

**MINNETONKA SCHOOL BOARD
SPECIAL MEETING AND STUDY SESSION
March 24, 2022
6:00 p.m.**

AGENDA

SPECIAL MEETING

- 6:00 I. Call to Order
- II. Pledge of Allegiance to the Flag
- 6:02 III. Adoption of the Agenda
- 6:03 IV. Update on Superintendent Search Process
- 6:30 V. Personnel Actions
- 6:35 VI. Adjournment

STUDY SESSION

- 6:35 1. Reports on Goals (Belonging/Finances/Facilities)
- 7:40 2. Update on MOMENTUM Programming
- 8:40 3. Review of Policy #412: Employee Expense Reimbursement
- 8:50 4. Update on Outstanding Bonds
- 9:20 5. Review of Vision Document
- 9:50 6. Adjournment

CITIZEN INPUT

7:40 p.m. Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

GUIDELINES FOR CITIZEN INPUT

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

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

UPDATE

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

Special Meeting Agenda Item IV.

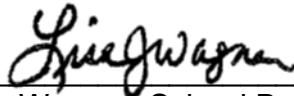
Title: Superintendent Search Update

Date: March 24, 2022

EXECUTIVE SUMMARY:

The Board Sub-committee will provide an update on the status of the search process.

Submitted by:



Lisa Wagner, School Board Clerk
On behalf of the Superintendent Search Subcommittee

Concurrence:



Chris Vitale, School Board Chair

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

Special Meeting Agenda Item V.

**Title: Personnel Actions:
Adjustments to Policy #440 Handbook for Aquatics Personnel**

DATE: March 24, 2022

OVERVIEW:

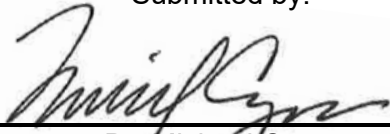
This evening the administration is making recommended adjustments to the compensation scheme for School Board Policy 440: Handbook for Minnetonka Community Education and Aquatics employees for the summer of 2022 and going forward. These adjustments are proposed for employees in the seasonal aquatics program only. In June 2021, the Board adopted salary adjustments for all employees covered by Policy 440, but with the labor shortage and inflationary pressures on the District, we are facing difficulties in recruiting this seasonal workforce. Additionally, the demographics of this particular labor group put us into direct competition with other seasonal employers; experience and research tells us that our current wages for this group are no longer competitive. Thus, the increments proposed amount to market adjustments that should help us to fully staff roles such as beach lifeguards.

We note that these jobs are part of a revenue generating program for the District. We collect funds from contracting municipalities for lifeguarding services and from participants in recreational programs. Thus, even though we are proposing an increase in wages, the District should be able to fully recoup this amount by what we bill to clients. There are 156 employees in the categories for which we are recommending adjustments. If every single employee returns, we expect the adjustment to yield a 14% increase in wage payments. If almost no one returns in their same role, the increase in wages will be closer to 8%.

RECOMMENDATION/FUTURE DIRECTION:

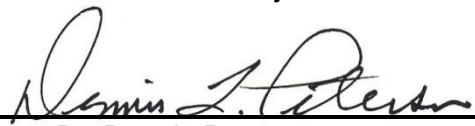
That the School Board approve the recommended changes to the Handbook for Minnetonka Community Education and Aquatics Employees for 2021-2023.

Submitted by:



Dr. Michael Cyrus
Executive Director of Human Resources

Concurrence by:



Dr. Dennis Peterson
Superintendent

APPENDIX D: 2021-2023 MINNETONKA AQUATICS PAY SCHEDULES

Hourly Positions	CURRENT				RECOMMENDED			
	Step 1	Step 2	Step 3	Step 4	Step 1	Step 2	Step 3	Step 4
Aquatics Building Supervisor	\$11.00	\$11.25	\$11.50	\$11.75	no change	no change	no change	no change
LIFEGUARD SERVICES								
Lifeguard	\$12.00	\$12.25	\$12.50	\$12.75	\$14.00	\$14.25	\$14.50	\$14.75
Lead Lifeguard	\$13.50	\$13.75	\$14.00	\$14.25	\$15.50	\$16.00	\$16.50	\$17.00
Beach Supervisor	\$16.25	\$16.75	\$17.25	\$17.50	\$17.50	\$18.00	\$18.50	\$19.00
Lifeguard Training Instructor & Coordinator	\$17.75	\$18.25	\$18.50	\$19.00	\$18.75	\$19.25	\$19.75	\$20.25
Beach Services Program Coordinator	\$17.75	\$18.25	\$18.50	\$19.00	\$18.75	\$19.25	\$19.75	\$20.25
REC PROGRAMS								
Rec Team Coach	\$13.00	\$13.25	\$13.50	\$13.75	\$14.00	\$14.25	\$14.50	\$14.75
Assistant Diving Instructor	\$12.00	\$12.25	\$12.50	\$12.75	\$14.00	\$14.25	\$14.50	\$14.75
Swim Instructors	\$12.00	\$12.25	\$12.50	\$12.75	\$14.00	\$14.25	\$14.50	\$14.75
On Deck Coordinator	\$14.00	\$14.25	\$14.50	\$14.75	\$15.50	\$16.00	\$16.50	\$17.00
Lead Diving Instructor	\$14.00	\$14.25	\$14.50	\$14.75	\$16.00	\$16.50	\$17.00	\$17.50
COMPETITIVE SWIM PROGRAMS								
Assistant Swim Club Coach	\$15.50	\$16.00	\$16.50	\$17.00	no change	no change	no change	no change
Group Lead Swim Club Coach	\$17.50	\$18.00	\$18.50	\$19.00	no change	no change	no change	no change
Masters Coach	\$16.00	\$16.50	\$17.00	\$17.50	no change	no change	no change	no change

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

Study Session Agenda Item #1

Title: Report on Goals

Date: March 24, 2022

EXECUTIVE SUMMARY

Each year, the School Board establishes annual, actionable goals for the Administration that align with the vision and direction for the district. Mid-year progress will be provided on aspects of the 2021-22 goals outlined below.

Excellence in Well-being and Belonging

This goal states that the District will continue to foster and promote positive student well-being and belonging efforts and will identify barriers that have a detrimental effect on students' well-being and sense of belonging.

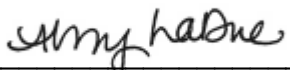
Updates will be provided on the following belonging efforts:

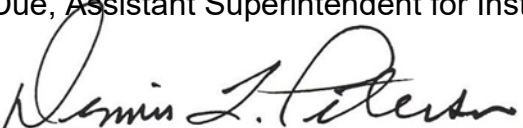
- Principals from three elementary schools, Clear Springs, Excelsior and Groveland, will provide a report on their school's belonging efforts during the first semester of the school year.

Excellence in Student Learning and Support

This goal states that the District will update aspects of its strategic plan to take into consideration the addition of a VANTAGE/MOMENTUM instructional building as it relates to enrollment, financial projections and space management.

- Executive Director of Finance and Operations Paul Bourgeois will provide a report on facilities management and financial projections.

Submitted by: 
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: 
Dennis Peterson, Superintendent



School Board Meeting
March 3, 2022



A T S + R



BUSINESS POD:

- ★ 124 • Global Business
- (79) • Business Analytics
- AP Stats

FORUM

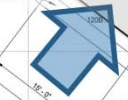
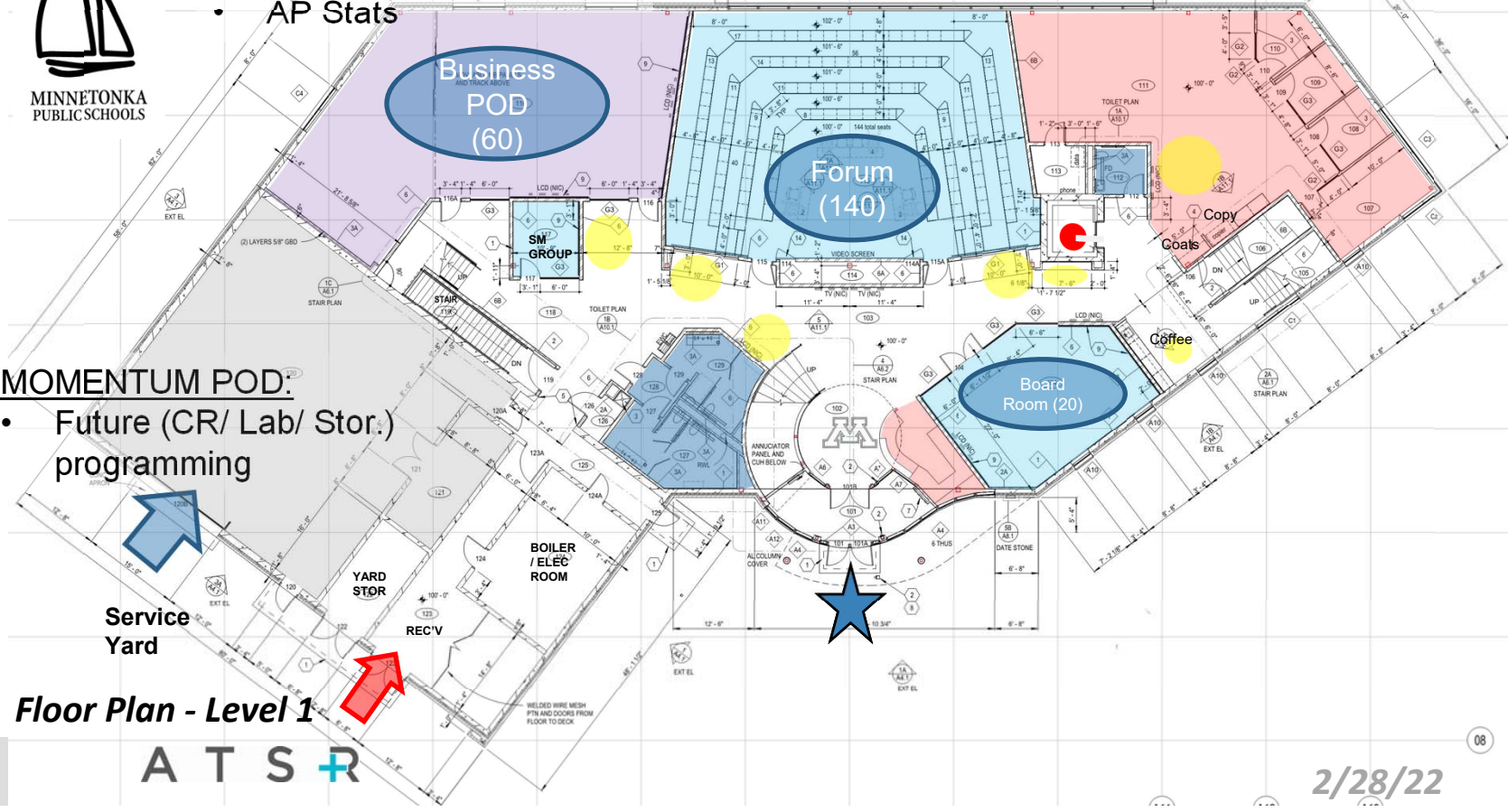
- Large group room centrally located for all groups

MOMENTUM POD:

- Future (CR/ Lab/ Stor.) programming

Floor Plan - Level 1

A T S R



Service Yard



YARD STOR

REC'V

BOILER / ELEC ROOM

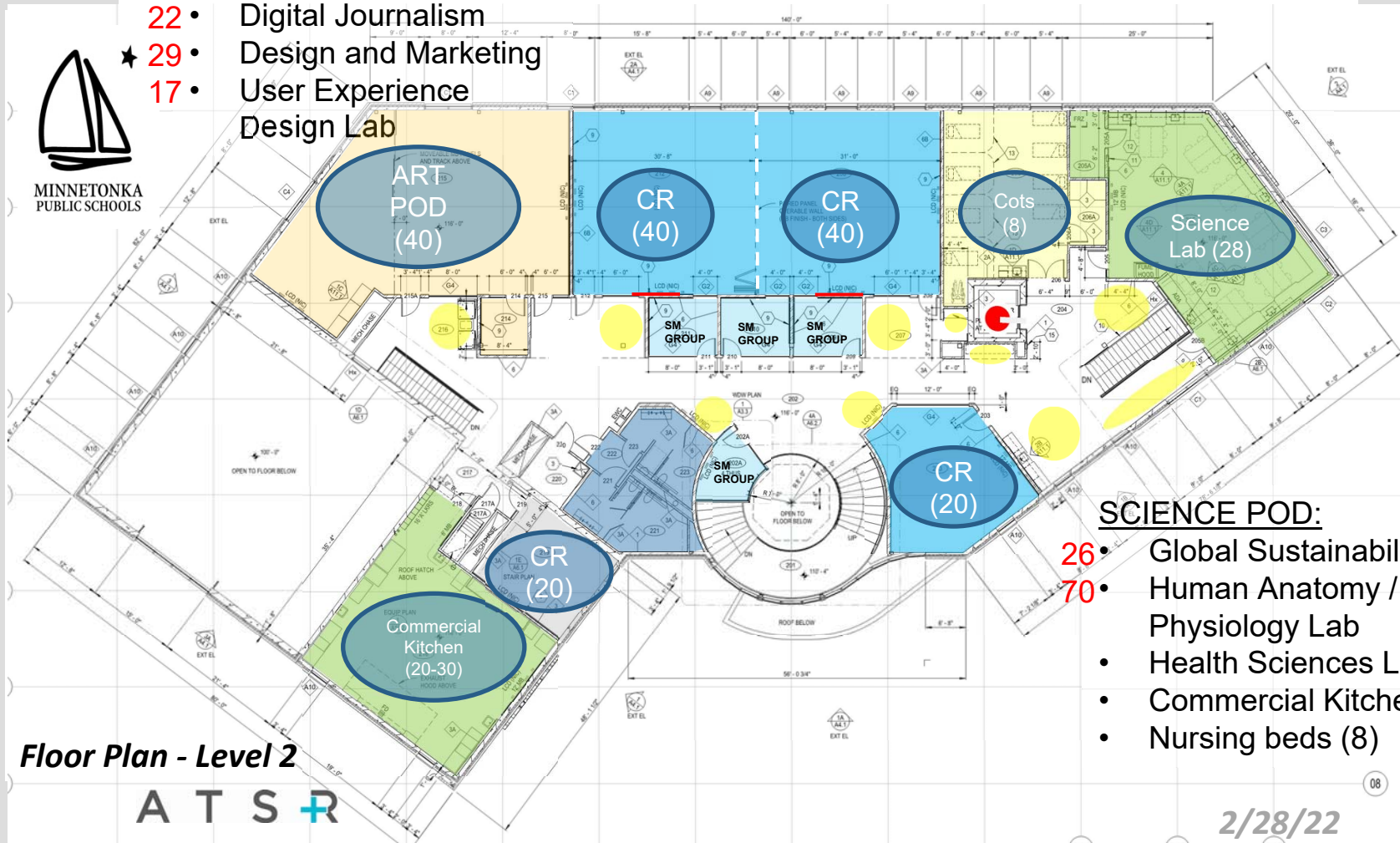
2/28/22



MINNETONKA
PUBLIC SCHOOLS

ART POD:

- 22 • Digital Journalism
- ★ 29 • Design and Marketing
- 17 • User Experience Design Lab



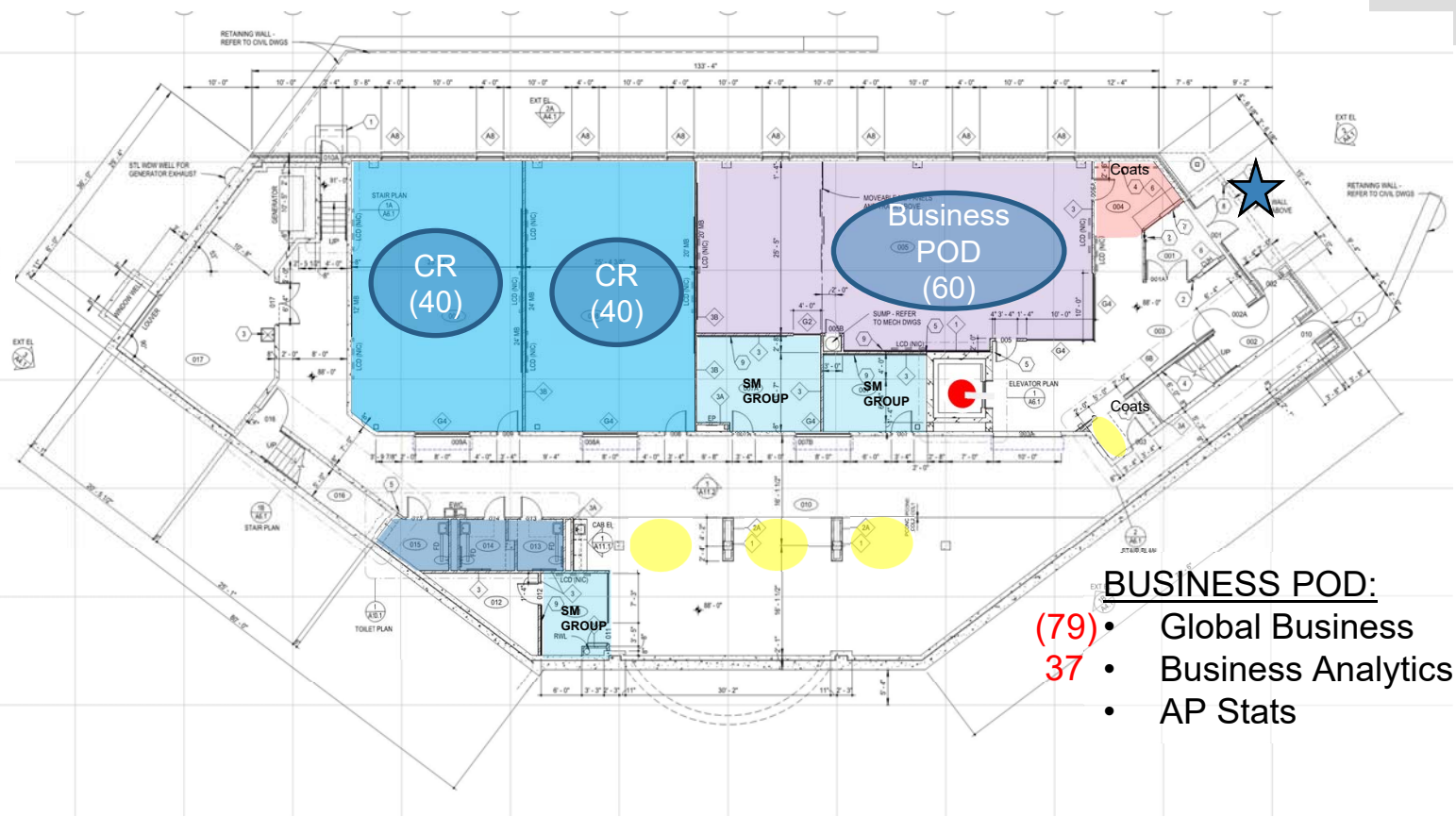
SCIENCE POD:

