wish to take AP Environmental Science online, or those who may not wish to pursue a full year of physics, applied physics or the more rigorous human anatomy elective. It will also meet the instructional framework goal of authentic and real-world learning, creativity, personalized learning, and collaboration.

It does not compete with the Earth and Space Systems course coming into 9th grade nor does it compete with Biology as this course delves further into rocks, minerals, topographic maps, and geological features specific to the parks covered in the course and then studies the plants and animals of that region and how they have adapted to that environment and the specific climate of that region in North America. The course also teaches/introduces students how to safely enjoy outdoor recreation in these parks and what equipment to use. It also exposes students to the indigenous peoples who lived on these lands 5,000-9,000 years ago and how they lived with land and the other species.

Analysis of the Proposal:

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

It addresses the mission statement of trying to inspire a passion to excel and reaching all types of learners from those who love science to those who might take this course as it offers another choice and a way to obtain science credit.

It addresses the following components of the district vision:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement. The course will allow students of all academic levels to participate.
- Practice prudent and innovative management of public resources. The course will teach students to appreciate their national parks, to use good judgment and critical thinking in outdoor situations and to learn how park management is tackling the issues of climate change and its impact on the parks and forests.
- Tailor learning experiences to the needs of individual learners. Being an elective course, students will be able to pursue some individual interests and through collaboration with other students focus on certain parks that may be of interest to them.
- Earn and maintain broad-based community support. Bringing speakers to school to discuss topics brings transparency and collaborate and buy in between schools and their community.

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

Next Generation Science Standards:

- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* (Wind turbine activity)
- HS LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.
- HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- HS-LS2-2. Ecosystems: Interactions, Energy, and Dynamics Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions but changing conditions may result in a new ecosystem.
- 9L.4.2.2.1 Obtain and communicate information about how Minnesota American Indian Tribes and communities and other cultures construct solutions to mitigate threats to biodiversity.* (P: 8, CC: 7, CI: LS2, ETS1) Examples of cultures may include those within the local context of the learning community and within the context of Minnesota. Examples of threats to biodiversity may include climate change, deforestation, urbanization, dam construction or removal, invasive species, human population growth, threatening/endangering species, agricultural practices, extraction, and the use of fossil fuels.

Cross Cutting Concepts will include:

- Cause and Effect relationships
- Structure and Function
- Stability and Change
- Patterns
- Systems and System Models

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

- Space: Where is space currently available for the activity?**
Current classrooms in the high school; (online version in the future).
- Time: Where will the activity fit in the daily schedule?**
Regularly scheduled day during periods 1 to 6
- Personnel: What staff will be necessary?**
One teacher for this course is necessary.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing?**

Course writing: 40 hr @ \$29.94 = \$1,197.60

Teaching material: National Park Project Based Materials \$91.50

Mineral collection \$22.50 Nasco (Product #: SB37929)

Magnetic compass - \$20.95 Nasco (Product #: SB51128)

Mineral Seek App - Plant identification app FREE

Topographic software :<http://arcgis.dnr.state.mn.us/maps/mntopo/> FREE

Gray Wolf Recovery Program = \$2.00

Are funds currently allocated and available for this activity?

No

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 Science Department has several elective courses, and this one is very unique as it combines the sciences of geology, botany and zoology with a sprinkling of anthropology. It also exposes students to and ties in topics of outdoor recreation in these parks including tenting, winter camping, fishing, kayaking-canoeing, rock climbing, extreme hiking, safety around wild animals.

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

The current elective Earth & Space Systems course may disappear once the Earth and Space Systems curriculum is implemented in 2023-24 at MHS. The new Earth & Space Systems course addresses some geology, plate tectonics, atmospheric and oceanic circulation, carbon cycles, fusion, plants, galaxies, navigation and severe weather. This course covers topics that vary from these. The hope is that this course pulls in more students who would normally not take an elective science course.

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

No

Could it be integrated into an existing course/activity?

No, but it could be redesigned and added later as a Tonka Online elective Science Course offered in the Fall, Spring or Summer.

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

Not to my knowledge.

New Course Proposal



Course Title: VANTAGE Education

Submitted by: Roger Andre
Department: VANTAGE

Description of the Proposal:

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

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

- **FACS credit:**

University of Minnesota [CIS](#) class

- CI 3901 and CI 3902: EXPLORING THE TEACHING PROFESSION I AND II (1 credit at MHS, 4 credits at U of M)

These Education and Human Development classes are offered in 11 other high schools across Minnesota. At VANTAGE, these classes will be taught over the course of the year to incorporate the many layers of experiential learning that define the VANTAGE program. CI 3901 class was approved for MHS by the Minnetonka School Board last year.

- **English credit:**

A new course to be developed for this strand.

- "English for the Teaching Profession" (working title - Kelley Mosiman/Sara Martinson are working on this).

This new course will combine public speaking, college writing, and literature oriented towards interest in the teaching profession.

We are investigating college-credit-earning options for part of this class. These would likely be CIS or concurrent enrollment options through the University of Minnesota Duluth or Twin Cities campus, or through the community college system. The class that appears to make the most sense is UMD CIS College Writing. We are investigating whether we have teachers who would qualify to teach this college-level course.

2) How did this proposal originate?

There is a consensus in the district and MHS leadership that we should continue to expand VANTAGE enrollment. Some of this growth will come from the expansion of the eight existing VANTAGE strands, and some of it will come from new strands. As the power of the VANTAGE experience continues to draw more students into the program, this new strand will appeal to a diverse group of students for whom there are currently no obvious choices at VANTAGE.

The school board approved the CIS "Exploring the Teaching Profession I" course last year. The CIS course requires 30 hours of observation/service learning in classrooms. The classrooms are mostly elementary schools or early childhood development classrooms. Managing this requirement in the context of a traditional single-period MHS class would be challenging and not possible without regularly impacting attendance in periods before or after this class. Including this class in a two-period VANTAGE strand makes it easy to manage observation or service learning in another building.

Focus groups with 12 students currently enrolled in the MHS FACS Introduction to Education demonstrated that there is a pool of students at MHS who are interested in the teaching profession and who would value this course.

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

As this is a completely new VANTAGE strand, it is challenging to gauge likely enrollment. One indicator of probable enrollment is the number of students in the current Introduction to Education, which is 12. Of these 12 students, 10 stated (in our focus group) that they are very likely to become teachers and would have enrolled in a VANTAGE Education strand if it had been available.

Another indicator is the enrollment in a similar program in MNCAPS. This program has had 15 students enroll this year and 15 last year.

This strand is likely to be a "niche" strand with limited enrollment for the first few years.

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

The rationale for this new strand is threefold:

1. There will be a teacher shortage in the coming decades and this strand will accelerate the professional development pathway for MHS students interested in the teaching profession. We are hoping that some of these students eventually become part of the district teaching workforce.
2. It is not workable for the "Exploring the Teaching Profession I" class to run as a single-period class at MHS because of the 30 hours of classroom service-learning requirement. The two-period format of VANTAGE will make it easy to fulfill this requirement.
3. By providing an option to earn 4-8 college credits while still at MHS we are reducing the cost of the necessary college degree for future teachers. If we can include college credit for a portion of the English class, the total savings will approach \$8K depending on where the degree is obtained.

Analysis of the Proposal

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

EXHIBIT A

The district has a priority to expand both experiential learning and inquiry-based learning. This new strand would directly address these priorities due to how the VANTAGE program is run. The students in this strand will have opportunities to work on projects for the various professional entities that are related to the education space. We expect that most of the project work will be with schools in the district, but we will also attempt to work with private sector entities in the world of education.

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

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement.”
 - We expect that more students will be drawn into the CIS course(s) opportunity as it challenges them as well as gives them a formal University of Minnesota transcript that is more readily transferable to other universities than traditional AP/IB classes.
- “Tailor learning experiences to the needs of individual learners.”
 - VANTAGE strands give students many choices about how they want to excel with the context of the overall experience.
- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.”
 - The background provided by this VANTAGE strand experience will set students up for accelerated success in the teaching field
- “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 different schools and other entities in the world of education.
- “Commit to preparing and educating all students with programs, instruction and tools that meet the needs of the future”
 - As stated earlier, there will be a sustained shortage of qualified teachers in the future. This strand will accelerate interested students on the path to becoming a licensed teacher.

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

This strand includes one English credit that fulfills a graduation requirement as well as one elective FACS credit.

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

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

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

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

EXHIBIT A

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

c) Personnel: What staff will be necessary?

We will need one .4 English teacher and one .4 CIS-qualified FACS instructor.

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

Both CIS and concurrent credit involve fees. CIS class fees range from \$100-\$145 per student, and concurrent enrollment has a flat \$3000 fee for a class.

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

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

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

b) How does the proposal affect existing programs?

This strand would result in a shift in enrollment from the current Introduction to Education semester class at MHS. It is very unlikely that both classes would run successfully.