- 26 • Global Sustainability
- 70 • Human Anatomy / Physiology Lab
- Health Sciences Lab
- Commercial Kitchen
- Nursing beds (8)

Floor Plan - Level 2

A T S R

2/28/22



BUSINESS POD:

- (79) • Global Business
- 37 • Business Analytics
- AP Stats

Floor Plan - Level 0

A T S R

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2/28/22



MINNETONKA PUBLIC SCHOOLS

VANTAGE
MINNETONKA ADVANCED PROFESSIONAL STUDIES

MOMENTUM
MINNETONKA DESIGN AND SKILLED TRADES

Open Fall 2023

3 FLOOR BUILDING
12,000 +/- SF FLR
Total of 36,300 SF

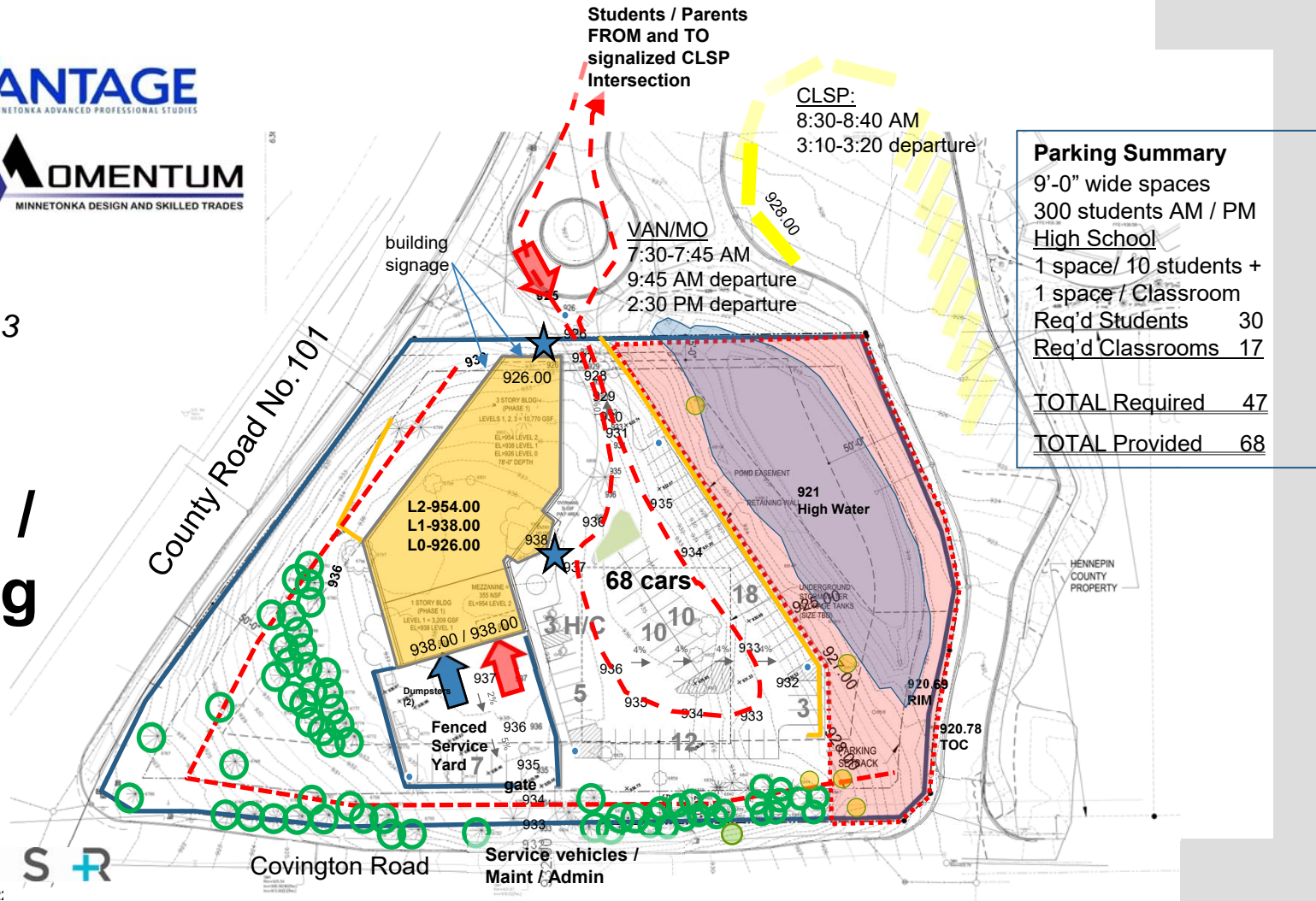
Traffic / Parking

11/19/21

SITE PLAN

A T S R

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Splitface Limestone
"Kasota Blend"

Metal Panel
System

Alum Window
System

Accessible
Main Entry

Utility Face Brick

View of Main Entry from SE

A T S R

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2/10/22



A T S R

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12/16/21



Splitface Limestone
"Kasota Blend"

Metal Panel
System

Alum Window
System

Utility Face Brick

View from SW

A T S R

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2/24/22



Splitface Limestone
"Kasota Blend"

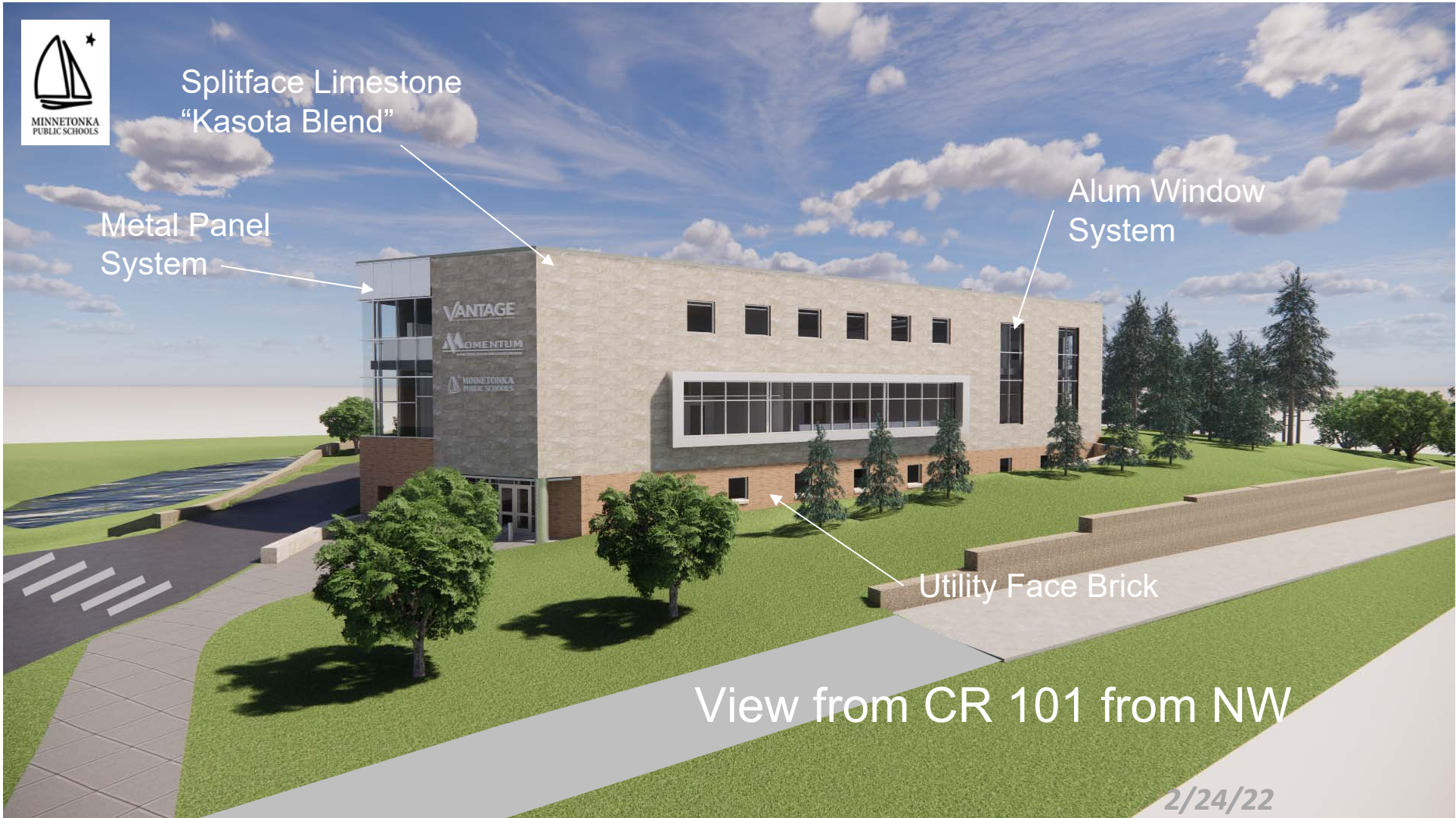
Metal Panel
System

Alum Window
System

Utility Face Brick

View from CR 101 from NW

2/24/22





A T S R

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Main Entry Security

3/2/22



A T S R

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Main Entry Feature Wall

3/1/22



ATSR

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Forum Room

3/2/22



A T S R

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Level 1 Corridor

3/1/22

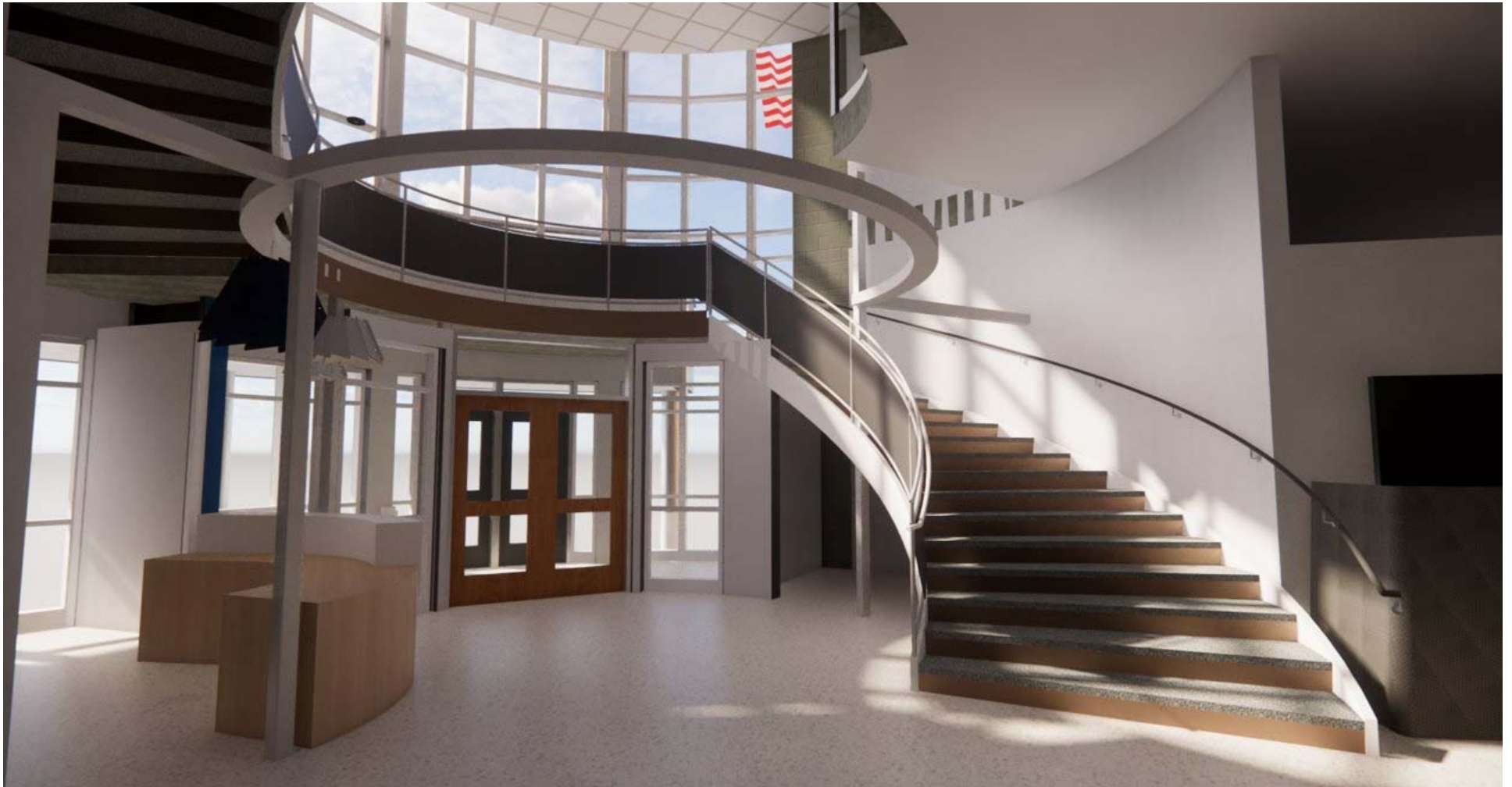


A T S R

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Level 1 Entry Corridor

3/1/22



A T S R

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Main Entry / Stair

3/1/22



ATSR

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Board Room

3/1/22



A T S R

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Level 2 Corridor

3/1/22



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Level 2 Corridor

3/1/22



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Level 2 Corridor

3/1/22



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Level 2 Corridor

3/1/22



A T S R

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Level 2 Corridor

3/1/22



A T S R

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Level 0 Entry Feature Wall



A T S R

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Level 0 Entry Corridor



A T S R

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Level 0 Corridor / Storm Shelter

THE STRATEGIC USE OF SPACE UPDATE AS OF MARCH 24, 2022

As of March 24, 2022, the VANTAGE MOMENTUM building has been approved by the Minnetonka City Council for its conditional use permit.

The Riley Purgatory Bluff Creek Watershed District is still reviewing the underground stormwater pond plans. That final approval is expected on April 5, 2022.

The plans will be sent out to bid in late March. Bids are tentatively scheduled to be opened on April 19, 2022.

The low bid will be recommended to the School Board for approval at a Special Meeting of the School Board on April 21, 2022. Upon School Board approval of the low bid, a contract will be executed with the general contractor and the building and grading permits applied for at the City of Minnetonka.

Preliminary work to set up and provide electricity to the job site trailer, as well as to stake the site for excavating and grading work will be the first activity on the site in May. It is expected that backhoes and bulldozers will start excavating and grading in late May or early June.

When the VANTAGE MOMENTUM building is open for classes on September 5, 2023, the effective capacity of the overall high school program for Grades 9-12, inclusive of the Minnetonka High School building and VANTAGE MOMENTUM building, will be increased by 300 students.

There will be an opportunity at that time for the School Board to consider adding enrollment at the 9-12 level. In FY24, under current statutes each high school student will generate \$12,084.54 in revenue from all funding sources. As a result, a 9-12 capacity increase of 300 students will generate \$3,625,362 annually.

Following are the most recent images of the VANTAGE MOMENTUM exterior. A full set of exterior and interior images and interior floor plans is attached.





The District's lease of the 8,985 square feet of office space at 4350 Baker Road will expire in September 2024. At that time, the resources used to pay for the approximately \$320,000 annual lease costs will be shifted to make the annual bond payments of the \$7,000,000 Certificates of Participation bonds that were sold to generate half the proceeds needed for construction of the VANTAGE MOMENTUM building.

The District will continue to retain ownership of the 9,170-square foot facility at 18707 Old Excelsior Boulevard approximately ½ mile from Minnetonka High School that is currently use for VANTAGE strands.

This facility sits on 1.85 acres of land and currently has 65 parking spaces. There is space to expand the facility by up to two stories of 7,300 square feet each with required additional parking underneath to bring parking spaces up to 89 vehicles.

This facility is capable of being converted for a variety of uses, including, but not limited to, potentially housing Tonka Online Comprehensive teachers if that program grows to the point of need a separate facility.

Following are a discussion and conceptual drawings of a potential three-Phase construction process to convert the existing building and add two additions in Phases to the 18707 Old Excelsior Boulevard facility.

This potential building was sized and designed to house sufficient staff to operate a Tonka Online Comprehensive program that could eventually be up to four times the size of the approximately 330 student program that is being run in FY2022.

The potential building can be constructed in three Phases, so that the District is not risking the use of scarce capital resources prematurely. The District currently does not have good market research data on the size of a consistent Tonka Online Comprehensive education market. The program is high quality rigorous education and has obtained 330 students in the COVID-19 Pandemic environment. The key question is whether that enrollment will be sustained after COVID-19 becomes endemic, when there is a possibility that the high performing students who have taken the District's rigorous online course will want to return to the full in-person high school experience.

By enabling the building to be built in Phases, it mitigates the risk of overbuilding and overcommitting scarce capital resources while retaining the ability to grow if the program grows. This approach is very similar to that taken with capital investment in the private sector. It is possible to increase the size of this building concurrently with any grow in enrollment in the Tonka Online Comprehensive Program as the enrollment.

Phase 1 would utilize the existing structure with the addition of a separate boiler and mechanical room. The boiler and mechanical rooms would be upsized to allow for support of a potential future Phase 2 and Phase 3. Phase 1 would be sufficient to house the current program of 20 FTE teachers to support 330 online K-12 students. The cost of Phase 1 is estimated at approximately \$3.0 million.

A portion of this Phase for the mechanical and heating system could be funded out of Long-Term Facility Maintenance Funds because it would be replacing the existing water-loop system that is reaching the end of its useful life and is in need of replacement. The new heating, cooling and

ventilation systems would be housed in an 800 square foot addition on the northwest corner of the existing building.



Phase - 1

Arial View

ATSR

PLANNERS + ARCHITECTS + ENGINEERS



Phase - 1

Plan View

ATSR

PLANNERS + ARCHITECTS + ENGINEERS



Phase - 1

View form the West

ATSR

PLANNERS + ARCHITECTS + ENGINEERS



Phase - 1

View form the East

ATSR

PLANNERS + ARCHITECTS + ENGINEERS

Phase 2 would add an additional 7,200 square feet on to Phase 1, which would provide sufficient teaching studios to house a second tranche of 24 teachers to support an additional 330 students online K-12 students, for a total of students supported of up to 660 between the two Phases. This Phase would consist of a three-story addition with parking at ground level and teaching studios located on the second and third floors. Phase 2 would include additional infrastructure to support a future Phase 3, including items such as restrooms, custodial closets, and mechanical,

technology and electrical rooms. The incremental cost of this Phase is estimated at approximately \$4.2 million.



Phase - 2

Arial View

A T S R
PLANNERS + ARCHITECTS + ENGINEERS



Phase - 2

Plan View

A T S R
PLANNERS + ARCHITECTS + ENGINEERS



Phase - 2

View form the West

ATSR

PLANNERS + ARCHITECTS + ENGINEERS



Phase - 2

View form the East

ATSR

PLANNERS + ARCHITECTS + ENGINEERS

Phase 3 would add an additional 9,600 square feet on to Phase 2. Phase 3 would provide sufficient space for an additional 40 teaching studios to support up to two more tranches of 660 online K-12 students. The incremental cost of this Phase is estimated at approximately \$5.1 million.

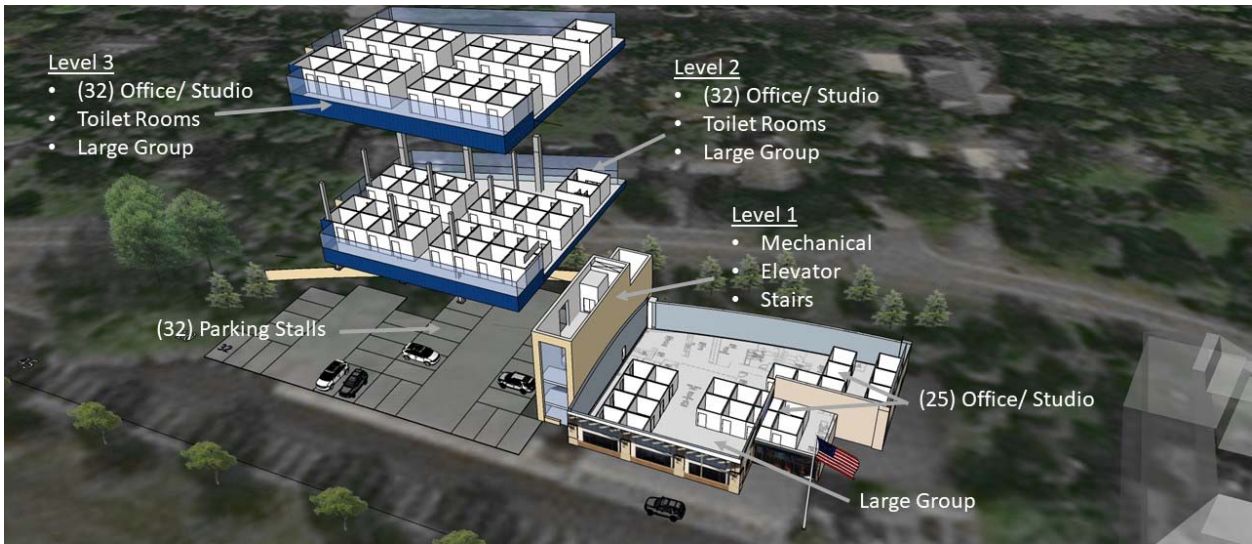


Phase - 3

Arial View

ATSR

PLANNERS + ARCHITECTS + ENGINEERS



Phase - 3

Plan View

ATSR

PLANNERS + ARCHITECTS + ENGINEERS



Phase - 3

Arial View

ATSR

PLANNERS + ARCHITECTS + ENGINEERS



Phase - 3

View form the East

ATSR

PLANNERS + ARCHITECTS + ENGINEERS

At full buildout, the total cost of all three Phases is estimated at approximately \$12.3 million with the capacity to house up to 87 teachers to support approximately 1,320 online K-12 students, as well as any program administrative staff, which would be housed on the east side of the existing building.

The current program utilizes approximately 20 teacher FTEs for the program. The initial design of the repurposed building after full buildout could house 87 teachers in 100 square foot online

teaching offices as well as support space and a program manager. The key assumption for this concept is that approximately 20 FTE teaching staff would be used for each 330 students.

Each teaching office would be a sound-proof workspace equipped with an appropriate workstation for a teacher to teach using a laptop. But it would also have sufficient space to have a second camera that would focus on a whiteboard and large LED panel monitor on the wall, so a teacher would also have the option to teach standing up at a teaching wall, similar to an in-person classroom. That would allow the teacher to use different methods of instruction at various times.

The current 330 student enrollment in Tonka Online Comprehensive generates 289.30 Adjusted Pupil Units plus 65 partner payments which at FY22 funding rates generates approximately \$3,000,000 in additional General Fund Revenue.

In FY24 under current school revenue funding rates, 1.0 Adjusted Pupil Unit K-5 will generate an estimated \$10,070.45 and 1.2 Adjusted Pupil Units will generate \$12,084.54. If all 330 students would be full-time enrolled in the District with no partner students at the \$2,500 fee and enrolled at the same ratio of elementary, middle, and high school as FY22, the revenue potential is \$3,864,273.

Assuming average new hire teacher salary and benefits for the program of \$90,000 each, or \$1,800,000 for 20 FTEs, an additional \$300,000 for a program manager, two full-time clerical support staff, and one full time custodian to maintain the building, plus \$50,000 for custodial and maintenance costs of the facility, initial rough net surplus before bond payments to offset other General Fund costs would be approximately \$1,700,000 annually. This would be sufficient to cover the annual bond payment on any bonds issued to convert the existing facility and still have funds left over to pay for other General Fund Expenditures. Estimated bond payments for a \$3.0 million COP for Phase 1 is \$228,099 annually at current rates plus 175 basis points which projects to 4.30%.

Going to the upper end of the range after all three Phases are completed, the annual bond payment costs for the cumulative \$12.3 million COP bonds for the three phases is a cumulative \$935,205 annually at the same projected interest rate of 4.30%. As a result, for a 330-student program of fully enrolled students, there would be net incremental revenue for the General Fund after paying for operations of the program and the bond payment for the Phase 1 facility of approximately \$1,472,000.

These are using rough estimates of FY23 staff costs – more detailed study would be appropriate if a project such as this was to be given further consideration.

A second block of 330 students would generate the same block of revenues but would require only additional teaching staff at a cost of \$1,800,000 and a Phase 2 bond payment of approximately \$318,338 at 4.30%, so would have the potential using current dollars to contribute a net surplus of \$1,746,000 per block of 330 students.

The key issues are attendance and staffing. Can the District maintain full in-person enrollment and attract at least 330 full-time TOC students over and above that full in-person enrollment, while continuing to instruct those blocks of 330 with 20 teacher FTEs for each block of 330?

Attracting sufficient students and keeping staffing costs at efficient levels will be the two keys to whether this program is successful in generating additional resources that can then be used all students. If it can attract sufficient students of at least 330 full-time enrolled students, the TOC

program will be a net contributor to District revenues. If it cannot attract sufficient full-time enrolled students, it will be a net user of District revenues from other sources because it will likely not cover its costs.

The facility would have ample natural light in it so that staff would not feel like they were inside an interior office all day long. Appropriate staff collaboration and meeting spaces, as well as “break” areas would be provided.

Parking at the site would be increased from the current 65 spots to 89 spots. The facility is designed for up to 87 teaching offices while retaining administrative offices in the easternmost portion of the existing footprint. The existing footprint can house 23 online teaching studios and 2 administrative offices. Phase 2 provides space for an additional 24 online teaching studios. Phase 3 provides space for an additional 40 online teaching studios. At buildout the building supports 87 total online teaching studios and two administrative offices.

The estimated cost of this 26,770-square-foot structure after Phase 3 including 17,600 square feet of new space and heavy interior modification of the existing 9,170 square feet, is estimated to be approximately \$12.3 million.

It is particularly important to note that the above scenario assumes there is a continuous market for at least 330 full-time Tonka Online Comprehensive students on an annual basis. The enrollment in Tonka Online Comprehensive for FY23 is not guaranteed to be at the same level as the Pandemic-stimulated 330 student enrollment of FY22.

Moving forward into the intermediate years, the District will have limited bonding capacity for facility additions and renovations.

Bonding capacity is limited because the District has been able to utilize Operating Capital Revenue bond payment capacity of approximately \$1.5 million annually and Lease Levy Revenue bond payment capacity of approximately \$2.5 million capacity to fund \$85,590,000 of facilities additions, renovations, and improvements in the period between 2008 and 2022. These facility additions and renovations were done to increase the facility capacity of the district to generate additional General Fund revenue for instructional programs that are available to all students of the District. The facility capacity created by the additions and renovations, funded by those bonds, continues to allow for enrollment that generates revenue for the programs that are available to all students.

As a result, limited bonding capacity also makes construction of a Tonka Online Comprehensive facility in Phases a more prudent method of moving forward.

Depending on financial conditions, if investment earnings start to materialize again after the current economic slowdown, it may be possible to utilize further excess assets from the OPEB Trust. These should only be used strategically and sparingly, because the OPEB Liability must always be funded at 100% plus an ample cushion to protect against financial downturns.

One other source of bonding is technically General Fund Revenues, which can always be used for building acquisition. However, the District has mainly stayed away from this bond payment source because bond payments from the General Fund would compete for General Fund resources with instructional needs. Because of that crucial factor, the District has stayed away from using General Fund Revenues to support bond payments.

Following is a list of those original COP bond issues for building additions, renovations, parking lots and instructional infrastructure.

Minnetonka Independent School District 276
 Certificates Of Participation Bond Issues For Capacity Infrastructure 2008-Present
 Original Issue Amount
 As Of June 30, 2022

COP Bond	Main Project	Original Amount
2008C	Minnewashta & Scenic Heights Classrooms	\$ 3,600,000
2008F	Aquatics Center Pool Addition	\$ 2,750,000
2008G	Community Education Addition	\$ 2,545,000
2008H	Minnewashta Parking	\$ 1,685,000
2009B	Elementary Classrooms	\$ 3,830,000
2009D	Baseball & Softball Fields	\$ 3,145,000
2009E	Elementary Classrooms	\$ 5,350,000
2010B	High School Classrooms, Student Union	\$ 6,500,000
2010E	Secure Entries Refunding Wells Fargo Leases	\$ 3,290,000
2011A	Clear Springs & Groveland Classrooms	\$ 2,365,000
2011B	Clear Springs & Excelsior Parking	\$ 1,700,000
2012A	Middle School Classrooms & Groveland Media Center	\$ 3,425,000
2013A	Excelsior Kitchen & Multipurpose Room	\$ 2,400,000
2013C	Page1 Activity Center	\$ 2,970,000
2013D	Scenic Heights Classrooms	\$ 1,200,000
2014B	All Day K, Elementary Music	\$ 1,700,000
2014C	All Day K, Elementary Music	\$ 4,700,000
2016F	High School Science Labs	\$ 4,510,000
2016G	High School Parking	\$ 1,000,000
2016N	Groveland Parking	\$ 1,190,000
2016O	Highway 7 Classroom Center	\$ 1,585,000
2017A	Groveland Gymnasium & Classroom	\$ 3,000,000
2018A	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 1,900,000
2018C	Clear Springs-Scenic Heights Gymnasiums & Spec Rooms	\$ 4,800,000
2020D	5735 Highway 101 Site	\$ 1,250,000
2021C	Shorewood Professional Building	\$ 2,200,000
2021D	Momentum Skilled Trades Addition	\$ 1,250,000
2021E	Momentum Skilled Trades Addition	\$ 2,750,000
2022A	VANTAGE MOMENTUM Building	\$ 7,000,000
Total		\$ 85,590,000

Lease Levy Instructional Spaces	\$ 43,370,000
Operating Capital	\$ 33,780,000
Fees and Rentals	\$ 8,440,000

The District has employed 21 refunding and restructuring of facilities Certificates of Participation bonds in that from 2010 through 2021 to create and stretch the payment capacity for bonding for additions, renovations, and improvements.

As of February 24, 2022, the District is fully utilizing its payment capacity until a handful of Certificates of Participation bonds that have not been eligible for refunding reach their call dates and are eligible for restructuring and refunding.

Payment capacity in Lease Levy Revenue to support approximately \$2-\$3 million in new Certificates of Participation may become available in January 2025 after refunding of the 2016H and 2016O Certificates of Participation.

Payment capacity in Operating Capital Revenue to support approximately \$2 million in new Certificates of Participation may become available in January 2026 after refunding of the 2016G, 2016L and 2016N Certificates of Participation.

One important condition that must be stated is that any future bonding capacity from refunding and restructuring depends on future interest rates.

If future interest rates continue to rise, it may not be possible to gain additional payment capacity from a refunding or restructuring, as higher interest rates mean more of a future payment goes toward interest expense and less goes to paying off the principal, meaning bond size is restricted.

Recent actions by the Federal Reserve Board increased interest rates by 0.25%, and seven future increases currently being projected for 2022 could raise interest rates by an additional 1.75%.

Another important condition that must be Phased for consideration is that construction inflation at the current accelerated pace will continue to also erode how much square footage can be obtained for a set level of principal. Construction inflation in the Twin Cities from February 2021 to February 2022 was 14.6%, as an example. As construction costs rise, \$2 million to \$3 million in bonds will construct less square footage than can be constructed today at lower construction costs.

Careful planning between now and those future dates will help to ensure that the District obtains the maximum benefit from any new payment capacity.

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

Study Session Agenda Item #2

Title: Update on Momentum Programming

Date: March 24, 2022

EXECUTIVE SUMMARY

The MOMENTUM Program launched in the 2020-21 school year. This program was designed to offer a variety of pathways for students who are passionate about real world, hands-on learning that can lead to opportunities in the skilled trades. During the previous year, a new facility was built at Minnetonka High School and opened in January of 2022 to support expansion of programs. For the 2022-23 school year, there will be four pathways for students to select: Construction Systems, Manufacturing, Design, and Transportation.

Simultaneously, a District team including teachers and administrators worked with an outside consultant, David Stillman, from New World Ventures to research and determine best practices in this area and further plan for development and expansion of the program for the next 3-5 years.

This report will provide an update on:

- Opening of the new building
- Current enrollment for this year and 2022-23
- Opportunities available to students and student voice about their experiences in the program
- An overview of initial plans for the 2022-23 year
- David Stillman will present research, findings and recommendations

ATTACHMENTS:

- 2022-23 MOMENTUM Brochure

RECOMMENDATION/FUTURE DIRECTION:

The purpose of this report is to provide an update to the School Board on the progress that the District has made toward implementation of and future planning for the MOMENTUM program.

Submitted by: Jeffrey A. Erickson
Jeff Erickson, High School Principal

Submitted by: Amy LaDue
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: Dennis L. Peterson
Dennis Peterson, Superintendent



Get your hands on these Trades-focused opportunities

“I’m not the kind of person who likes to sit in a chair all day. I learn by doing, through hands-on, independent work that allows me to identify problems and stick with it until I find a solution. My long-term goals are to be happy in a well-paying career where I can use my hands, do what I love and be useful to my family and my community.

– Notes from a Minnetonka student focus group

Minnetonka High School offers a variety of pathways to students with a passion for real-world, hands-on learning that could lead to a lucrative career in the skilled trades.

As part of MOMENTUM, students can look forward to rich learning opportunities, such as:

- guest speakers & panel presentations
- connections to local businesses
- information about trade certifications
- on-ramps to trade and technical schools
- Senior Capstone experience for students who complete an advanced-level course

CONTACT

Brent Veninga
Momentum
Instructional Team

brent.veninga@
minnetonkaschools.org
952-401-5700

Mitch Burfeind
MHS Tech Ed & Project
Lead the Way Chair

mitch.burfeind@
minnetonkaschools.org
952-401-5700

Partner with Us!

Help us connect MHS students with the Trades community. Please complete the form:

<http://bit.ly/MTKA-MOMENTUM>

Trades Pathways Quick Facts

5

New MHS courses in Automotive to be offered in 2022-23 and 2023-24.

3M

The skilled trades gap in the United States is expected to reach 3 million job vacancies by 2028*

2026

Projected: Better-than-average employment in the building trades at least through 2026*

16k

Number of skilled electricians needed nationwide with more anticipated as professionals near retirement**

MHS PATHWAYS

What is the skilled trades gap?