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

This strand would result in a shift in enrollment from the current Introduction to Education semester class at MHS. If this class is approved, it would make sense to discontinue the FACS Introduction to Education class.

New Course Proposal



Course Title: Virtual Enterprise (VE)

Submitted by: Andrew Werner
Department: Business

Description of the Proposal:

1) What is the proposed course name? Virtual Enterprise (VE)

The course name would be Virtual Enterprise (VE). Virtual Enterprise International (VEI) is the program, which would provide the framework and content in which VE would operate. VE provides students with meaningful, skills-based career experiences. By managing day-to-day operations of a company, students develop business skills and identify career pathways that align with their interests, talents, and aspirations. VE differs from other programs currently offered by applying the four functions of business (Finance, Human Resources, Marketing, and Operations Management) in a real-world business environment and beyond the local environment. VE goes beyond a plan, a project, and final exam. Student achievement is not only crucial to themselves but also to their department and company as a whole. VE students collaborate beyond the classroom and local professionals as they interact with over 7,000 student run businesses in 40+ countries around the world, engaging with them on-line and in person at trade shows and competitions around the country. Exposure to how their national and international peers conduct business builds the best future prepared “professional”, no matter what university or career field they enter. An end-of-year annual report yields the results, documentation, and evaluation of our students journey.

What grade levels can enroll?

Grades 11-12. Juniors would be able to take the class again as a Senior as the business may change from year to year or the student would fill a different role in the existing company.

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

Full-year course for a 1.0 credit. Due to the nature of the VEI program, students run their business for the entire school year, which is filled with real-world business experiences. Although students may drop at the end of first semester and receive 0.5 credit, it is recommended they complete the year to get the full experience. Additions at semester should be made carefully and only with instructor approval. Student changes should be minimized as it may affect the dynamics of the company.

Offered in Semester 1; Semester 2 or both?

Offered in Semester 1 as a yearlong program. The following activities take place within that timeframe, which require a full school year:

- Create a business plan.

- Interview for roles within company departments.
- Apply for company start-up loans.
- Establish on-line banking for the company and their employees.
- Write an employee handbook.
- Create an e-commerce website.
- Establish relationships with guest instructors.
- Maintain both company and personal financials.
- Produce their own products.
- Develop a marketing plan and materials.
- Build a trade show booth.
- Travel to regional trade shows and competitions.
- Travel to New York for an end-of-year trade show and competition.
- Write an end-of-year annual report.

Any pre-requisite courses?

One prior business or VANTAGE course is required. Exceptions may be made but only with instructor approval.

In what subject will students earn this credit?

This course would count as an elective credit. College credit may also be earned if relationships with those entities are established.

2) How did this proposal originate?

At my previous high school in Nebraska, my business students and I were looking for a capstone business course where students taught students through very hands-on, real-world, and student driven experiences. We found and researched the VEI program for one year, then implemented it the following school year. Additionally, I attended VEI training at Long Island University, NY prior to starting the program to become certified to teach the course. One of the many things I learned was just how student led this course would be and how the instructor's role would mostly be as a guide on the side. This is exactly what we as teachers strive to do and something evaluators look for when observing a teachers classroom. VE turned out to be the most rewarding experience for me as a teacher and was by far the best course my students had ever taken. It is something I am incredibly passionate about starting at MHS next year and I am sure it would be worth our efforts. I have already interviewed many of my current students and they have expressed great interest in starting a VEI program. Through my conversations with them, I can tell they are extremely eager and capable of running their own business. Additionally, students would also travel and compete in regional and national trade shows, providing them with yet another real-world business experience. VE at Minnetonka would also be the only program like it in Minnesota, which would give MHS yet another advantage over other districts. Again, it was an amazing experience for my students and myself and I HIGHLY recommend its implementation at MHS.

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

As mentioned previously, I have spoken with many of our MHS students and they have all said VE is a course they would absolutely take if offered. In addition, I have taught IB Business Management in both the Global Business and Business Analytics strands in VANTAGE and I believe VE would pick up where VANTAGE leaves off. Instead of pitching a business plan then never implementing it, how about we actually start the business and manage it ourselves! Ideally,

each section of VE would operate with between 17 and 25 students, which is how many I hope will enroll the first year. However, VE could be operated with more students if needed. Once it gains momentum, I think it could continue to steadily grow to hopefully 2-3 sections by year 3.

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

As mentioned previously, I think VE would pick up where VANTAGE leaves off and possibly be our capstone course in the business department. I also see VE as an alternative to VANTAGE as it would only require one class period versus a 2 or 3 hour block, making it intriguing to students who want a similar experience but cannot afford to give up that much time in their schedule. VE is like having several business courses in one classroom. Accounting & Finance, Marketing, Human Resources, Information Technology, and Leadership & Management are all represented as each department has their own set of tasks yet collaborates with the others. The need it fulfills is the application, collaboration, and attainment of real-world results, which isn't necessarily seen currently in this capacity or beyond our local environment and partners. Together, students bring their unique hard and soft skills, start and manage their business in a national and international environment with decreasing guidance of teachers and outside experts as the year goes on, collaborate and interact with other businesses around the country and world, then evaluate their lessons learned. Just shy of running an actual business, IT DOES NOT GET MORE REAL-WORLD THAN THAT! Specific features of the VE experience include assuming the role, day-to-day business dynamics, global perspective, teacher as facilitator, industry and college partnerships, competitions and events, and experience in a virtual economy

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

Our district mission states that our community “transcends traditional definitions of excellence”, “inspires in everyone a passion to excel with confidence and hope”, and “stimulates extraordinary achievement in the classroom and in life.” Having taught this course before, this is exactly what VE can do. VE gives students what they need to succeed, not just on an AP or IB exam, not just in college, but more importantly in life. The life and energy in a VE classroom is second to none. Students working together, dependent on each other for success, then testing themselves at a trade show or competition halfway across the country was truly a sight to see. VE was by far the best course I have ever taught and the best course my students ever took in high school. In addition to the connections to our mission, our vision states that we “advocate for strong academic and co-curricular programs”, that we “tailor learning experiences”, that we “create positive, enjoyable learning environments”, and that we “produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits.” VE checks all of these blocks. All of my previous students gained incredible confidence in this positive learning environment and went on to either pursue business majors or were able to directly apply what they learned from our VE environment to other majors. In addition, they gained an appreciation for understanding that business is in everything we do, see, and touch, and therefore having had this experience was incredibly valuable.

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

Per our Minnesota graduation requirements, VE “equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life.” VE would fulfill one of their 7 required elective credits for graduation. More importantly, VE is an experience, not just a credit. My challenge will be educating parents, students, and others that the value gained, is far greater than how it appears on a transcript. It is incredibly nontraditional, but that is the

best part. We need to think outside the box and realize that although it is not an AP or IB course, colleges, universities, and society, is getting someone who has not only the book work, but actual experience. They have been there, done that, and can hit the ground running! However, for those that still desire college recognition or credit, if relationships and agreements are established with post-secondary institutions, this may be possible.

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

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

I would propose VE being housed in either the VANTAGE spaces or in the Loft at MHS. It's incredibly important that a VE space have the feel of a real-world business setting with similar resources (conference table, collaborative spaces, printer, phone, laptops, smart TV, software, etc.) found in a professional working environment. This is not only needed to connect with the on-line content and programs, but greatly enhances the experience. Student's truly flip-a-switch when they walk in to this submersive business environment. However, it is understood that space is at a premium and VE could be housed where needed, just so as our students can experience this outstanding program.

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

VE can be conducted in a typical class period, every day of the week. I do not recommend it being offered during a split lunch period. Due to interacting with businesses around the country I would also suggest consideration be given to time zone changes. Our students will be conversing with both East and West coast students so being in class when they are in class would be helpful. For example, if VE were offered during class period 5A (12:15 pm), that would work well in regards to connecting with businesses in the East (1:15 pm) and in the West (10:15 am). However, any hour would work if that helps ensure the establishment of VE at MHS.

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

One business teacher would be fine initially. However, depending on the growth of the program, I have seen other VE courses taught by up to 3 teachers, depending on the business they run. If it's a multimedia journalism-based business, there may be a business teacher, IT or art teacher, and a journalism teacher. This approach shows that VE welcomes cross-curriculum collaboration and is highly encouraged.

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?

Two years ago, the cost to acquire access to the VE curriculum and online software was \$3,000 per year for one business. Additional expenses may be needed for setting up the business space within our physical facilities. There would also be some additional expenses (travel, lodging, entry fees) to attend various trade shows around the country and the district or community's help would be greatly appreciated to therefore minimize fundraising efforts. I believe Perkins money could be approved for this type of funding.

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?

I believe this proposal does all of the above. VE both compliments and expands upon what VANTAGE accomplishes in all of their strands. All of the knowledge, skills, and experiences gained in VANTAGE would fit incredibly well in VE. In addition, I believe VE strengthens our business department and course offerings by giving students motivation to gain content knowledge, which would then make for an enjoyable application experience in VE. Finally, with VE being offered during a one-hour class period, it gives students an option for an in-depth, real-world experience without committing to a two or three hour block.

b) How does the proposal affect existing programs?