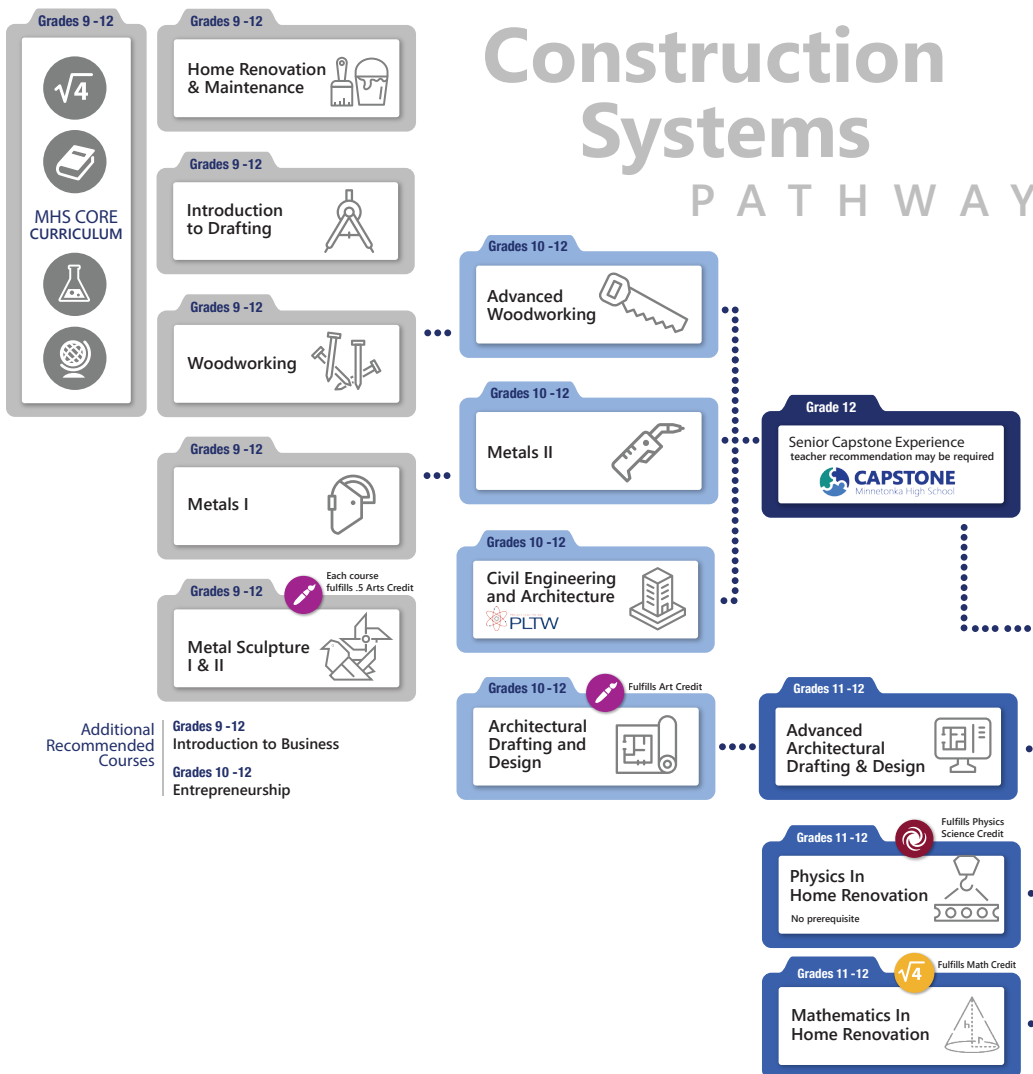
Highly skilled individuals in the trades are critical to a strong U.S. economy. Employers need new talent today to replace retiring workers.

New MHS courses for 2022-23 and 2023-24:

- 22-23: Mathematics in Home Renovation
- 22-23: Automotive Career Investigation
- 22-23: Automotive Braking Systems
- 22-23: Automotive Engine Performance
- 22-23: Metal Sculpture II
- 22-23: Advanced Engineering Design II

- 23-24: Automotive Electrical/Electronic Systems
- 23-24: Automotive Steering and Suspension Systems

What's the right pathway for you?



Business Connections

- RJM Construction, Golden Valley

Career Options

- Carpenter
- Electrician
- Ironworker
- Laborer
- Superintendent
- Project Engineer (Office)
- Field Engineer
- Architect
- Draftsperson

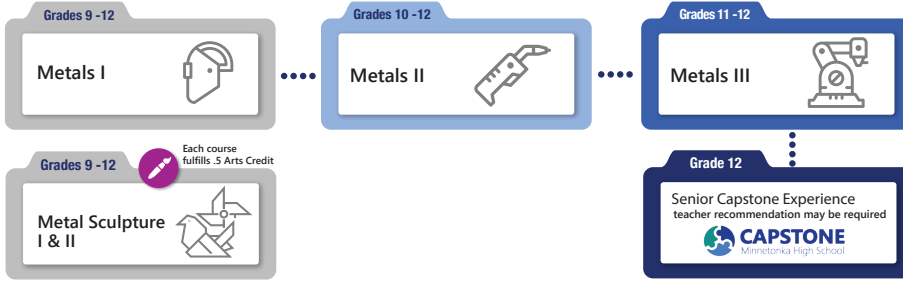
Post-secondary

- Two-year specialized design program
- Four-year architecture degree

Manufacturing PATHWAY

Grades 9 -12

MHS CORE CURRICULUM



Additional Recommended Courses

Grades 9 -12 Introduction to Business

Grades 10 -12 Entrepreneurship

MHS Activities/Clubs

- Supermileage
- Robotics

Career Options

- Welding, Machinist, Robotics

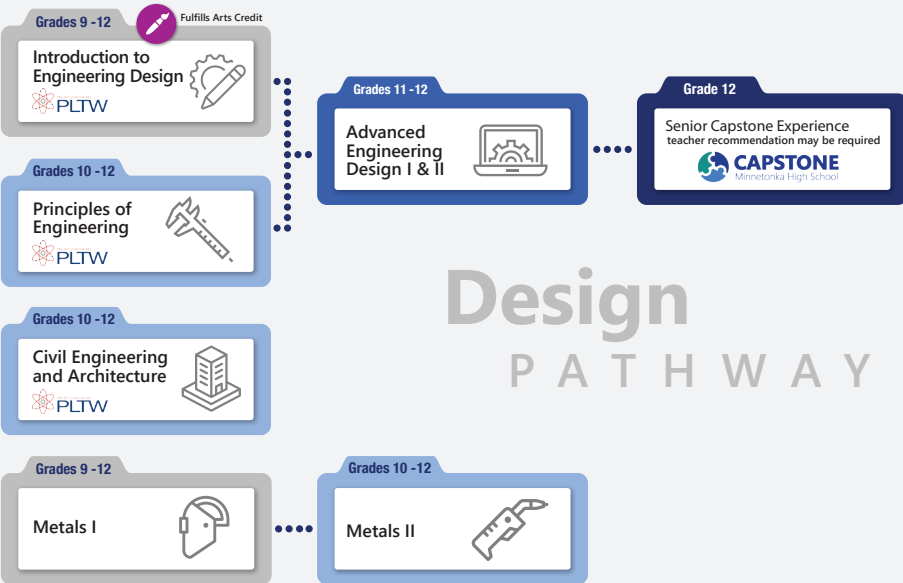
Post-secondary

- Two- and four-year options

Design PATHWAY

Grades 9 -12

MHS CORE CURRICULUM



MHS Activities/Clubs

- Robotics
- Science Olympiad
- Supermileage

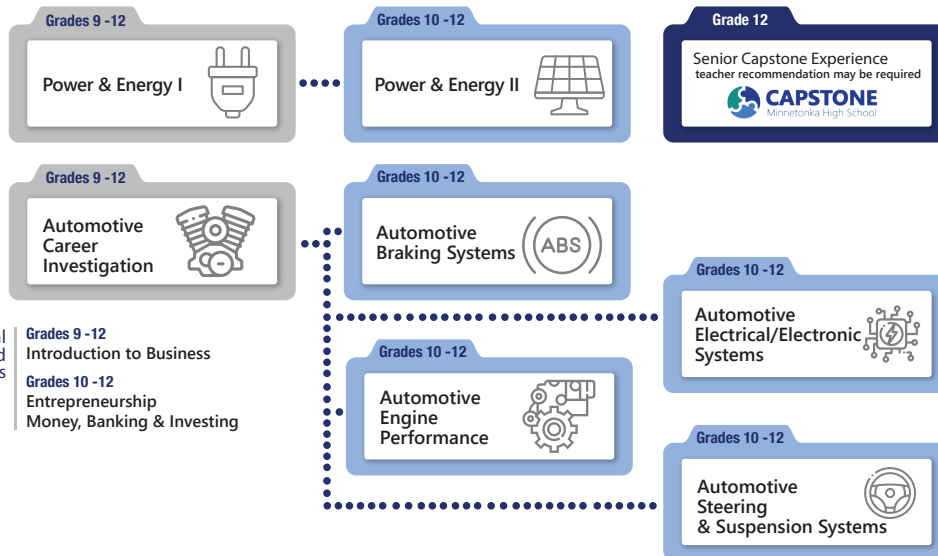
Post-secondary

- Four-year engineering degree

Transportation PATHWAY

Grades 9 -12

MHS CORE CURRICULUM



Additional Recommended Courses

Grades 9 -12 Introduction to Business

Grades 10 -12 Entrepreneurship, Money, Banking & Investing

MHS Activities/Clubs

- Robotics
- Supermileage

Post-secondary

- Two- and four-year options

Career Options

- Automotive Technician
- Master Mechanic

CREATING AWARENESS

Business Connections

MHS staff and the Trades Advisory Board, made up of leaders in the trades industry, are working to strengthen connections between MHS students and local companies looking to train students, fill apprenticeships, and hire dedicated MHS students and recent graduates.

Certifications

Skilled trade certifications give students portable skills that lead to fulfilling, well-paying jobs.

Certifications can also lead to greater responsibility within an organization and prepare individuals to succeed should they choose to pursue a two- or four-year academic pathway later.

Technical Schools

Minnesota is home to many technical schools with vibrant programs that lead to technical certificates or associates degrees.

Look for announcements on college/career visits and guest panel discussions that include representatives from these schools.

“MHS is a **school of opportunities** where we work to help each student find their passion and place. **MOMENTUM**, in particular, is a way for students to **broaden their horizons** and apply their learning in real life scenarios.
– **Jeff Erickson**
*Principal
Minnetonka High School*”

IT'S ABOUT YOU

Core Curriculum

Your strong Minnetonka High School core curriculum (English, math, social studies, science) will help you hone the skills you'll need for success on the job and as you consider supervisory-level opportunities.

Stay engaged! Personalize your learning and incorporate your passion for this work wherever you can.

Be Valued

The skilled trades can provide significant economic value:

- begin with paid work experience
- gain skills and confidence
- pursue certifications
- take advantage of training that may be fully paid by employers
- feel valued by employers and customers

Stand Out

In MHS **MOMENTUM** courses, you'll be able to apply what you're learning and develop the skills you need to stand out to employers. Hands-on, project-based work will allow you to demonstrate critical thinking and problem-solving skills.

Enrollment and engagement in an advanced **MOMENTUM** course are key to gaining a teacher recommendation that may be needed to participate in the offsite Senior Capstone experience. ▶



Project Lead the Way empowers students to develop and apply in-demand skills by exploring real-world challenges. MHS offers three PLTW pre-engineering courses focused on solving problems, thinking critically and collaborating.

In 2020, 80.2% of Minnetonka students completing the PLTW requirements earned college credit.



The **MHS Senior Capstone Project** provides students the opportunity to apply and participate in a two-week, off-campus experience at the end of their senior year. Students explore their passions and work with a mentor in a real-world learning environment.

Enrollment in an advanced Tech Ed course is required. MHS teacher recommendation may be requested.

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

Study Session Agenda Item #3

Title: Review of Policy #412 Employee Expense Reimbursement

March 24, 2022

EXECUTIVE SUMMARY

Policy #412 Employee Expense Reimbursement was established on September 2, 2004.

The policy is sound as written and is functioning as the School Board intended.

At the time of establishment, the policy set a \$50 per-diem limit for meals plus tips.

In September 2004, the Consumer Price Index for Urban Wage Earners was 178.6.

As of February 2022, the Consumer Price Index for Urban Wage Earners was 260.3.

That is an increase of 81.7 points or 46%.

As a result, Administration is recommending that the per-diem limit for meals plus tips be set at a level of \$75.

ATTACHMENTS

Policy #412 Employee Expense Reimbursement

RECOMMENDATION

This policy is presented for the School Board's review.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



Dennis Peterson, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #412: EMPLOYEE EXPENSE REIMBURSEMENT

I. PURPOSE

The purpose of this policy is to set forth the conditions under which the Minnetonka Independent School District #276 will reimburse certain employee business expenses. This policy applies to all District employees unless modified by an individual employment contract approved by the School Board.

All out-of-state travel or any in-state travel that involves lodging shall be approved in advance by the employee's supervisor using the Leave Request/Release Time Form.

II. AUTHORIZATION

The District will reimburse employees only for actual expenses that are **both** directly related to the performance of the employee's job responsibilities **and** approved by the Superintendent or designee. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees and other reasonable and necessary school District business-related expenses.

III. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official District forms and are to be submitted to the Superintendent, or designee. Receipts for lodging, commercial transportation, program registration and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the School Board. Commercial transportation shall reflect "economy" fares and shall be reimbursed only for the actual cost of the trip related to the approved travel.

IV. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The School Board shall adopt a schedule of reimbursement rates for District business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The Superintendent, or designee, shall develop directives and guidelines to address methods and times for submission of requests for reimbursement.

V. RESPONSIBILITY

- A. Responsibility for compliance with this policy is three-fold:

1. The employee submitting the request for reimbursement is responsible for assuring that a public purpose was fulfilled and for providing adequate documentation as required in this procedure.
 2. The supervisor who signs the reimbursement request is responsible for assuring that a public purpose was accomplished by the employee making the expenditure, that proper documentation is in place, and that District purchasing procedures could not have been reasonably used to make the expenditure.
 3. Designated Business Office officials are responsible for assuring that the reimbursement form is properly completed and that the proper supervisory signature is in place on the form.
- B. If the Superintendent, or designee, or the School Board determines that a public purpose was not met by the incurring of the employee expense, the claim will be denied and the expenditure shall become the responsibility of the employee.
- C. The District will not reimburse an employee to the extent an expense is beyond the reasonable needs of fulfilling the business purpose of the occasion.
- D. A supervisor who gives advance approval of an employee business expense may impose particular conditions on the expense including, but not limited to, the maximum amount approved for reimbursement.
- E. In no event will the District reimburse an employee for the cost of any alcoholic beverages, entertainment expenses or expenses for a spouse, companion or child while the employee is on District travel status. The District also will not reimburse any employee for costs that the District cannot pay or bear under applicable law. This would include expenses such as laundry, movies, personal phone calls, and snacks.
- F. Expenditures for which reimbursement to an employee is permitted:
1. Approved mileage to and from District-related functions and between buildings of the District. Mileage shall be paid to employees at the current Internal Revenue rate. Current Internal Revenue rules determine the allowable mileage that is reimbursed. Mileage is allowed from the employee's work site to a staff development conference and back to the employee's work site, but not from the employee's home to the staff development conference and back home. Mileage is not paid if the total mileage drive is less than the employees regular commute distance from home to work.
 2. ~~Meals, plus tips, not in excess of \$50 per day.~~ Meals, plus tips, not in excess of \$75 per day. When a meal is included in the registration of an event, or is paid for by another source, reimbursement for that meal is not permitted. A receipt is required for any meal costing in excess of \$10.
 3. Approved ground transportation and other allowable incidental expenses incurred while traveling on behalf of the District. Use of the least expensive form of ground transportation is encouraged. Exceptions are permitted when circumstances such as location, distance, or presentation materials dictate use of a taxi or car rental.

4. Commercial lodging not to exceed the single room rate, unless two employees use the same room.
5. Expenditures incurred for internet hook-up will be reimbursed only when incurred for school business and only when approved in advance by the supervising administrator.
6. Commercial transportation not to exceed “coach” air rate. If a personal vehicle is driven in lieu of commercial air transportation, employees will be reimbursed the actual costs incurred not to exceed “coach” air fare.
7. Travel Advance: The District is authorized to prepay employees for meeting or travel expenses. Such an advance is limited to the anticipated registration, transportation and lodging expenses. Each request must be approved by the Superintendent, or designee, and must be supported by receipts following the approved travel.
8. Low-priced items costing \$100 or less not practical to purchase using a District purchase order.
9. Emergency purchases for which the normal purchasing process is not timely.

Legal References: Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. No. 161B-12 (January 24, 1989) (Operating Expenses of Car)

Approved September 2, 2004

Reviewed March 17, 2022

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

Study Session Agenda Item #4

Title: Update on Outstanding Bonds

Date: March 24, 2022

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 periodically issues bonds as needed to fund long term maintenance projects on its approximately 1,833,000 square feet of building space and 259 acres of land, or to construct targeted building additions as needed to meet the needs of the educational program for the students.

When the Minnetonka Independent School District was founded in 1952, the district inherited the 1929 Excelsior High School Building – now serving as Excelsior Elementary School – and the 1938 Deephaven High School Building – now serving as Minnetonka Community Education Center. For approximately 16 years inclusive of 1952 with the construction of Minnetonka High School and ending in 1967 with the construction of Scenic Heights Elementary School, the district facilities were built by the populace. It took 16 years to build the district.

Starting in the middle of the 2000s decade, with all of the buildings approaching or exceeding 50 years of age, the District undertook a strategic initiative to perform mid-life long term maintenance to rebuild the buildings to ready them for another 50-60 years of use. This rebuilding process itself will last approximately 16 years through approximately 2024 before it is completed, with one of the last phases being replacement of original cabinetry in the 1950s areas of the various elementary schools. Subsequent to that, the District will be in more of a continuing maintenance mode as roofing and paving continue annually, HVAC systems which last approximately 30 years come due for replacement, and synthetic turf fields come due for replacement in the years of 2021 through approximately 2026.

In the past several years, the great majority of deferred maintenance items have for the most part been eliminated, with only a few remaining, and the District is on schedule with its long term maintenance plan to continue to replace major building components for the fleet of buildings that have reached 50 years or more of use.

The District also has done targeted additions over the past several years to serve the educational programs in an efficient manner and serve all the students that wish to enroll in Minnetonka Public Schools.

The attached update is a status report on the various bond issues of the district, the annual bond payments on the outstanding bond principal, and a look at the current and future levels of outstanding bonds as the district moves through its strategic facility initiatives and bonds are paid off over time. This report also contains additional information regarding the financial and budget history of the District, the course of the District set by past School Boards, and additional detail

on various bond issues, all of which provide additional context to the information about the outstanding par value of bonds outstanding.

ATTACHMENTS:

Outstanding Bonds & Certificates of Participation as of June 30, 2022

RECOMMENDATION/FUTURE DIRECTION:

This report is presented for the School Board's information.