With any addition of new programs, there will always be an affect on existing programs. However, I believe this impact will be minimal in the short term and have a positive impact on MHS in the long term. I believe it will give students another option to learn the hard and soft skills required to run a business or conduct themselves as professionals in any career setting. I see VE as the capstone program of our business department and an alternative to or next-step beyond the VANTAGE program. VE encourages the application of all students then creates a collaborative learning environment, culminating in a cohesive business team. Students exit the program as experienced professionals who can hit the ground running in any career field.

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?

VE could possibly be added under the VANTAGE program or be offered as a stand alone course at MHS. VE combines the best of our current courses, which is real-world and differentiates it from existing programs. Therefore, I recommend it be added to our course offerings and not replace any of the opportunities our students currently have available to them. In conclusion, VE provides students a platform for an entirely student led experience, greatly improves hard and soft skills in multiple content areas, pushes their relationships and education beyond our local networks, and overall prepares them to be tomorrow's leaders. VE is relevant, rigorous, and is all about student voice. Every parent of my former VE students have said this is what would have prepared them the best for their careers. I assure you that VE is worth the investment and I am open to whatever needs to be done in order to give our students this outstanding experience.

Notes:

VEI informational link: <https://veinternational.org/>

VEI annual activities map: <https://veinternational.org/wp-content/uploads/2019/03/VE-Annual-Activit>

REVIEW

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

Board Agenda Item X.

Title: Review of Safe Learning Plan

Date: December 2, 2021

EXECUTIVE SUMMARY:

The Board has an expectation of reviewing the District's Safe Learning Plan at each regular meeting of the Board. The Plan was last reviewed on November 4, and no changes were made at that time. Current conditions with COVID-19 cases in the schools and the community will be shared, and the status of vaccinations for younger students will be reviewed.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

REVIEW

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

Board Agenda Item XI.

Title: Review of Superintendent Search Process

Date: December 2, 2021

EXECUTIVE SUMMARY:

An update regarding the Superintendent search process will be shared by the Board's Subcommittee.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

APPROVAL

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

Board Agenda Item XII.

Title: Approval of Change of Attendance Boundary
for Excelsior/Minnewashta

Date: December 2, 2021

EXECUTIVE SUMMARY:

The proposal to shift the boundary between Minnewashta and Excelsior elementary schools is based on the limitations for additional students at Minnewashta, some available space at Excelsior and the potential for new elementary students living in the new apartments in Tonka Bay. The change would include the apartment property, the commercial properties next to the apartments and all residential property on Lawtonka Drive, Timber Lane and Shorewood Lane. This change should be implemented immediately. Any current Minnewashta student will be allowed to remain at Minnewashta, and any sibling of a Minnewashta student who is not currently in school will be allowed to attend Minnewashta.

RECOMMENDATION/FUTURE DIRECTION:

Recommend approval of the boundary shift between Minnewashta and Excelsior elementary schools.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve the boundary shift between Minnewashta and Excelsior elementary schools, as presented.

Submitted by:

Dennis L. Peterson
Superintendent of Schools

ADOPTION

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

Board Agenda Item XIII.

Title: Adoption of Policy 709: Student Transportation Safety Date: December 2, 2021

EXECUTIVE SUMMARY:

Policy 709: Student Transportation Safety was established in June 2006.

Several clarifications regarding the contracting out of several of the items in the safety policy to the District's contracted vendor for student transportation are presented for the Board's review. These changes reflect the actual practices for bus driver training, licensing, and ongoing safety training as all buses are driven by the employees of the contracted vendor.

The School Board reviewed Policy 709 at the October 28 and November 18 Study Sessions. The policy is ready for approval.

ATTACHMENTS:

Policy 709: Student Transportation Safety (copy with edits shown and clean copy)

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve Policy 709: Student Transportation Safety

RECOMMENDED MOTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve Policy 709: Student Transportation Safety as amended.

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

Concurrence: 
Dennis Peterson, Superintendent

Copy shown with recommended edits

MINNETONKA PUBLIC SCHOOLS

POLICY #709: STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The District may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The District shall annually provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. The danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus

- training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous Districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The District and all nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
 4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus.
 5. The District and all nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
 6. The District will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
 7. The District may provide kindergarten students with school bus safety training before the first day of school.
 8. The District may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
 9. The District shall adopt and make available for public review a curriculum for transportation safety education.
 10. Nonpublic school students transported by the District will receive school bus safety training by their respective nonpublic school. The nonpublic schools may use the District's school transportation safety education curriculum. The nonpublic school must certify to the District's School Transportation Safety Director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The District's general student behavior rules are in effect for students on school buses.
- B. Consequences for school bus/bus stop misconduct will be imposed by the District under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the District's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The District's School Bus Safety Rules are to be posted on every bus. If these rules are broken, the District's discipline procedures are

to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the District's Transportation Office/School Office.

2. Rules at the Bus Stop

The Superintendent, or designee, shall adopt rules for students at bus stops and on buses.

3. Consequences for school bus rules infractions or bus stop rules infractions shall be established by the Superintendent or designee.

- a. Consequences for school bus/bus stop misconduct will apply to all regular, field trip and extra-curricular buses. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the District. Parents or guardians will be notified of any suspension of bus privileges.
- b. The principal of each building will either assume or delegate to a qualified staff member, the responsibilities of a Building Transportation Coordinator. Each principal or coordinator will process school bus misbehavior reports and assign appropriate consequences to students.
- c. The principal or coordinator will investigate and assign consequences for each report in a manner which is defensible and which is in the interest of preserving the safety and well-being of all bus passengers. An investigation may require the participation of an adult bus monitor, the school bus driver, appropriate students, and appropriate parents.
- d. The principal or coordinator will assign consequences which are progressively more serious whenever a student persists in behaving inappropriately. The following schedule of consequences shall apply unless a school bus driver chooses to withdraw a given report.
 - i. "Information Only" Misbehavior Report. The principal shall determine whether this report only goes into the student's file, or whether further action should be taken.
 - ii. First Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Discussion of rules and regulations.
 - Assigned seat on bus.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.

- iii. Second Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.
 - Suspend from bus for one, day to one week.
- iv. Third Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one day to one week.
 - Suspend from bus for one week to one month.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- v. Fourth Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- vi. Fifth Misbehavior Report. The student shall receive the following consequences.
 - Suspend from bus for remainder of school year.
- vii. Exception to Progression. The principal shall have the authority to bypass preliminary consequences and assign a suspension from the bus for the remainder of the school year if the misbehavior in question has caused an immediate danger to him/herself, other persons, or property.
- viii. Special Needs Students. Assignment of consequences for students who have individual education plans (I.E.P.'s) shall be administered in accordance with the I.D.E.A. statute. Principals shall immediately enlist the aid of the district's Transportation Safety Coordinator when an I.E.P. student receives a misbehavior report.

C. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

D. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school

building for appropriate determination of consequences and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the District to the Department of Public Safety in accordance with state and federal law.

E. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

F. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

G. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate District personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The District school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

The Superintendent, or designee, shall annually inform all parents, guardians whose children utilize District-provided buses or designated bus stops with the specific and general expectations for students and parents .

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. The contract vendor shall annually assure the District ~~shall assure in writing~~ that school bus drivers have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus.

- B. ~~The contract vendor shall annually assure the District shall assure in writing that they are the conducting of mandatory drug and alcohol testing of all District and contractor bus drivers and bus driver applicants in accordance with state and federal law and District policy.~~

VI. SCHOOL BUS DRIVER TRAINING

A. Training

~~The contract vendor shall assure the District shall assure in writing that all new school bus drivers, both contractor and District, be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school and contractor bus drivers shall receive in-service training annually. The contract vendor shall assure the District shall assure in writing that an annual individual school bus driver "evaluation certification" form is retained on file for each District driver and each contractor driver as contained in the Model School Bus Driver Training Manual.~~

B. Evaluation

~~The contract vendor shall assure the District shall assure in writing that all school bus drivers with a Class D license be evaluated annually and all other bus drivers be assessed periodically by the bus service provider.~~

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. The District shall assure that all school buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to District policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must eliminate or minimize, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. Bus drivers must endeavor to park and load school buses at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment review the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. The pupil’s name and address;
 2. The nature of the pupil’s disabilities;
 3. Emergency health care information; and
 4. The names and telephone numbers of the pupil’s physician, parents, guardians, or custodians, and some person other than the pupil’s parents or custodians who can be contacted in case of an emergency.

IX. ~~SCHOOL—DISTRICT~~ CONTRACT VENDOR VEHICLE MAINTENANCE STANDARDS

- A. All ~~school~~ vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the District.
- B. All ~~school~~ vehicles shall be state inspected in accordance with legal requirements.