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

Concurrence: 
Dennis Peterson, Superintendent



MINNETONKA
PUBLIC SCHOOLS

Outstanding Bonds & Certificates of Participation As of June 30, 2022

March 24, 2022



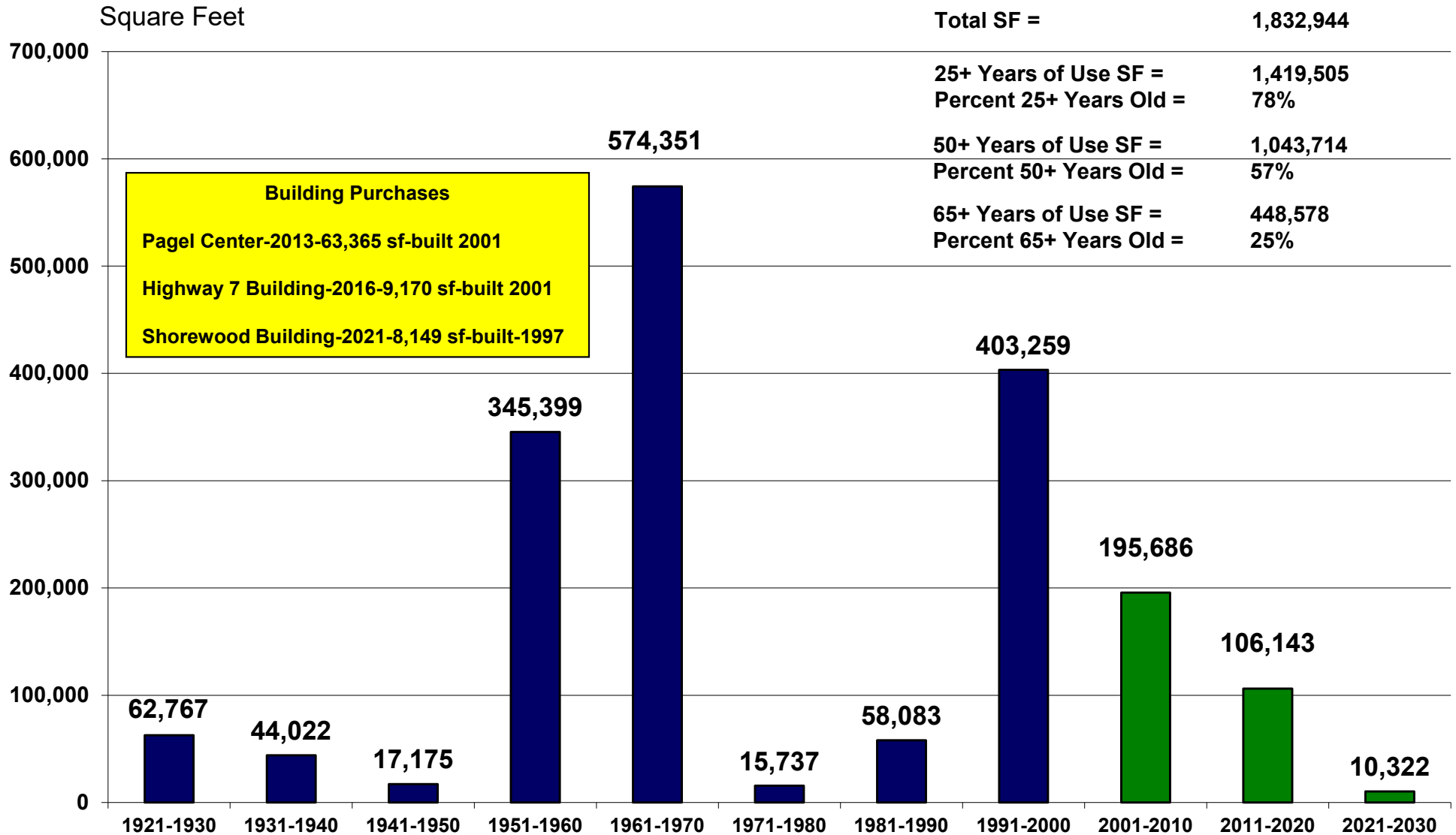
Four Segments Of Presentation

- Background
- FY2022 Activity
- Status as of June 30, 2022
- Estimating the Future

Minnetonka Independent School District 276

Facilities Construction And Acquisition By Decade

As Of June 30, 2022





Facility Maintenance Strategy & Bonding Strategy

- In 2007, Minnetonka ISD 276 was levying a total of \$10,021,717 in facility bond debt payments and long-term maintenance projects on a pay as you go basis
 - About 32% of the total levy
- Much deferred maintenance had built up over prior decades
 - District facilities were either at or past mid-life at 50-60 years of age or more
- The District began bonding for long term maintenance in 2008
 - Spread the payment for long-lived maintenance projects over the life of the improvement and has kept levies lower

Facility Maintenance Strategy & Bonding Strategy

- Spread costs over multiple generations and multiple taxpayers for long-lived improvements or maintenance
 - Similar to how utilities pay for large capital improvements like power plants or power lines so that rates stay low for ratepayers
- Restructuring strategies to keep overall annual payments roughly flat — rationale may be any combination of the following
 - Lower interest rates
 - Keep overall debt payments relatively flat for all bonds by extending payments out
 - Lowering payments to create payment “capacity” for a future bond in Lease Levy or Operating Capital
 - Net present value savings
 - Cash savings
- Different depending on the situation

Facility Maintenance Strategy & Bonding Strategy

- Since 2007 through June 30, 2021 - \$170,804,548 in facilities related bonds
 - \$92,214,548 in 22 General Obligation Long-Term Facilities Maintenance Bond issues
 - \$78,590,000* in 28 Certificates of Participation Bond issues for classrooms and other necessary facility infrastructure to support classrooms
 - Specialist rooms
 - Land acquisition
 - Parking lots
 - Athletic facilities
- 40 refunding bond issues with financial savings of over \$24.1 million

*Includes \$2,750,000 2021E COP Bonds sold May 27, 2021 and closing July 1, 2021

Facility Maintenance Strategy & Bonding Strategy

- What have we gotten out of this investment?
 - Capacity for additional students to generate revenue for programs serving all students
 - Deferred maintenance eliminated – now maintaining buildings in a state of good repair to be ready for another 50-60 years of use
- In-house construction management has saved the District \$6.0 million in construction management fees
 - Approximately 3.5% of project costs based on what other districts are paying for construction management
- We have also done 40 bond refundings and restructurings that have had positive financial impact of over \$24.1 million
 - lowered levies
 - lowered par value
 - reduced payments either immediately or in the future

Eliminating Deferred Maintenance As Of June 30, 2021

- Long-Term Facilities Maintenance – A Multi-Year Process
 - Room unit ventilator systems current
 - Roof replacement current
 - Parking lot repaving current
 - Lighting current
 - Windows current
 - Doors current
 - Flooring current
 - Pool mechanical systems current
 - Synthetic turf fields current
 - Painting current on seven-year rotation
 - Kitchen overhauls at every District kitchen completed summer 2015
 - Door safety hardware replacement completed fall 2015
 - Door replacement completed summer 2016
 - Public Address (PA) safety system replacement completed summer 2016
 - Hallway and high use areas wall tiling completed summer 2016
 - Restroom overhauls completed summer 2016
 - Boiler room overhauls completed summer 2017
 - Media center lights-ceiling-painting-flooring completed summer 2019
 - Mechanical room overhauls will be completed by summer 2021 – 1 large room at MMW
 - Mechanical systems digital controls will be completed in summer 2026

Facility Maintenance Strategy & Bonding Strategy

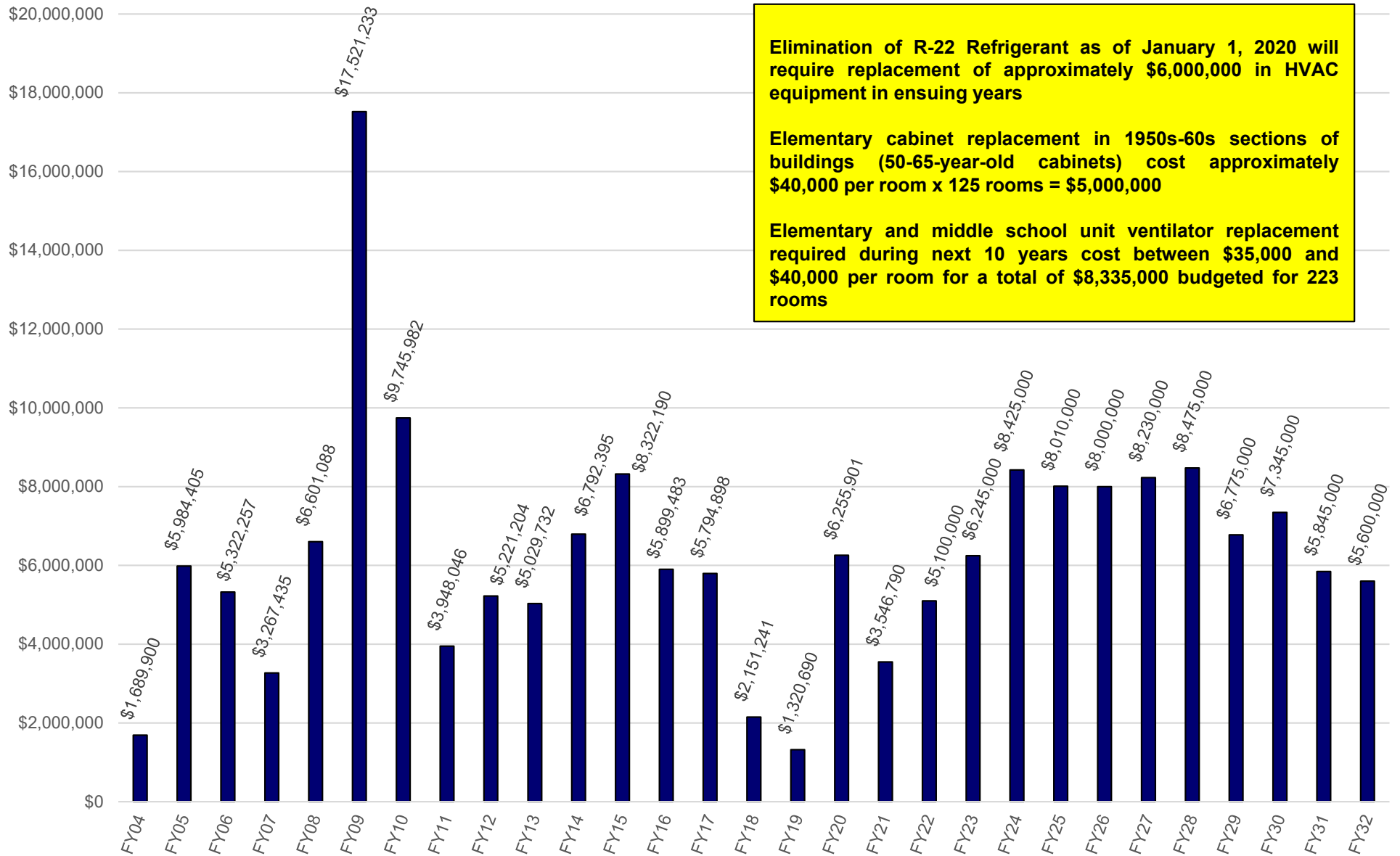
- Bonding strategy allows the overall facility levy to remain relatively flat
 - Allows the District to perform necessary long-term maintenance to rebuild its buildings for another 50-60 years of use
 - Any levy increases in the levy therefore are as a result of additional revenue for educational operations
 - Active management of bond issues to manage facility levy impact
- This major rebuilding is taking place over approximately 15 years
- This time frame also roughly parallels the time of post World War II “baby boom” district building construction from 1952 to 1967
- As of FY2020 the District is current with major facilities maintenance
 - Will always be long term maintenance needs that will need to be addressed as major components wear out
- Never ever done maintaining over 1,800,000 square feet of buildings, and 255.34 acres of outdoor facilities
 - 3/5 has over 50 years of use

Long-Term Maintenance Plan Project Levels

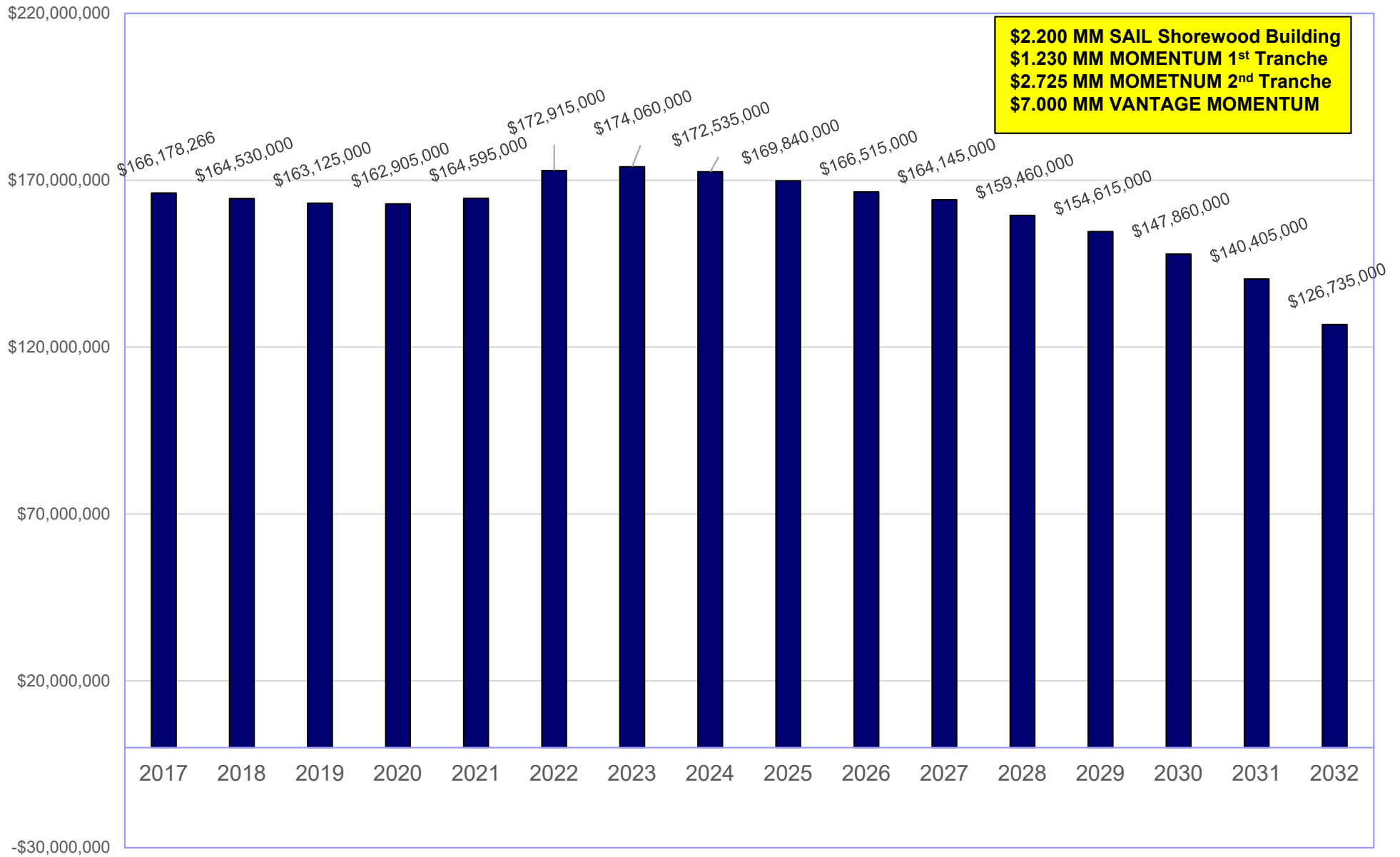
- Long-Term Maintenance expenses have started out at a higher level but have leveled out over time as deferred maintenance was caught up
 - 2004-2007 Average \$4.1 million
 - 2008-2012 Average \$8.6 million
 - 2013-2015 Average \$6.7 million
 - 2016-2017 Average \$5.9 million
 - 2018-2019 Average \$1.7 million
 - 2020-2032 Average \$6.8 million
- Prudent course of action is to maintain buildings in a state of good repair and maximize the community's investment in them
 - Much more cost effective than tearing down and rebuilding
 - \$800,996,528 to build new at \$437 per square foot new construction cost
 - \$3.68 annual long-term maintenance cost per square foot 1/119 of build new
 - 0.84% of build new

Long Term Facilities Maintenance History And Projection

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



Outstanding Debt Principal At Fiscal Year End – 2017-2022 Actual – 2023-2032 Projected



Summary – Total Outstanding GO & COP Bond Debt Paid By District Sources June 30, 2022

■ Total Outstanding GO and COP Bond Debt June 30, 2022		\$172,915,000
■ Total To Be Paid By Property Tax Levy Sources		\$144,750,000
■ Supported By GO Debt Service Levy	\$89,140,000	
■ Supported By GO OPEB Debt Service Levy	\$19,720,000	
■ Supported By Lease Purchase Levy	\$35,890,000	
■ Total To Be Paid By Other District Funding Sources		\$ 28,165,000
■ Operating Capital	\$25,590,000	
■ Tonka Dome - supported by fees & donations	\$ 930,000	
■ Community Ed additions - fees & donations	\$ 1,645,000	