X. ~~SCHOOL~~ TRANSPORTATION SAFETY DIRECTOR

~~The Board has designated an individual to serve as the District's School Transportation Safety Director. The contractor shall employ a Transportation Safety Director who functions as the Transportation Safety Director for both the contractor and the District. The School Transportation Safety Director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the District. The School Transportation Safety Director will assure that this policy is periodically reviewed to ensure that it conforms to law. The School Transportation Safety Director shall certify annually to the school board District in writing that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The Transportation Safety Director also shall annually verify to the District in writing or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the District in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Public Safety. The School Transportation Safety Director also shall confirm annually to the Superintendent District that students have received school bus safety training in accordance with state law. The name, address and telephone number of the School Transportation Safety Director are on file in the District office. Any questions regarding student transportation or this policy may be addressed to the Supervisor of Student Accounting & Transportation. School Transportation Safety Director.~~

XI. PUPIL TRANSPORTATION SAFETY COMMITTEE

The Board may establish a Pupil Transportation Safety Committee. The chair of the Pupil Transportation Safety Committee is the District's Supervisor of Student Accounting & Transportation ~~School Transportation Safety Director~~. The school board shall appoint the other members of the Pupil Transportation Safety Committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other District staff, and representatives from other units of local government.

Legal References:

~~Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 169.01, Subd. 6(5) (Definitions)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. § 171.02, Subd 2a (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.321 (Qualifications of a School Bus Driver)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)~~

Cross References:

Policy 307: Access and Dissemination (Compliance with Minnesota Data Practices Act)
Policy 506: Student Discipline and Code of Conduct

Policy 707: Student Transportation Policy

Adopted: June 1, 2006

Reviewed: October 28, 2021

Reviewed: November 18, 2021

Adopted: December 2, 2021

Clean copy with recommended edits incorporated

MINNETONKA PUBLIC SCHOOLS

POLICY #709: STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The District may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The District shall annually provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. The danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus

- training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous Districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The District and all nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
 4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus.
 5. The District and all nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
 6. The District will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
 7. The District may provide kindergarten students with school bus safety training before the first day of school.
 8. The District may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
 9. The District shall adopt and make available for public review a curriculum for transportation safety education.
 10. Nonpublic school students transported by the District will receive school bus safety training by their respective nonpublic school. The nonpublic schools may use the District's school transportation safety education curriculum. The nonpublic school must certify to the District's School Transportation Safety Director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The District's general student behavior rules are in effect for students on school buses.
- B. Consequences for school bus/bus stop misconduct will be imposed by the District under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the District's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The District's School Bus Safety Rules are to be posted on every bus. If these rules are broken, the District's discipline procedures are

to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the District's Transportation Office/School Office.

2. Rules at the Bus Stop

The Superintendent, or designee, shall adopt rules for students at bus stops and on buses.

3. Consequences for school bus rules infractions or bus stop rules infractions shall be established by the Superintendent or designee.

- a. Consequences for school bus/bus stop misconduct will apply to all regular, field trip and extra-curricular buses. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the District. Parents or guardians will be notified of any suspension of bus privileges.
- b. The principal of each building will either assume or delegate to a qualified staff member, the responsibilities of a Building Transportation Coordinator. Each principal or coordinator will process school bus misbehavior reports and assign appropriate consequences to students.
- c. The principal or coordinator will investigate and assign consequences for each report in a manner which is defensible and which is in the interest of preserving the safety and well-being of all bus passengers. An investigation may require the participation of an adult bus monitor, the school bus driver, appropriate students, and appropriate parents.
- d. The principal or coordinator will assign consequences which are progressively more serious whenever a student persists in behaving inappropriately. The following schedule of consequences shall apply unless a school bus driver chooses to withdraw a given report.
 - i. "Information Only" Misbehavior Report. The principal shall determine whether this report only goes into the student's file, or whether further action should be taken.
 - ii. First Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Discussion of rules and regulations.
 - Assigned seat on bus.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.

- iii. Second Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.
 - Suspend from bus for one, day to one week.
- iv. Third Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one day to one week.
 - Suspend from bus for one week to one month.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- v. Fourth Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- vi. Fifth Misbehavior Report. The student shall receive the following consequences.
 - Suspend from bus for remainder of school year.
- vii. Exception to Progression. The principal shall have the authority to bypass preliminary consequences and assign a suspension from the bus for the remainder of the school year if the misbehavior in question has caused an immediate danger to him/herself, other persons, or property.
- viii. Special Needs Students. Assignment of consequences for students who have individual education plans (I.E.P.'s) shall be administered in accordance with the I.D.E.A. statute. Principals shall immediately enlist the aid of the district's Transportation Safety Coordinator when an I.E.P. student receives a misbehavior report.

C. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

D. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school

building for appropriate determination of consequences and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the District to the Department of Public Safety in accordance with state and federal law.

E. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

F. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

G. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate District personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The District school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

The Superintendent, or designee, shall annually inform all parents, guardians whose children utilize District-provided buses or designated bus stops with the specific and general expectations for students and parents .

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. The contract vendor shall annually assure the District in writing that school bus drivers have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus.

B. The contract vendor shall annually assure the District in writing that they are conducting

mandatory drug and alcohol testing of all contractor bus drivers and bus driver applicants in accordance with state and federal law and District policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

The contract vendor shall assure the District in writing that all new school bus drivers be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All contractor bus drivers shall receive in-service training annually. The contract vendor shall assure the District in writing that an annual individual school bus driver “evaluation certification” form is retained on file for each contractor driver as contained in the Model School Bus Driver Training Manual.

B. Evaluation

The contract vendor shall assure the District in writing that all school bus drivers with a Class D license be evaluated annually and all other bus drivers be assessed periodically by the bus service provider.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. The District shall assure that all school buses be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to District policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must eliminate or minimize, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. Bus drivers must endeavor to park and load school buses at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment review the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. The pupil’s name and address;
 - 2. The nature of the pupil’s disabilities;
 - 3. Emergency health care information; and
 - 4. The names and telephone numbers of the pupil’s physician, parents, guardians, or custodians, and some person other than the pupil’s parents or custodians who can be contacted in case of an emergency.

IX. CONTRACT VENDOR VEHICLE MAINTENANCE STANDARDS

- A. All vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the District.
- B. All vehicles shall be state inspected in accordance with legal requirements.

X. TRANSPORTATION SAFETY DIRECTOR

The contractor shall employ a Transportation Safety Director who functions as the Transportation Safety Director for both the contractor and the District. The Transportation Safety Director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the District. The School

Transportation Safety Director will assure that this policy is periodically reviewed to ensure that it conforms to law. The Transportation Safety Director shall certify annually to the District in writing that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The Transportation Safety Director also shall annually verify to the District in writing the validity of the driver's license of each employee who regularly transports students for the District in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Public Safety. The Transportation Safety Director also shall confirm annually to the District that students have received school bus safety training in accordance with state law. The name, address and telephone number of the Transportation Safety Director are on file in the District office. Any questions regarding student transportation or this policy may be addressed to the Supervisor of Student Accounting & Transportation.

XI. PUPIL TRANSPORTATION SAFETY COMMITTEE

The Board may establish a Pupil Transportation Safety Committee. The chair of the Pupil Transportation Safety Committee is the District's Supervisor of Student Accounting & Transportation. The school board shall appoint the other members of the Pupil Transportation Safety Committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other District staff, and representatives from other units of local government.

Cross References:

Policy 307: Access and Dissemination (Compliance with Minnesota Data Practices Act)
Policy 506: Student Discipline and Code of Conduct
Policy 707: Student Transportation Policy

Adopted: June 1, 2006

Reviewed: October 28, 2021

Reviewed: November 18, 2021

Adopted: December 2, 2021

CARRY-IN ACTION

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

Board Agenda Item XIV.

Title: Acceptance of Bid for Alterations of Tech Ed Room at MMW December 2, 2021

EXECUTIVE SUMMARY:

In summer 2020, the District completed alterations to the Tech Ed room at Minnetonka Middle School East (MME) to better utilize under utilized space. The Tech Ed room was divided into an approximately 1,100 square foot Tech Ed room and an approximately 800 square foot classroom space, providing a net gain of one classroom space for MME, which had grown to 1,300 students.

In FY2021, Minnetonka Middle School West (MMW) has also grown to 1,300 students. The original Tech Ed area is identical to the original Tech Ed areas at MME. At this time it is prudent to capture underutilized space in the Tech Ed room at MMW by dividing it into an approximately 1,100 square foot Tech Ed room and an approximately 800 square foot classroom to provide MMW with a net gain of one classroom space.

Funding for the project will be from FY2023 Operating Capital revenue. The budget estimate for the project is \$400,000.

Bids were opened at 2:00 PM on Tuesday, November 30, 2021. _____ (X) bids were received as follows:

Vendor 1	\$XXX,XXX.XX
Vendor 2	\$XXX,XXX.XX

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of _____, in the amount of \$XXX,XXX.XX for alterations to the Tech Ed room at MMW in summer 2022.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of _____ in the amount of \$XXX,XXX.XX for alterations to the Tech Ed room at Minnetonka Middle School West in summer 2022.

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

Concurrence: Dennis L. Peterson
 Dennis Peterson, Superintendent

ACTION

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

Board Agenda Item XV.

**Title: Acceptance of Bid for Retaining Wall Replacement
At Minnetonka High School for Summer 2022**

December 2, 2021

EXECUTIVE SUMMARY:

As part of the rolling Long Term Facility Maintenance 10 Year Plan, a second phase of replacement of the leaning retaining wall on the north side of Minnetonka High School is scheduled for Summer 2022.

Approximately half of the wall was replaced in Summer 2021, leaving the remainder to be finished in Summer 2022.

The budget estimate for the project is \$375,000. Bids were opened at 10:00 AM on Tuesday, November 23, 2021. Eight (8) bids were received as follows:

SM Hentges & Sons, Inc.	\$305,654.00
Sunram Construction	\$327,650.00
JK Landscape	\$347,600.00
JL Theis, Inc.	\$371,450.00
Urban Corporation	\$435,000.00
Krueger Excavating	\$448,164.00
Parkstone Construction	\$488,746.00
Rosti Construction	\$492,275.25

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of SM Hentges & Son, Inc., in the amount of \$305,654.00 for the second phase of replacement of the retaining wall on the north side of Minnetonka High School in summer 2022.


RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of SM Hentges & Son, Inc., in the amount of \$305,654.00 for the second phase of replacement of the retaining wall on the north side of Minnetonka High School in summer 2022.

Submitted by: _____


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____


Dennis Peterson, Superintendent

CONSENT

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

Board Agenda Item XVI.

Title: Resolution Pertaining to Consent Agenda

Date: December 2, 2021

OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for December 2, 2021:

- a. Minutes of October 28, 2021 Special Meeting; November 4, 2021 Regular Meeting and November 5, 2021 Special Meeting
- b. Study Session Summaries of October 28 and November 18, 2021
- c. Payment of Bills
- d. Recommended Personnel Items
- e. Gifts and Donations
- f. Electronic Fund Transfers
- g. Approval of Enrollment Limits
- h. Approval of Designated Combined Polling Places
- i. Resolution Authorizing Issuance of Certificates of Election

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____


Dennis L. Peterson, Superintendent

CONSENT

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

Board Agenda Item XVI. c

Title: Payment of Bills

Date: December 2, 2021

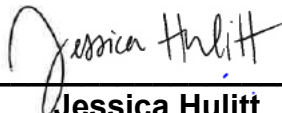
OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of October 2021.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the Board approve the disbursements as presented for the month of October 2021.

Submitted by:




Jessica Hulitt
Coordinator of Accounting

Approved by:



Paul Bourgeois
Executive Director of Finance & Operations

Concurrence:



Dennis L. Peterson
Superintendent of Schools

MINNETONKA DISTRICT #276

TO: Dr. Dennis Peterson

FROM: Jessica Hulitt

RE: Payment of Bills – October 2021
Board Meeting Date: December 2, 2021

The following disbursements are submitted for the month of October:

Recommend the payment of bills in the sum of \$8,308,910.02 by check #466230 - #469056 and ACH #212200370 - #212200889, and wire transactions #202170109 - #202170317

October		
	FUND	
01	GENERAL FUND	5,067,114.75
02	CHILD NUTRITION	451,346.46
03	PUPIL TRANSPORTATION	349,004.61
04	COMMUNITY SERVICE	236,737.16
05	CAPITAL EXPENDITURE	133,914.46
07	DEBT SERVICE FUND	
09	TRUST - FIDUCIARY	172,617.02
11	EXTRA/CO-CURRICULAR	129,324.57
12	ATHLETIC FEE	2,305.37
18	CUSTODIAL FUND	9,175.81
20	SELF INSURANCE	112,053.50
40	CULTURAL ARTS CENTER	23,028.58
41	DOME OPERATIONS	3,466.98
42	AQUATICS PROGRAM	77,176.94
43	PAGEL CENTER	28,075.93
46	LTFM	179,935.61
56	CONSTRUCTION PROJECTS	901,036.14
66	CAPITAL PROJECTS LEVY	432,596.13
		\$ 8,308,910.02
	SALARIES	\$ 5,283,877.79
	TOTAL	\$ 13,592,787.81



 Jessica Hulitt

November 22, 2021

 Date

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

Board Agenda Item XVI. d.

TITLE: Recommended Personnel Items

DATE: December 2, 2021

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

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

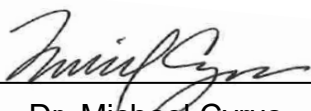
State law requires that the School Board formally approve all personnel actions. At the time of hiring, employees are told that the administration formally recommends employment, and that the employment action is finalized only after Board action. On these routine matters, however, the administration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

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

FUTURE ACTION/RECOMMENDATION:

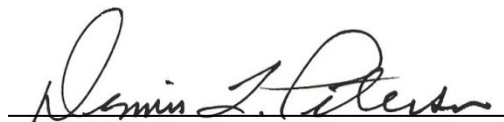
The administration recommends approval of all attached personnel changes.

Submitted by:



Dr. Michael Cyrus
Executive Director of Human Resources

Concurrence by:



Dr. Dennis L. Peterson
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BOETTGE, EMILY	READING, 0.5 FTE, SH	12/15/22-6/13/22	\$17,406.68
BROHMAN, EMAKATE	TEACHER ON SPECIAL ASSIGNMENT FOR STUDENT AFFAIRS, 1.0 FTE, MHS	12/6/21	\$59,997.58

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
PETERSON, DENNIS	SUPERINTENDENT, 1.0 FTE, DISTRICT	6/30/22	RETIREMENT

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
CAVANAUGH, MEGAN	GRADE 6 SCIENCE, 1.0 FTE, MME	11/1/21-2/11/22	CHILD REARING
CUSHING, JORDAN	LANGUAGE ARTS, 1.0 FTE, MHS	1/18/22 X 3-6 WEEKS	MEDICAL
GUSTAFSON, KATIE	SPECIAL ED, 1.0 FTE, MHS	3/31/22-6/13/22	CHILD REARING
HENDRIX, NICOLLETTE	SPECIAL ED, 1.0 FTE, EXC	4/11/22-6/13/22	CHILD REARING
LUNDEEN, ABBY	GRADE 6/HEALTH, 1.0 FTE, MME	8/31/21-12/22/21	CHILD REARING
MCGINN, ANNIE	NAVIGATOR, 1.0 FTE, EXC	4/10/22-6/13/22	CHILD REARING
MORANTEZ, LINDA	ECFE, 0.871 FTE, MCEC	12/3/21-12/22/21	MEDICAL
NELSON, JESSE	PHY ED, 1.0 FTE, MMW	4/15/22-5/13/22	CHILD REARING
NELSON, JONATHAN	LANG ARTS, 1.0 FTE, MMW	3/21/22-4/29/22	CHILD REARING
PAUTZ, JILL	GRADE 6 LANG ARTS, 1.0 FTE, MME	11/17/21-12/22/21	MEDICAL
PROCHNO, SAMANTHA	SCIENCE, 1.0 FTE, MME	11/5/21-1/28/22	CHILD REARING
RUELLE, LINDA	GRADE 2, 1.0 FTE, GR	11/19/21-1/14/22	MEDICAL
SIEBERT, SARAH	MATH, 1.0 FTE, MME	3/20/22-6/13/22	CHILD REARING
STAUNTON, JENNA	TITLE ONE/ASSM COORD, 1.0 FTE, EXC/SH	12/6/21-12/17/21	MEDICAL
WESTMEYER, JONATHAN	MATH, 1.0 FTE, MMW	12/10/21-12/22/21	CHILD REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
DE SANTIAGO, EMMA	SPANISH, 1.0 FTE, MMW	11/15/21-1/24/22	ADD: SPANISH OVERLOAD, 0.2 FTE, MMW
DOW, MARGARET	FULL TIME LEAVE OF ABSENCE	11/15/21	HEALTH, 0.4 FTE, MHS
DRABIK, MICHAEL	GR. 6/HEALTH LTS, 1.0 FTE, MME, 8/31/21-11/12/21	11/15/21-6/13/22	SPANISH LTS, 1.0 FTE, MME
EVANS, KAYLEEN	RESERVE TEACHER	1/3/22-3/11/22	SPECIAL ED LTS, 1.0 FTE, CS
FOSTER, BETH	RESERVE TEACHER	11/19/21-1/14/22	GRADE 2 LTS, 1.0 FTE, GR
FRUIN, CAROLYN	RESERVE TEACHER	11/1/21-6/13/22	GR. 6/HEALTH LTS, SCIENCE LTS, MATH LTS, 1.0 FTE, MME
GOLDSWORTHY, W. SEAN	HEALTH, 0.4 FTE, MHS	9/8/21-12/22/21	HEALTH, 1.0 FTE, MHS (TEMP 0.6 FTE LTS)
HALVORSON, BRAD	TOSA-STUDENT AFFAIRS, 1.0 FTE, MME	11/8/21-4/1/22	ASST PRINCIPAL TEMPORARY, 1.0 FTE, MME
HAVLROSON, BRAD	ASST PRINCIPAL TEMPORARY, 1.0 FTE, MME	4/4/22-6/13/22	TOSA-STUDENT AFFAIRS, 1.0 FTE, MME
HOWELL, AMY	OCCUPATIONAL THERAPIST, 0.3 FTE, SH/MMW	10/13/21-1/21/22	ADD: OCCUPATIONAL THERAPIST LTS, 0.2 FTE, MHS
NORBY, JANIE	RESERVE TEACHER	10/25/21-3/25/22	ADD: TEMPORARY TOSA-STUDENT INTERVENT, 0.6 FTE, MWTA
LUDVIGSON, ZACH	MATH, 1.0 FTE, MHS	9/8/21-1/24/22	ADD: MATH OVERLOAD, 0.12 FTE, MHS
RAUK, ANDREA	RTI, 0.5 FTE, MWTA	9/8/21-1/24/22	ADD: TEMPORARY 504 COORD, 0.2 FTE, MWTA
REUSS, PATRICIA	RESERVE TEACHER	11/1/21-3/4/22	GRADE 6 SCIENCE LTS, 1.0 FTE, MME