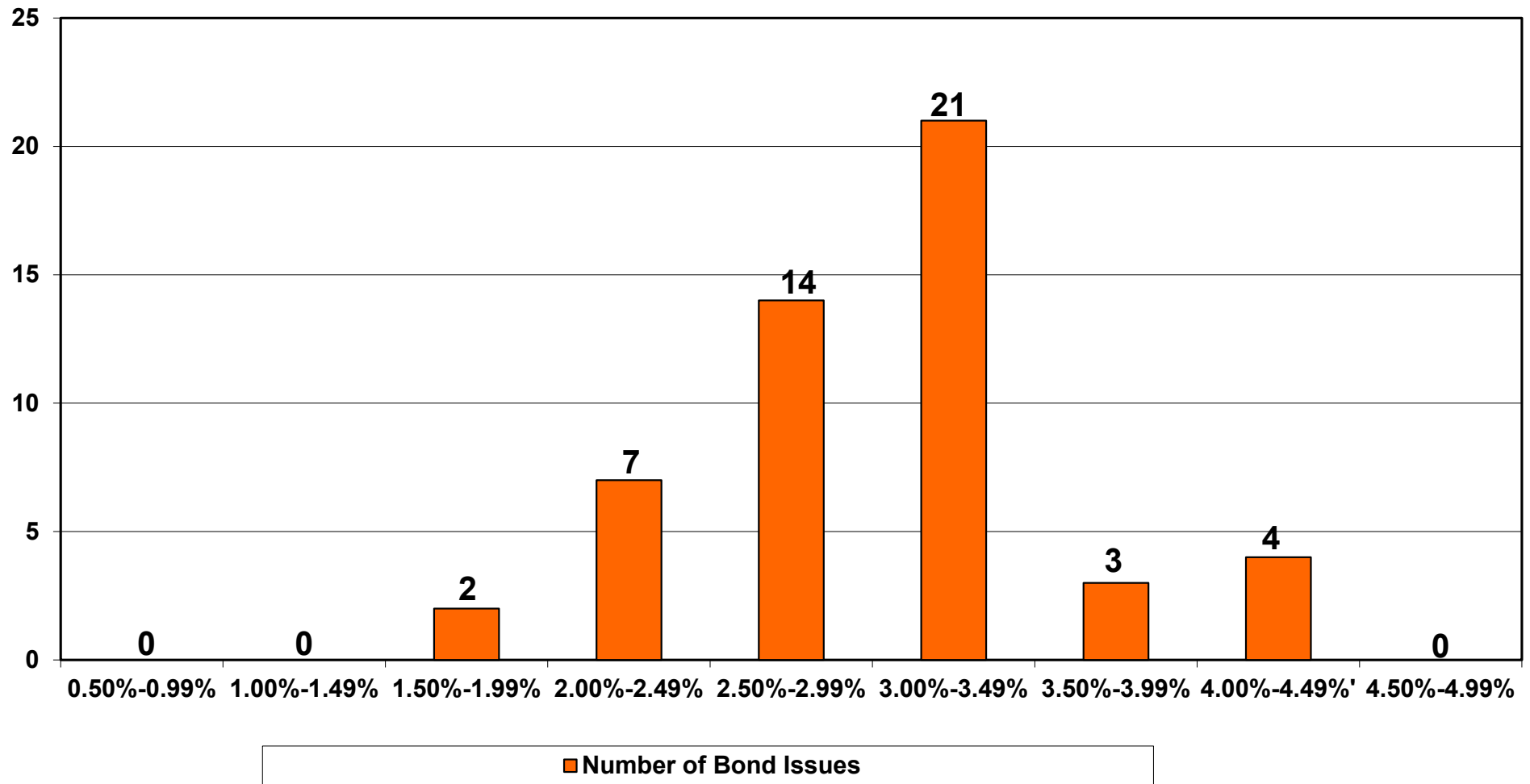
Fiscal Year 2022 Activity

- 2021E Certificates of Participation - \$2,725,000 – 2.46%
 - Purpose – Second tranche for MOMENTUM addition construction
- 2021F Refunding GO Bonds - \$770,000 – 1.49%
 - Purpose – refund 2012G LTFM Bonds
 - Reduced interest rate from 2.96%
 - NPV savings of \$53,093
- 2021G GO LT Facilities Maintenance Bonds - \$2,,000 – 2.38%
 - Purpose – Long Term Facility Maintenance Bonds for FY23-Summer 2022
- 2021H Refunding GO Bonds - \$5,125,000 – 1.42%
 - Purpose – refund 2013B, 2014D LTFM Bonds
 - Reduced interest rate from 2.90%
 - NPV savings of \$253,072
- 2021I Refunding GO Bonds - \$13,870,000 – 1.88%
 - Purpose – refund 2015A, 2015E, 2016A, 2016B, 2016E LTFM Bonds
 - Reduced interest rate from 3.32%
 - NPV savings of \$868,813
- 2021J Refunding GO Bonds - \$14,025,000 – 1.81%
 - Purpose – refund 2016I LTFM Bonds
 - Reduced Interest rate from 2.91%
 - NPV savings of \$63,903

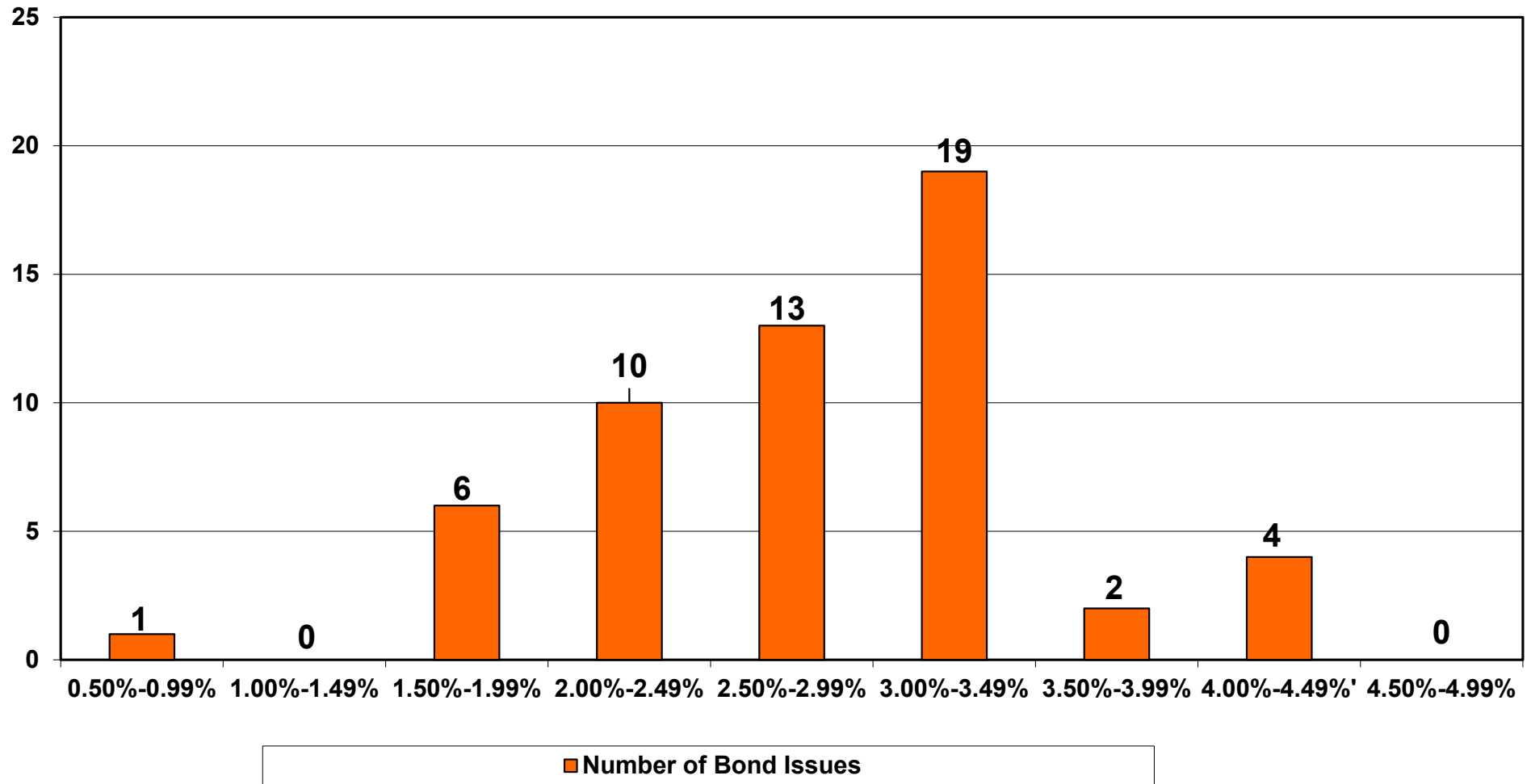
Fiscal Year 2022 Activity

- 2021K Refunding Certificates of Participation – \$1,985,000 - 2.22%
 - Purpose – refund 2012A COPs and lower annual payments by \$98,662 for MOMENTUM
 - Reduced interest rate from 2.96%
 - NPV savings of \$19,919
- 2021L Refunding Certificates of Participation - \$3,200,000 – 2.32%
 - Purpose – refund 2014C COPs and lower annual payments by \$139,919 for MOMENTUM
 - Reduced interest rate from 3.62%
 - NPV savings of \$178,317
- 2021M Refunding Certificates of Participation – \$3,705,000 – 2.95%
 - Purpose – refund 2016F COPs and lower annual payments by \$119,290
 - Reduced interest rate from 4.22%
 - NPV savings of \$76,771
- 2021N Refunding Certificates of Participation - \$745,000 – 2.66%
 - Purpose – refund 2013D COPs and lower annual payment by \$27,885 for MOMENTUM
 - Reduced interest rate from 2.85%
 - NPV savings of (\$58,932)
- 2022A Certificates of Participation - \$7,000,000 – 3.30%
 - Purpose – VANTAGE MOMENTUM building construction

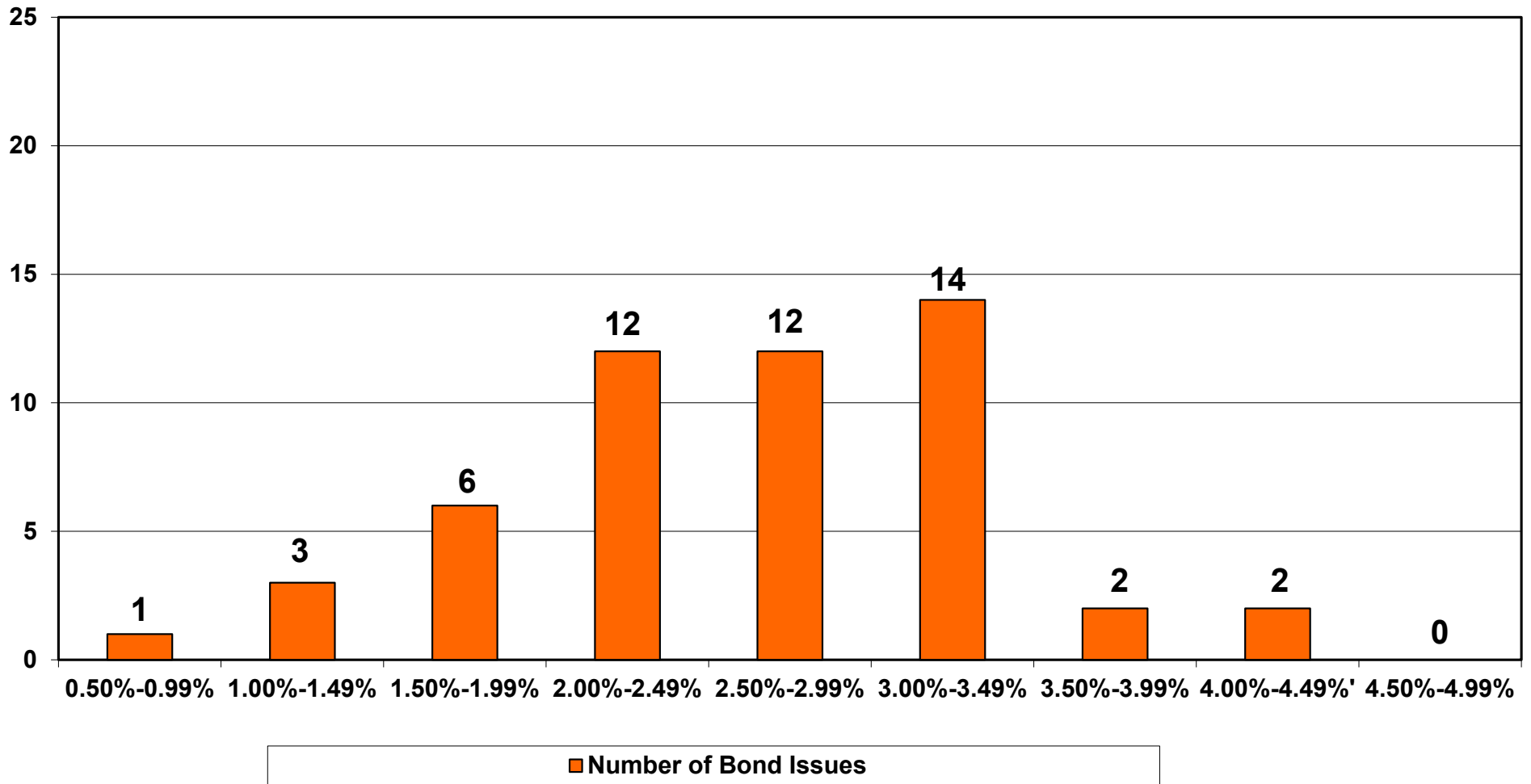
Distribution of Interest Rates for 51 Outstanding Bond Issues June 30, 2020



Distribution of Interest Rates for 53 Outstanding Bond Issues June 30, 2021



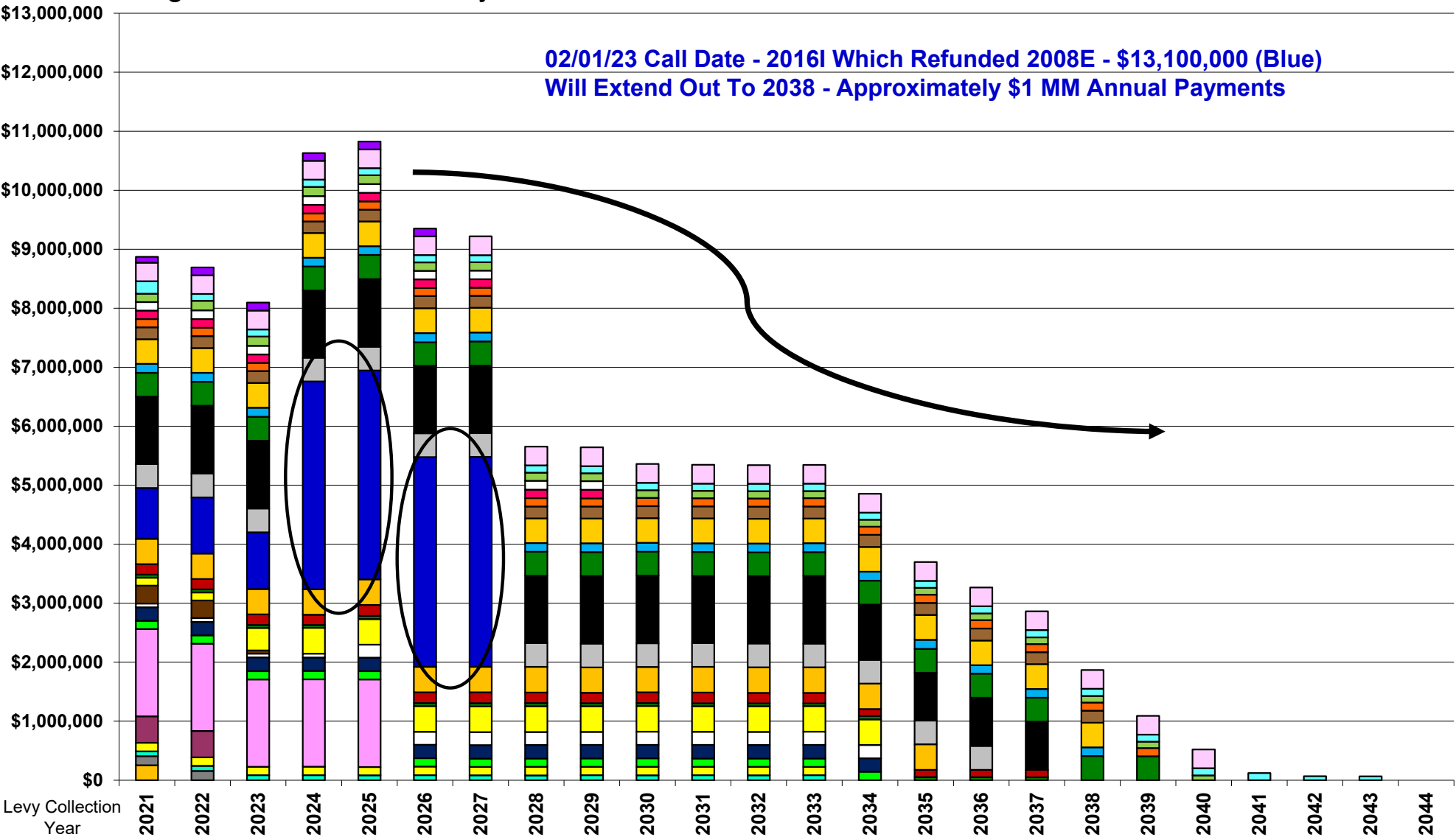
Distribution of Interest Rates for 52 Outstanding Bond Issues June 30, 2022



Outstanding GO Debt Service Levy Principal And Purpose June 30, 2022

2012F Refunding	2.17%	2004D Alt Facilities (LTFM) Partial	\$ 145,000
2013G Alt Facilities	2.11%	Long-Term Facilities Maintenance FY14	\$ 415,000
2013H Refunding	2.82%	2004B Refunding of 1996 Classroom Refunding	\$ 5,125,000
2015B Refunding	3.24%	2008B Partial (LTFM)	\$ 1,765,000
2015D Alt Facilities	2.64%	Long-Term Facilities Maintenance FY16	\$ 325,000
2016M Long-Term Maint	2.63%	LTFM FY17-18-19	\$ 4,660,000
2017B Refunding	2.89%	2008A, 2008B, 2010A, 2010D (LTFM)	\$12,280,000
2018E Refunding	3.81%	2010C Long-Term Facilities Maintenance	\$ 4,745,000
2019B Long-Term Maint	3.24%	Long-Term Facilities Maintenance FY20	\$ 1,855,000
2019C Refunding	3.34%	2009F Long-Term Facilities Maintenance	\$ 4,885,000
2019D Long-Term Maint	2.69%	Long-Term Facilities Maintenance FY20	\$ 2,550,000
2019F Long-Term Maint	2.58%	Long-Term Facilities Maintenance FY21	\$ 1,825,000
2020A Refunding	1.62%	2012B Long-Term Facilities Maintenance	\$ 970,000
2020C Refunding	2.30%	2015C Long-Term Facilities Maintenance	\$ 1,015,000
2020E Long-Term Maint	1.95%	Long-Term Facilities Maintenance FY21	\$ 1,775,000
2020F Refunding	2.08%	2012C, 2014A (LTFM)	\$ 1,930,000
2020G Long-Term Maint	1.74%	Long-Term Facilities Maintenance FY22	\$ 4,715,000
2020H Refunding	0.89%	2013F Long-Term Facilities Maintenance	\$ 585,000
2021F Refunding	1.49%	2012G Long-Term Facilities Maintenance	\$ 770,000
2021G Long-Term Maint	2.38%	Long-Term Facilities Maintenance FY23	\$ 6,245,000
2021H Refunding	1.42%	2013D, 2014D (LTFM)	\$ 2,665,000
2021I Refunding	1.88%	2015A, 2015E, 2016A, 2016B, 2016E (LTFM)	\$13,870,000
2021J Refundng	1.81%	2016I LTFM	\$14,025,000
Total			\$89,140,000