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BIRRU, YESHAREG	CUSTODIAN, 8 HRS/DAY, MHS	11/22/21	\$18.68/HR
BRANCALE, ROBERT	EARLY CHILDHOOD FAMILY RESOURCE FACILITATOR, 413 HRS ANNUAL, MCEC	12/6/21	\$25.24/HR
CARTER, HILLARY	EXPLORERS CLUB HS ASST, 6 HRS/WK, CS	11/30/21	\$9.25/HR
CHIRIGOS, ALEX	EXPLORERS CLUB HS ASST, 4-6 HRS/WK, SH	10/25/21	\$10.50/HR
CRANBROOK, RUBY	EXPLORERS CLUB HS ASST, 8 HRS/WK, CS	10/25/21	\$10.50/HR
HARRINGTON, MAIJA	EXPLORERS CLUB HS ASST, 6 HRS/WK, CS	11/22/21	\$10.50/HR
HE, YANHONG	CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL	11/1/21	\$21.18/HR
HILL, ALYSSA	CLASS D SPEC ED PARA, 2 HRS 20 MIN/DAY, GR	10/27/21	CLASS A: \$18.77/HR CLASS D: \$21.18/HR
	CLASS A LR/PG PARA, 1 HR/DAY, GR		
	CLASS D BUS/TRAFFIC PARA, 20 MIN/DAY, GR		
LAMBERT, DA'JAE	EXPLORERS CLUB HS ASST, 8 HRS/WK, GR	11/8/21	\$9.25/HR
MCKENZIE, NANCY	CLASS A LR/PG PARA, 3 HRS/DAY, DH	11/2/21	\$16.66/HR
NAINGGOLAN, SARI	LEVEL IV ACCOUNTING CLERK, 8 HRS/DAY, DSC	11/15/21	\$23.89/HR

OASHEIM, ANNA	YOUTH ENRICHMENT PRGM MGR, 1.0 FTE, MCEC	11/1/21	\$31,999.68	EXHIBIT A
REDMOND, PATRICK	EXPLORERS CLUB HS ASST, 8 HRS/WK, MWTA	11/15/21	\$10.50/HR	
RENDALL, TERRI	CLASS F MEDICAL PARA, 6 HRS/DAY, SAIL	11/15/21	\$26.18/HR	
SOLORZANO, ABIGAIL	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW	11/1/21	CLASS B: \$17.60/HR	
	CLASS B SUPERVISORY PARA, 30 MIN/DAY, MMW		CLASS D: \$18.83/HR	
SUGGS, JAMEE	PROJECT SOAR INSTRUCTOR, HOURS VARY, MCEC	11/10/21	\$21.44/HR	
VON FELDT, CLARA	EXPLORERS CLUB PRGM ASST, 15 HRS/WK, DH	11/22/21	\$15.00/HR	
WIESE, BRADY	CUSTODIAN, 8 HRS/DAY, DH	11/17/21	\$18.68/HR	

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
ARAYE, ZAMZAM	CLASS A LR/PG PARA, 3 HRS/DAY, CS	12/3/21	RESIGNATION
	CLASS D SPEC ED AND BUS/TRAFFIC PARA, 3.5 HRS/DAY, CS		
AXNESS, JESSICA	LEVEIL III YOUTH PRGMS OFFICE ASST, 8 HRS/DAY, MCEC	11/12/21	RESIGNATION
BEARG, JOHN	EXPLORERS CLUB PRGM ASST, 3.5 HRS/DAY, DH	11/12/21	RESIGNATION
CARTER, TRISTAN	CLASS D SWIMMING/PHY ED PARA, 6.5 HRS/DAY, MME	11/18/21	RESIGNATION
CLAYTON, MEGAN	CLASS D ECSE PARA, 24 HRS/WK, MCEC	11/19/21	RESIGNATION
ELLERSTEIN, SARAH	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME	11/1/21	RESIGNATION
GUIMONT, JON	CLASS D MEDIA PARA, 7.5 HRS/DAY, MMW	11/19/21	RESIGNATION
HUCOVSKI, NATALIA	CLASS A LR/PG PARA, 3 HRS/DAY, CS	11/5/21	RESIGNATION
KLESK, BEVERLY	LEVEL IV STUDENT ACCT OFFICE ASST, 8 HRS/DAY, DSC	12/1/21	RETIREMENT
LEMONS, ANN	EXPLORERS CLUB PRGM ASST, 8-9 HRS/WK, MCEC	12/2/21	RESIGNATION
LUND, JEANELL	CLASS A LR/PG PARA, 9 HRS 10 MIN/WEEK, GR	11/24/21	RESIGNATION
RAMSEY, MADISON	EXPLORERS CLUB PRGM ASST, 12.5 HRS/WK, GR	12/2/21	RESIGNATION
SONNESYN, JILL	CLASS D MEDIA PARA, 8 HRS/DAY, MME	11/19/21	RESIGNATION
VRANISH, KAYLEIGH	LEVEL VI HS PRINCIPAL OFFICE ASST, 8 HRS/DAY, MHS	6/30/22	RESIGNATION
ZENG, LINA	CLASS C CHINESE IMM KINDER PARA, 3 HRS/DAY, EXC	11/26/21	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
BION, KATHLEEN	CLASS D SPEC ED PARA, 6.5 HRS/DAY, SH	10/11/21-6/10/22	PERSONAL
KIANG, SUI	CLASS D SPEC ED/BUS/TRAFFIC PARA, 6.75 HRS/DAY, MWTA	9/8/21-12/15/21	PERSONAL
OLSON, CINDY	CLASS D MEDIA PARA, 7 HRS/DAY, SH	12/2/21-12/21/21	PERSONAL
SCOTT, JOLENE	LEVEL III SCHOOL OFFICE ASST, 10 HRS/WK, MWTA	9/27/21-6/10/22	PERSONAL
THORESEN, BRENDA	CLASS B PRODUCTION ROOM PARA, 7.5 HRS/DAY, MHS	9/19/22-9/29/22	PERSONAL
VRANISH, KAYLEIGH	LEVEL VI HS PRINCIPAL OFFICE ASST, 8 HRS/DAY, MHS	1/27/22-5/23/22	CHID REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
ALBRIGHT, TANYA	PARA SUB	11/1/21	CLASS D SPEC ED PARA, 6 HRS/DAY, MWTA
CARTER, TRISTAN	PARA SUB	11/10/21	CLASS D SWIM/PHY ED PARA, 6.5 HRS/DAY, MME
HIRSCHFELD, ALMA	PARA SUB	11/15/21	CLASS D SPEC ED PARA, 2 HRS/DAY, CS
RICHARDSON, KELLY	CLASS A LR/PG PARA, 6 HRS/WK, MWTA	11/8/21	CLASS A LR/PG PARA, 12 HRS 55 MIN/WEEK, MWTA
SO, TUNG YING BONNIE	RESERVE TEACHER	11/29/21	CLASS C CHINESE IMM KINDER PARA, 3 HRS/DAY, EXC
WAHL, JEFFREY	PARA SUB	11/11/21-2/18/22	CLASS A LR/PG PARA, 3 HRS/DAY, CS
WAY, SARAH	CLASS D SPEC ED PARA, 5 HRS/DAY, CS	11/15/21	CLASS D SPEC ED PARA, 3 HRS/DAY, CS
WEBER, JACOB	HVAC SPECIALIST II, 8 HRS/DAY, BUILDINGS AND GROUNDS	11/15/21	HVAC FORMAN, 8 HRS/DAY, BUILDINGS AND GROUNDS
WEISSER, SHERI	CASHIER/COOK HELPER, 5 HRS/DAY, MHS	11/22/21	CASHIER/COOK HELPER, 3 HRS/DAY, MHS
			CLASS B HALL PARA, 4.25 HRS/DAY, MHS
WEISSER, SHERI	CASHIER/COOK HELPER, 3 HRS/DAY, MHS	12/6/21	CLASS B HALL PARA, 7.25 HRS/DAY, MHS
	CLASS B HALL PARA, 4.25 HRS/DAY, MHS		
VRANISH, KAYLEIGH	LEVEL VI HS PRINCIPAL OFFICE ASST, 8 HRS/DAY, MHS	2022-23	SUBSTITUTE STATUS, DISTRICT-WIDE

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
BAHR, NICK	COMPUTER SCIENCE DEPT CHAIR 6-12	MHS	2021-22	\$3,471
BAHR, NICK	CODERS UNITE CLUB ADVISOR	MHS	2021-22	\$3,079
BAHR, NICK	ROBOTICS ADVISOR	MHS	2021-22	\$5,470
BALLOY, CHRISTINA	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,408

EXHIBIT A

BARTHELEMY, TYLER	E SPORTS CO-HEAD AND CO-ASST ADVISOR	MHS	9/21-1/22	\$1,847.50
BRUNIK, MICHELLE	TECHNOVATION ADVISOR	MME	11/24/21-5/8/22	\$1,847
CASSANO, MICHAEL	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
CASSANO, TRACY	GIRLS HOCKEY HEAD COACH	MHS	11/1/21-2/26/22	\$7,585
COLIN, AMANDA	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
DARJI, SACHIN	FIRST TECH CHALLENGE COACH, MCE	MCEC	11/19/21	\$1,000
DASOVICH, LEAH	GIRLS BASKETBALL HEAD COACH	MHS	11/8/21-3/19/22	\$7,585
FLIES, CHAD	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,408
FRANTA, ALEXANDRA	ASST DANCE COACH	MHS	10/25/21-2/19/22	\$3,810
GALVAN, ARTHUR	TONKA DOME SITE COORD	MHS	11/15/21-3/31/22	\$20.00/HR
GARTNER, DAVID	BOYS/GIRLS ALPINE SKI HEAD COACH	MHS	11/15/21-2/16/22	\$7,071
GARTNER, MARLEE	BOYS/GIRLS ALPINE SKI ASST COACH	MHS	11/15/21-2/16/22	\$3,927
GARTNER, PIPER	BOYS/GIRLS ALPINE SKI ASST COACH	MHS	11/15/21-2/16/22	\$3,810
GOESER, KRISTIN	UNIFIED SPECIAL OLYMPICS CO-HEAD/CO-ASST ADVISOR	MHS	2021-22	\$2,155.50
GONDECK-BECKER, DAVID	ASST WRESTLING COACH	MME	11/1/21-12/22/21	\$2,811
IVERSON, TROY	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
JORE, AMY	ASST PLAY DIRECTOR	MME	9/16/21-11/13/21	\$2,083
MAUS, CRAIG	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,291
MAYER, AMY	UNIFIED SPECIAL OLYMPICS CO HEAD/CO-ASST COACH	MHS	2021-22	\$2,272.50
MCCHESENEY, SHELBY	ADAPTED SOCCER CI HEAD COACH	MHS	9/21-11/21	\$2,832
MICHEL, DUSTIN	WRESTLING COACH	MMW	11/1/21-12/23/21	\$3,984
MIDTHUN, STEVE	BOYS/GIRLS ALPINE SKI ASST COACH	MHS	11/15/21-2/16/22	\$3,927
MINNIS, LAURA	BOYS CROSS COUNTRY RUNNING ASST COACH	MMW	9/8/21-10/29/21	\$1,190.50
MYERS, CHRISTINE	GYMNASTICS HEAD COACH	MHS	11/8/21-2/19/22	\$6,483
MYERS, JACQUES	GYMNASTICS ASST COACH	MHS	11/8/21-2/19/22	\$4,615
OLSON, MATT	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$1,000
OLSON, STACIE	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,527
PEKAREK, JAMES	SPEECH ADVISOR	MME	11/8/21-2/7/22	\$2,446
PETERSON, ALISON	BIOLOGY CLUB ADVISOR	MHS	2021-22	\$4,017
PETESON, ALISON	SCIENCE OLYMPIAD ASST CO-ADVISOR	MHS	10/21-3/22	\$734
PETRON, AMANDA	MATH TEAM ADVISOR	MME	10/11/21-1/13/22	\$1,847
ROCHE, JOHN	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,291
ROCHE, KATIE	MATH TEAM ADVISOR	MHS	9/21-3/22	\$3,079
SCHREDER, KATELYN	GYMNASTICS ASST COACH	MHS	11/8/21-2/19/22	\$4,615
STILES, TOM	KNOWLEDGE BOWL ADVISOR	MME	11/1/21-3/3/22	\$2,083
STROM, TYLER	E SPORTS CO-HEAD AND CO-ASST ADVISOR	MHS	9/21-1/22	\$1,847.50
VIENT, CARLY	BABYSITTER/HOME ALONE INSTRUCTOR	MCEC	10/30/21	\$29.00/HR
WAHL, JEFF	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
WARD, KAYLA	ADAPTED SOCCER CI ASST COACH	MHS	9/21-11/21	\$2,153
WHEATLEY, HALLE	DANCE ASST COACH	MHS	10/25/21-2/19/22	\$3,810
WENTZEL, ANDREA	HEAD COMPETITION DANCE COACH	MHS	10/25/21-2/19/22	\$5,527
WHEELER, SARAH	GIRLS SOCCER ASST COACH	MHS	8/16/21-11/4/21	\$3,461.25
WINDERL, SUE	ADAPTED SOCCER CI ASST COACH	MHS	9/21-11/21	\$2,153

CONSENT

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

Board Agenda XVI. e

Title: Gifts and Donations

Date: December 2, 2021

EXECUTIVE SUMMARY:

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

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Girls Tennis Program:

Ieva Medziukaite & Roman Dziuba	\$600.00
Jeff & Heather Prondzinski	\$200.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Dr. Dennis Peterson Scholarship Account:

Dr. Dennis Peterson	\$2400.00
---------------------	-----------

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Women of Color Club Account:

Joan Schwartz	\$500.00
---------------	----------

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Men of Color Club Account:

Joan Schwartz	\$500.00
---------------	----------

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

Kopp Family Foundation	\$1500.00
------------------------	-----------

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

The Blackbaud Giving Fund	\$50.00
---------------------------	---------

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deeptaven Elementary School Trust Account:

The Blackbaud Giving Fund	\$300.00
Target c/o Cyber Grants, LLC	\$20.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deephaaven Elementary School Social Worker Fund:

Kopp Family Foundation	\$1000.00
------------------------	-----------

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Excelsior Elementary School Trust Account:

The Blackbaud Giving Fund	\$5.60
---------------------------	--------

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Scenic Heights Elementary School Trust Account:

Brent Rickenbach	\$47.44
Winston Tan	\$120.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Scenic Heights School Social Worker Fund:

Kopp Family Foundation	\$1000.00
------------------------	-----------

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Middle School West Social Worker Fund:

Kopp Family Foundation	\$1000.00
------------------------	-----------

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Groveland Elementary School Social Worker Fund:

Kopp Family Foundation	\$1000.00
------------------------	-----------

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

Frontstream	\$33.32
-------------	---------

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

The Benevity Community Fund	\$72.10
The Benevity Community Fund	\$91.52

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnewashta Elementary School Band Program:

Mike & Char Pohlrad	3 Cornets & 2 Cases
---------------------	---------------------

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

Nicole Campion \$150.00

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

Kopp Family Foundation \$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the MCEC Rake-a-thon Fundraiser Account:

Dale Nelson \$75.00

TOTAL GIFTS AND DONATIONS FOR 2021-2022*	=	\$144,361.42
---	----------	---------------------

*Total amount reflects gifts & donations submitted for board approval in 2021-2022.