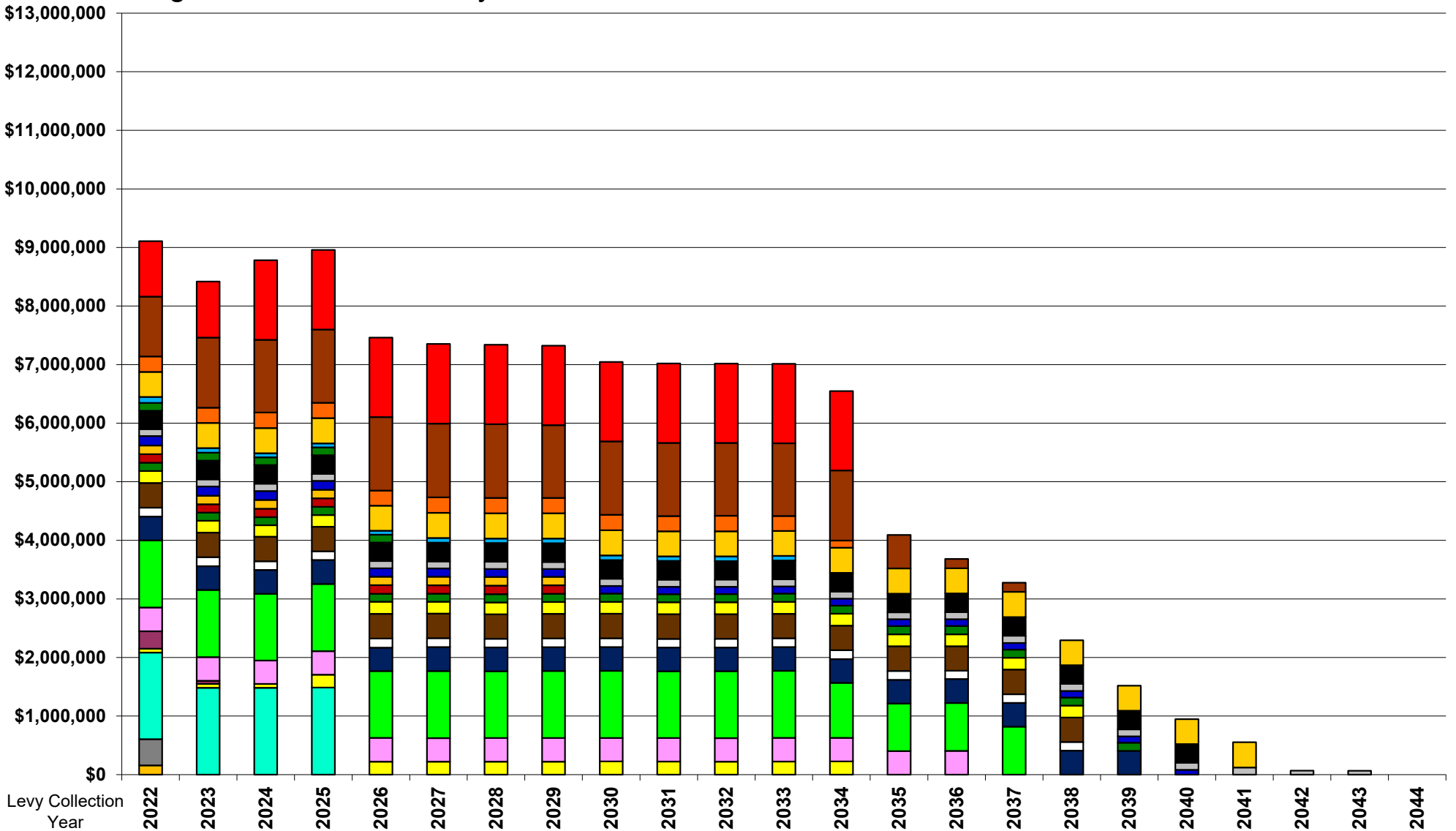
Existing GO Debt Service Levy for Facilities - June 30, 2021



Levy Collection Year

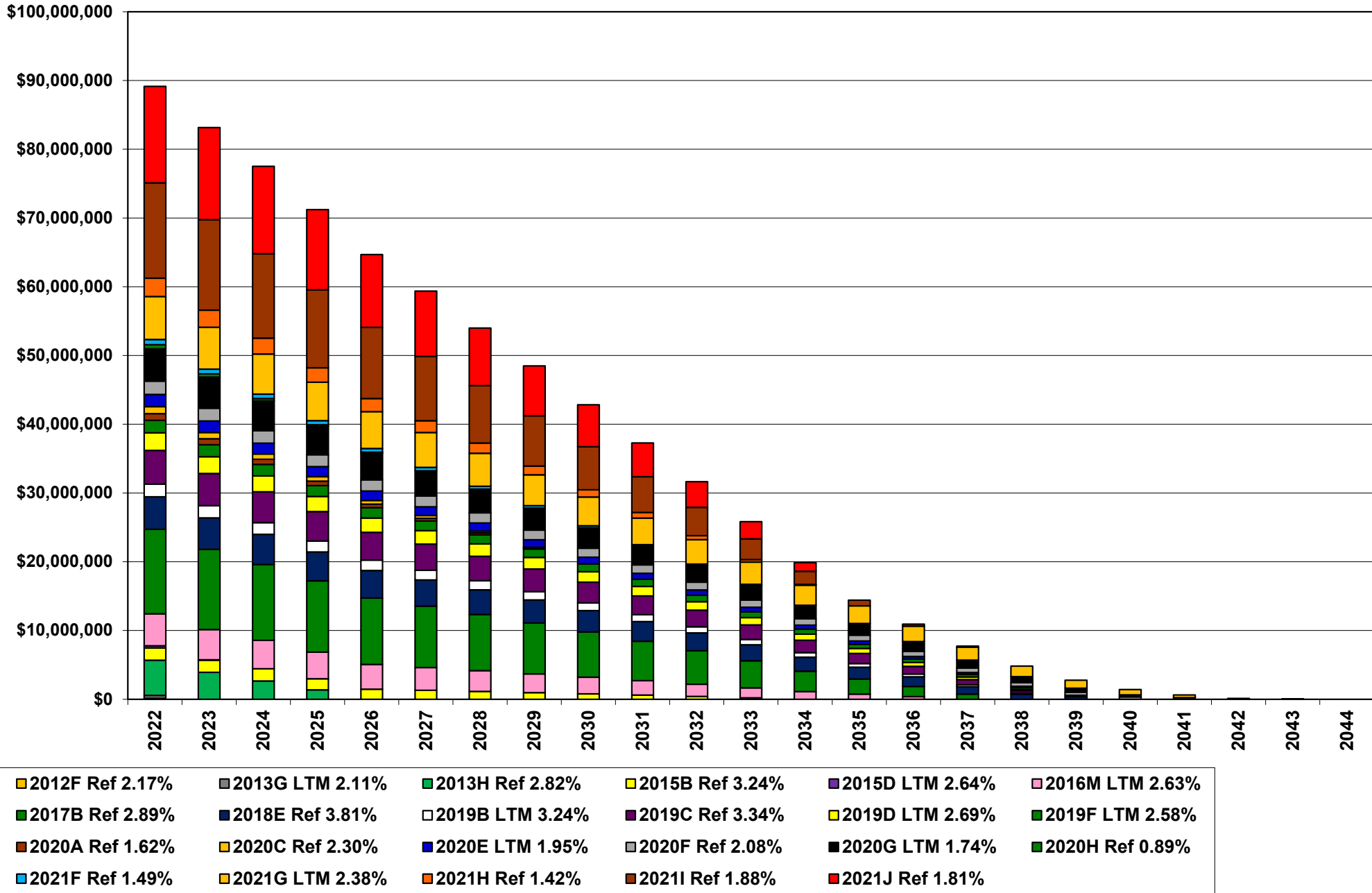
2011D Ref 1.83%	2012F Ref 2.17%	2012G LTM 2.51%	2013B LTM 2.15%	2013G LTM 2.11%	2013H Ref 2.82%
2014D LTM 3.09%	2015A LTM 3.04%	2015B Ref 3.24%	2015D LTM 2.64%	2015E LTM 3.10%	2016A Ref 4.25%
2016B Ref 3.17%	2016E LTM 2.84%	2016I Ref 2.44%	2016M LTM 2.63%	2017B Ref 2.89%	2018E Ref 3.81%
2019B LTM 3.24%	2019C Ref 3.40%	2019D LTM 2.69%	2019F LTM 2.58%	2020A Ref 1.62%	2020C Ref 2.30%
2020E LTM 1.95%	2020F Ref 2.08%	2020G LTM 1.74%	2020H Ref 0.89%		

Existing GO Debt Service Levy For Facilities - June 30, 2022



2012F Ref 2.17%	2013G LTM 2.11%	2013H Ref 2.82%	2015B Ref 3.24%	2015D LTM 2.64%	2016M LTM 2.63%
2017B Ref 2.89%	2018E Ref 3.81%	2019B LTM 3.24%	2019C Ref 3.40%	2019D LTM 2.69%	2019F LTM 2.58%
2020A Ref 1.62%	2020C Ref 2.30%	2020E LTM 1.95%	2020F Ref 2.08%	2020G LTM 1.74%	2020H Ref 0.89%
2021F Ref 1.49%	2021G LTM 2.38%	2021H Ref 1.42%	2021I Ref 1.88%	2021J Ref 1.81%	

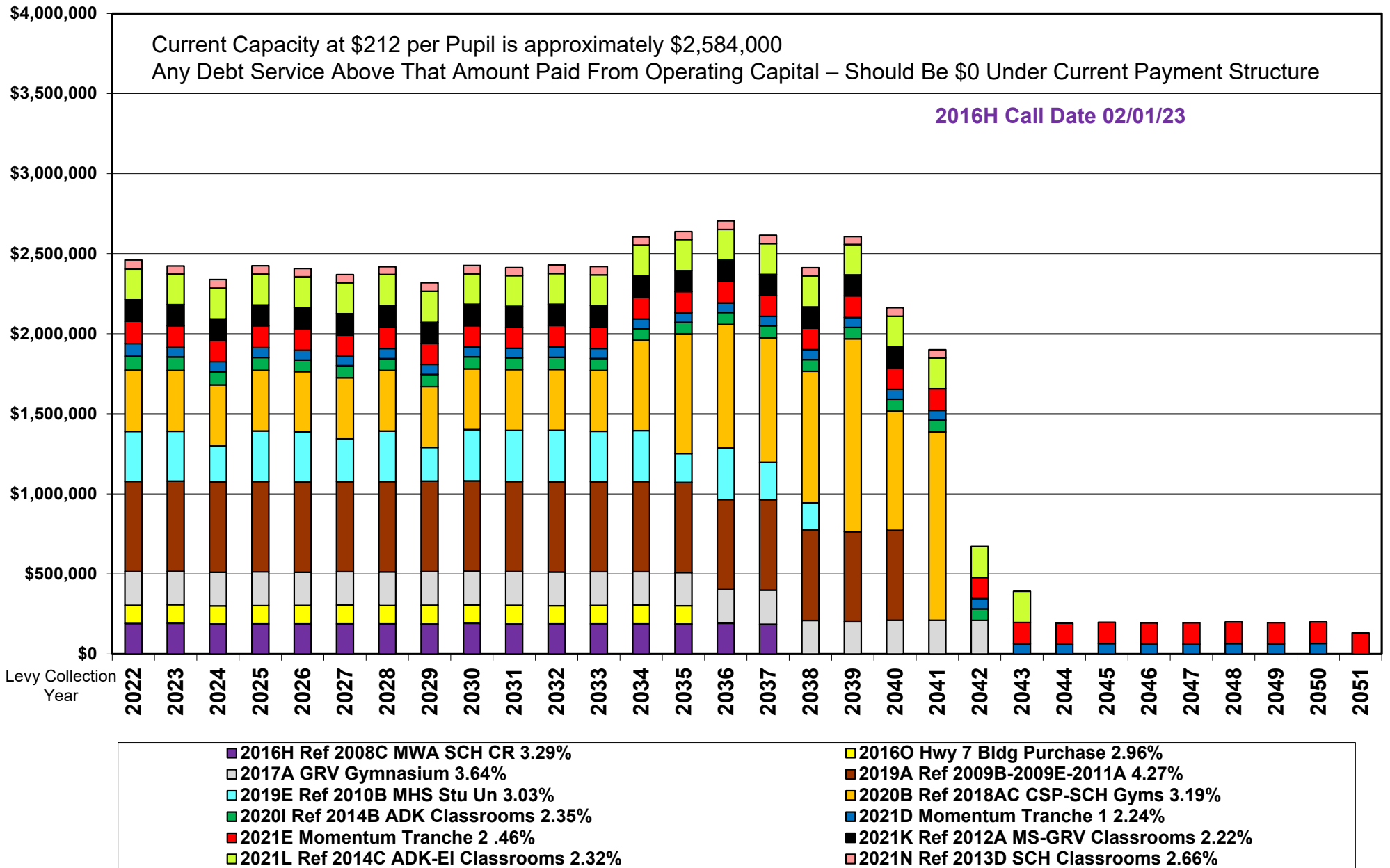
Outstanding Principal General Obligation Debt June 30, 2022



Outstanding Lease Purchase Levy Principal And Purpose June 30, 2022

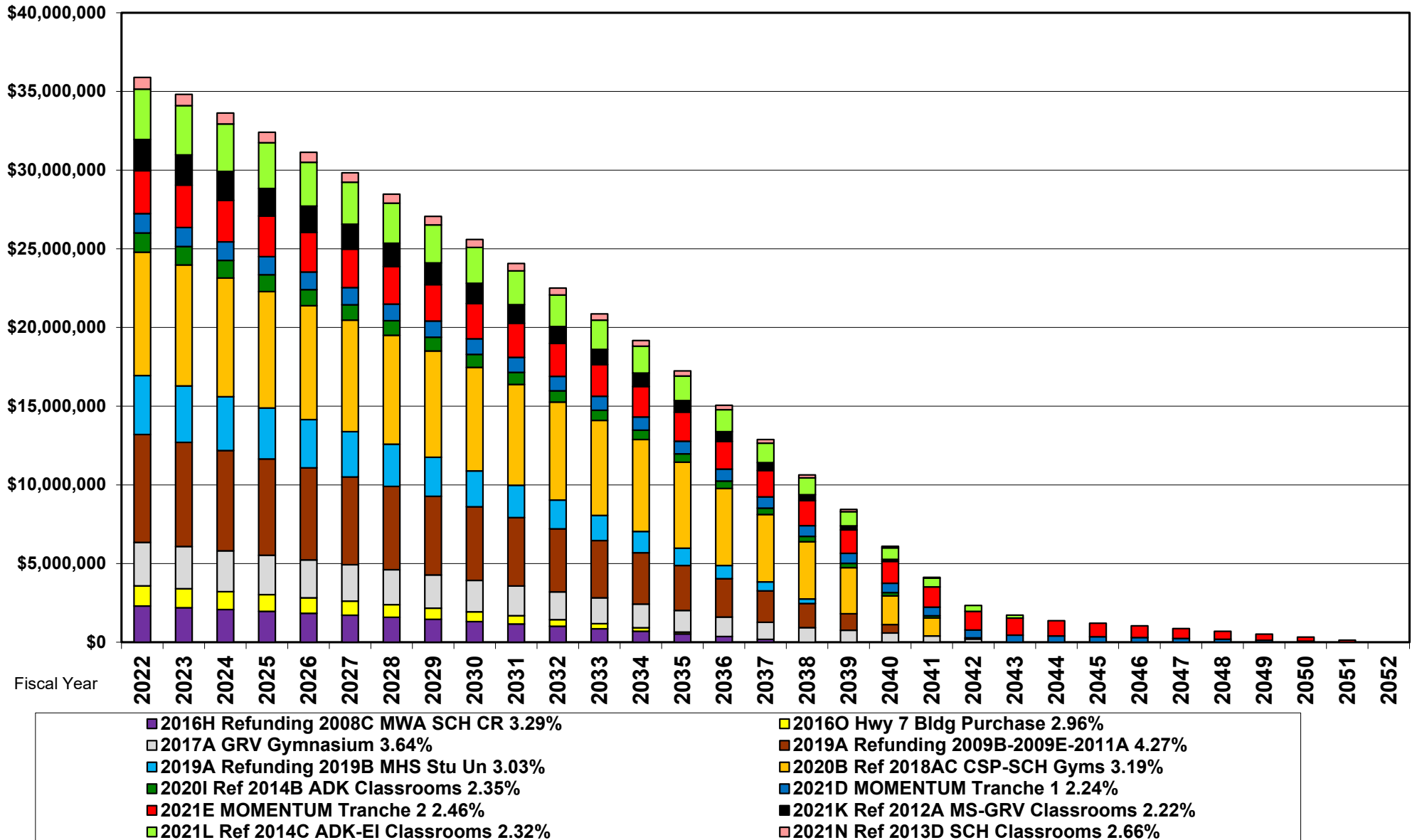
2016H Refunding	3.29%	2008C MWA-SCH Classrooms	\$ 2,300,000
2016O Lease Purchase	2.96%	Hwy 7 Building Purchase	\$ 1,280,000
2017A Lease Purchase	3.64%	GRV Gymnasium	\$ 2,765,000
2019A Refunding	4.27%	2009B-2009E-2011A Elem Classrooms	\$ 6,855,000
2019E Refunding	3.03%	2010B MHS Stu Union Fine Arts	\$ 3,740,000
2020B Refunding	3.19%	2018A-2018C CSP-SCH Gymnasiums	\$ 7,845,000
2020I Refunding	2.35%	2014B ADK-EI Classrooms Tranche 1	\$ 1,220,000
2021D Lease Purchase	2.53%	Momentum Addition Tranche 1	\$ 1,230,000
2021E Lease Purchase	2.46%	Momentum Addition Tranche 2	\$ 2,725,000
2021K Refunding	2.22%	2012A Mid School-Grv Classrooms	\$ 1,985,000
2021L Refunding	2.32%	2014C ADK-EI Classrooms Tranche 1	\$ 3,200,000
2021N Refunding	2.66%	2013D SCH Classrooms	\$ 745,000
Total			\$35,890,000