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

CONSENT

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

Board Agenda Item XVI. f

Title: Electronic Fund Transfers

Date: December 2, 2021

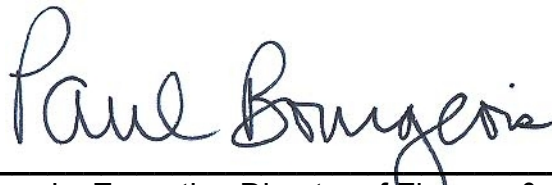
EXECUTIVE SUMMARY:

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

RECOMMENDATION:

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for October 2021.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

EXHIBIT A

OCTOBER 2021 FROM GENERAL FUND				
DATE	PAYEE			AMOUNT
10/1/2021	AP Payment			143,419.90
10/4/2021	Further - Flex			12,929.19
10/4/2021	Claims HealthPartners			192,270.42
10/4/2021	Delta Dental			13,194.77
10/5/2021	Payroll			2,633,235.37
10/8/2021	AP Payment			150,428.58
10/12/2021	Claims HealthPartners			272,227.82
10/12/2021	Delta Dental			14,077.26
10/14/2021	Solutran - Wellness Program			4,330.32
10/15/2021	AP Payment			399,152.94
10/18/2021	HealthPartners Premium			71,685.87
10/18/2021	Further - Flex			15,097.69
10/18/2021	Claims HealthPartners			223,353.86
10/18/2021	Delta Dental			24,197.55
10/19/2021	Payroll			2,650,642.42
10/21/2021	Further - Flex			7,783.86
10/21/2021	Delta Dental			6,562.00
10/22/2021	Further - Premium			5,197.50
10/22/2021	AP Payment			451,022.28
10/25/2021	Further - Flex			7,957.13
10/25/2021	Claims HealthPartners			258,284.50
10/25/2021	Delta Dental			19,101.37
10/29/2021	Further Veba Retirement/Severance			20,160.00
10/29/2021	AP Payment			85,071.25
OCTOBER	Art Center CC Processing Fees			4,693.46
OCTOBER	MCEC Credit Card Processing Fees			28,039.53
OCTOBER	Mtka Webstore CC Processing Fees			19,972.74
OCTOBER	Athletic CC Processing Fees			3,548.47
OCTOBER	Postage			4,404.00
OCTOBER	Bank Monthly Service Charge			1,037.08
OCTOBER	Aquatics CC Processing Fees			2,198.51
				\$ 7,745,277.64
OCTOBER				
INVESTMENT DESCRIPTION	BANK	MATURITY DATE	INTEREST RATE	ENDING BALANCE
Money Market	Alerus Bank ICS Savings	NA	0.30%	42,621,706.34
Money Market	MSDLAF+ Liquid Class	NA	0.01%	3,992,557.02
Money Market	MSDLAF+ MAX Class	NA	0.03%	0.01
Term	MSDLAF	NA	-	-
CD	MSDLAF	NA	0.25%	-
Money Market	PMA IS	NA	0.01%	28,479,044.49
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	0.00%	624,630.37
Various	Wells Fargo OPEB	NA	Var	21,734,644.60
				\$ 97,452,582.83

CONSENT

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

Board Agenda Item XVI. g

Title: Enrollment Limits

Date: December 2, 2021

EXECUTIVE SUMMARY:

The Board's adoption of an upper limit on overall K-12 enrollment in the District for years starting with 2020-21 necessitates the setting of school-by-school limits on enrollment in order to accomplish staying within the overall limit. Furthermore, in order to comply with Statute 240D.03 of Minnesota Statutes, there should also be limits on each grade (K-12) in the District. Those limits are described on the attached document. All of these limits will enable the District to accept all students who have applied for Open Enrollment by January 15, 2022.

RECOMMENDATION/FUTURE DIRECTION:

Recommend adoption of enrollment limits.

Submitted by: _____



Dennis Peterson, Superintendent

**Implementing the 11,100-student limit for 2022-23
within 240D.03 of Minnesota Statutes**

The new limit to overall K-12 enrollment of 11,100 students in Minnetonka requires a new set of limits to grades and schools in the District each year in order to preserve the directive and live within the overall limit.

The enrollment limits of individual schools are set below. The overall total of these enrollment limits of individual schools in the District is 11,100. The school limits are as follows:

Clear Springs	850
Deephaven	670
Excelsior	800
Groveland	890
Minnewashta	890
Scenic Heights	880
Minnetonka Middle School East	1,280
Minnetonka Middle School West	1,290
Minnetonka High School	3,550

Furthermore, it will be necessary to limit the size of individual grades within the District in order to keep overall enrollment at or below 11,100. Since students apply for Open Enrollment by grade within the District, by law, the limits on grade enrollment are stated irrespective of school limits per grade. As grades get close to the limit for each respective grade, the other grades will need to be adjusted downward to assure that the overall enrollment does not exceed 11,100. Thus, the limits for individual grades are as follows:

Kindergarten	1,190
First Grade	820
Second Grade	800
Third Grade	830
Fourth Grade	900
Fifth Grade	850
Sixth Grade	870
Seventh Grade	890
Eighth Grade	860
Ninth Grade	920
Tenth Grade	910
Eleventh Grade	890
Twelfth Grade	920

CONSENT

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

Board Agenda Item XVI. h

Title: Approval of Designated Combined Polling Places

Date: December 2, 2021

EXECUTIVE SUMMARY:

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

RECOMMENDATION/FUTURE DIRECTION:

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

COMBINED POLLING PLACE:

Deephaven City Hall
20225 Cottagewood Road
Deephaven, Minnesota

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

COMBINED POLLING PLACE:

Minnetonka District Service Center
5621 Highway 101
Minnetonka, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Chanhassen, Precinct 1A, in Carver County; and the City of Eden Prairie, Precincts 1, 2 and 5; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Excelsior Covenant Church
19955 Excelsior Blvd.
Excelsior, Minnesota

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

COMBINED POLLING PLACE:

Shorewood Community Center
5735 Country Club Road
Shorewood, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Orono, Precinct 2; the City of Shorewood, Precinct 3; and the City of Tonka Bay, Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Minnewashta Church
26710 W 62nd St.
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Shorewood, Precincts 1 and 2 Hennepin County, City of Chanhassen, Precincts 2A and 3; and the City of Victoria, Precinct 1; Carver County, Minnesota.

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

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

St. Luke Presbyterian Church
Minnetonka Lutheran Church
Minnetonka United Methodist Church
Ridgewood Church
Minnetonka District Service Center
Bethlehem Lutheran Church
Redeemer Bible Church

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



Dennis Peterson, Superintendent

RECOMMENDED RESOLUTION

WHEREAS, Minnesota Statute 205A.11, Subd. 2 requires that a school district annually designate polling places by December 31 of each year for use in the following calendar year, and;

WHEREAS, the designated polling places must be at a location designated for use as a polling place by a county or municipality;

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby designate the following locations for use as polling places in Calendar Year 2022.

COMBINED POLLING PLACE:

Deephaven City Hall
20225 Cottagewood Road
Deephaven, Minnesota

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

COMBINED POLLING PLACE:

Minnetonka District Service Center
5621 Highway 101
Minnetonka, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Chanhassen, Precinct 1A, in Carver County; and the City of Eden Prairie, Precincts 1, 2 and 5; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Excelsior Covenant Church
19955 Excelsior Blvd.
Excelsior, Minnesota

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

COMBINED POLLING PLACE:

Shorewood Community Center
5735 Country Club Road
Shorewood, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Orono, Precinct 2; the City of Shorewood, Precinct 3; and the City of Tonka Bay, Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Minnewashta Church
26710 W 62nd St.
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Shorewood, Precincts 1 and 2 Hennepin County, City of Chanhassen, Precincts 2A and 3; and the City of Victoria, Precinct 1; Carver County, Minnesota.

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

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

St. Luke Presbyterian Church
Minnetonka Lutheran Church
Minnetonka United Methodist Church
Ridgewood Church
Minnetonka District Service Center
Bethlehem Lutheran Church
Redeemer Bible Church

CONSENT

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

Board Agenda Item XVI. I

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

December 2, 2021

EXECUTIVE SUMMARY:

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

Based upon the results of the November 2, 2021 School Board General Election, Meghan Selinger, Patrick Lee-O'Halloran, and Christian Vitale were elected to the board and require the issuance of Certificates of Election following the receipt of Campaign Financial Report Certificate of Filing as required by Minnesota Statutes, Chapter 211A.


RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____


Dennis Peterson, Superintendent

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

WHEREAS, the board has canvassed the general election for school board members held on November 2, 2021.

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

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

- a. Meghan Selinger
- b. Patrick Lee-O'Halloran
- c. Christian Vitale

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

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

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

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

CERTIFICATE OF ELECTION
(Full Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. _____, received the (largest/second largest/third largest) number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore _____ is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January, 2022 and expiring the first Monday in January, 2026. (MS 123B.09, MS 205A.046)

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

ACCEPTANCE OF OFFICE

AND OATH OF OFFICE
(For four year term)

To: _____

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

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January, 2022 and expiring the first Monday in January, 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

OATH OF OFFICE

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

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. Meghan Selinger received the largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore, Meghan Selinger is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Meghan Selinger

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

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

OATH OF OFFICE

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

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. Patrick Lee-O'Halloran received the second largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore Patrick Lee-O'Halloran is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Patrick Lee-O'Halloran

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

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

OATH OF OFFICE

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

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. Christian Vitale received the third largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore, Christian Vitale is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Christian Vitale

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

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

OATH OF OFFICE

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

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public