Lease Levy Funding of Lease Purchases For Facilities June 30, 2022



Outstanding Principal Lease Purchase Levy June 30, 2022

Principal Retirement Schedule



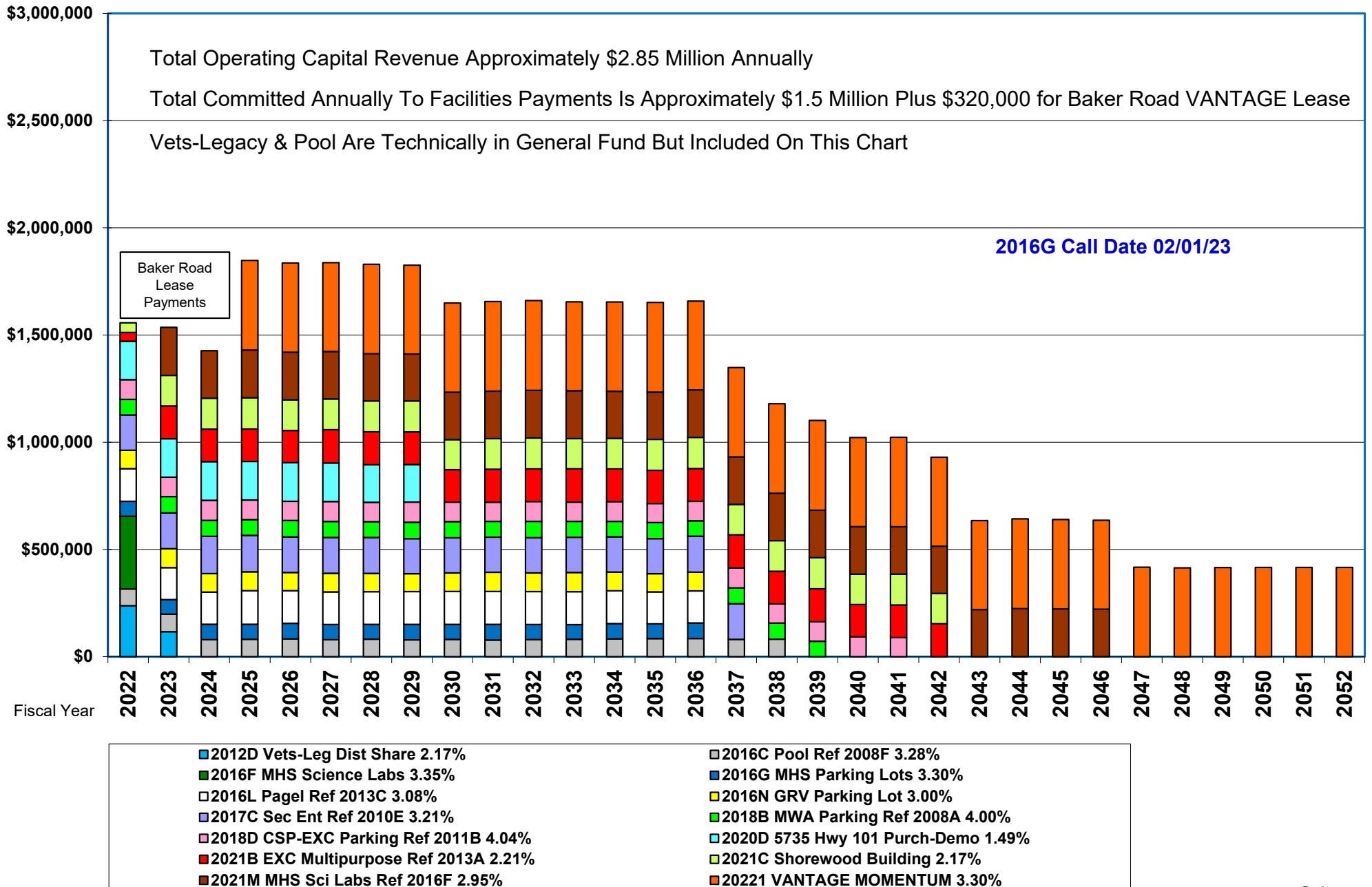
Outstanding Operating Capital Lease Purchase Principal And Purpose June 30, 2022

2012D Lease Purchase**	2.17%	2009D Vets-Legacy Refunding	\$ 115,000
2016C Refunding*	3.28%	2008F Pool Addition	\$ 1,645,000
2016G Lease Purchase	3.30%	MHS Parking Lots	\$ 770,000
2016L Refunding	3.08%	2013C Pagel Purchase	\$ 1,640,000
2016N Lease Purchase	3.00%	GRV Parking Lot	\$ 970,000
2017C Refunding	3.21%	2010E Secure Entries Refunding	\$ 1,940,000
2018B Refunding	4.00%	2008A MWA Parking Lot Refunding	\$ 895,000
2018D Refunding	4.04%	2011B CSP-EXC Parking Lot Refunding	\$ 1,160,000
2020D Lease Purchase	1.49%	5735 Hwy 101 Purchase & Demo	\$ 1,055,000
2021B Refunding	2.21%	2013A EXC Multipurpose Refunding	\$ 2,495,000
2021C Lease Purchase	2.17%	Shorewood Building Purchase & Conv	\$ 2,200,000
2021M Refunding	2.95%	2016F MHS Science Labs	\$ 3,705,000
2022A Lease Purchase	3.30%	VANTAGE MOMENTUM Building	\$ 7,000,000
Total			\$25,590,000

*Partially funded through donations and fees from Aquatics Program

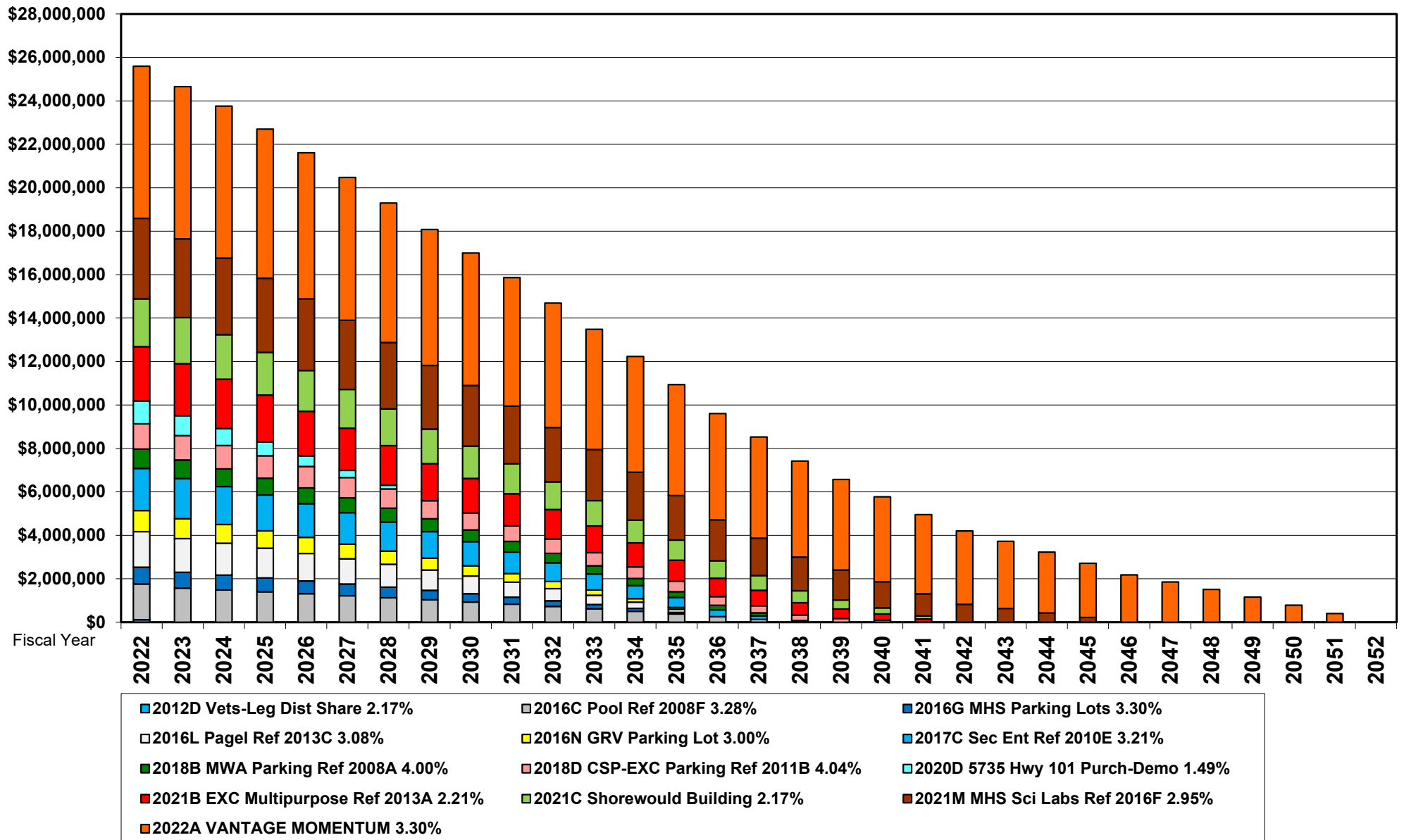
**Primarily funded through donations and fees – retired July 1, 2022 in FY23

Operating Capital Funding Of Lease Purchases For Facilities June 30, 2022



Outstanding Principal Operating Capital Lease Purchases June 30, 2022

Principal Retirement Schedule



Other Funded Lease Purchase Principal And Purpose June 30, 2022

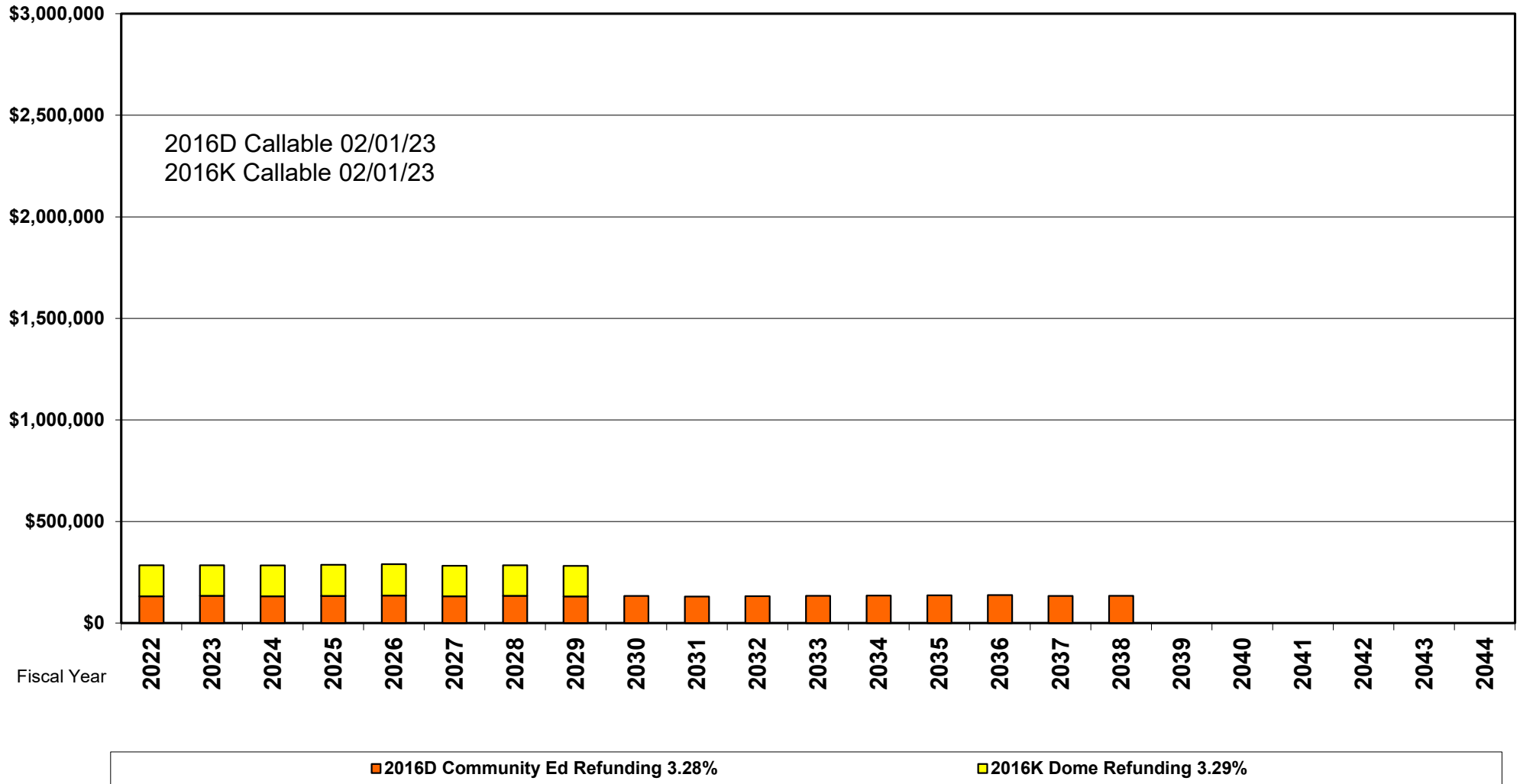
2016D Refunding	3.28%	2008G Comm Ed Additions	\$ 1,645,000
2016K Refunding	3.29%	2008D Tonka Dome*	\$ 930,000
Total			\$ 2,575,000

*Funded by usage fees

- Dome opened in November 2004 – FY2005 – 17 seasons of use through FY21
- Dome Bonds are paid 100% through rental revenue
- Current Dome is the collateral for the Dome Bonds
- Opened 5 months each Fiscal Year except 4 months in FY2015, FY2016 and FY2021 – FY2005 through FY2022 to date
- Through 06/30/22 the Dome has 87 months of actual use – equals 7 years and 3 months
- Dome bonds are paid off in February 2029 – FY2029
- Current Dome has to be used for 35 more months – FY2023 through FY2029 - until bonds are paid off – equal to 2 years and 11 months
- Total months of use at the end of FY2029 will be 122 months – equals 10 years and 2 months of use
- A new Dome can be financed in Spring of 2029 for use in November 2029 in FY2030 if necessary

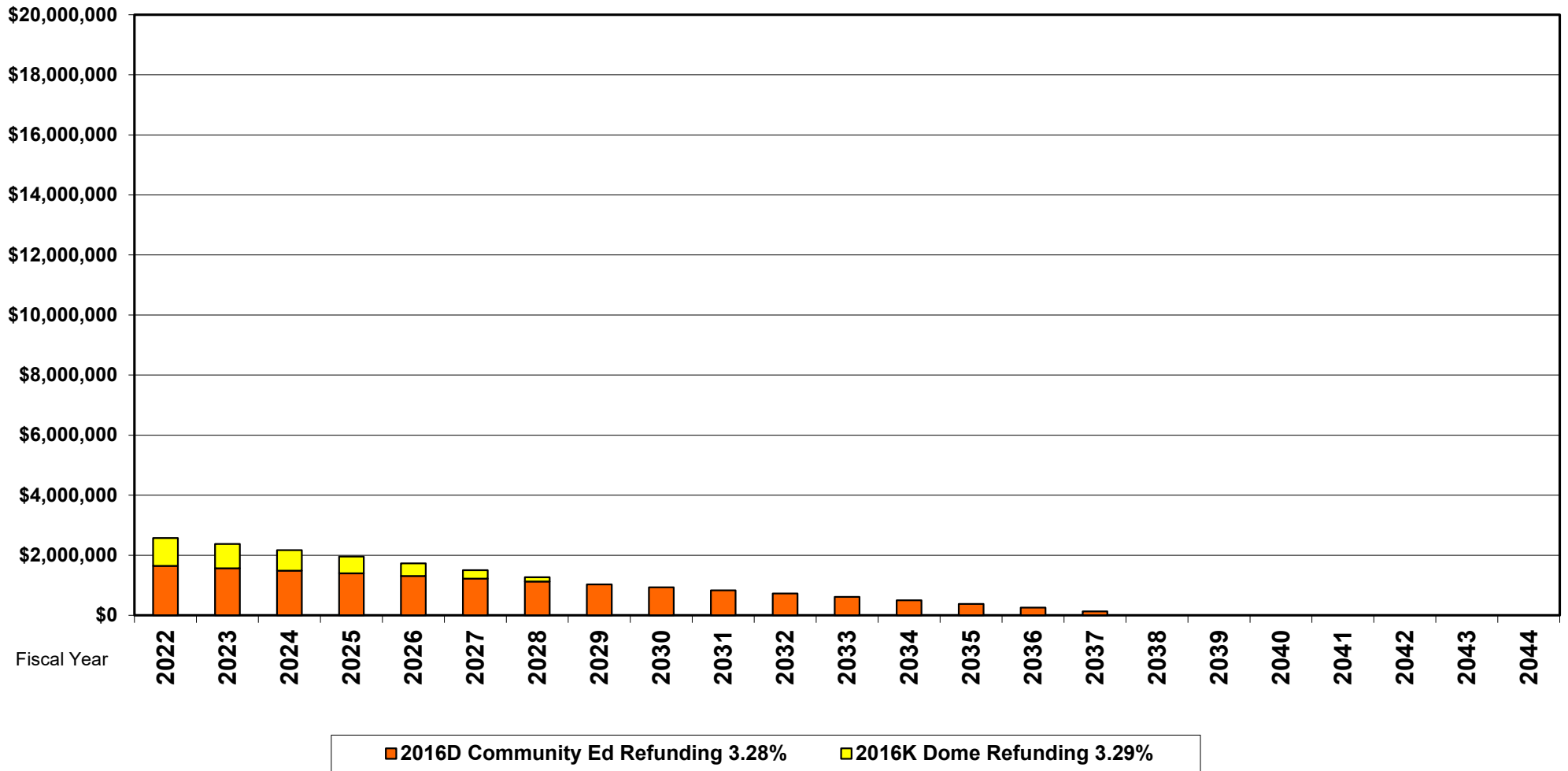
Other Funded Lease Purchases For Facilities June 30, 2022

Annual Payments



Outstanding Principal For Other Funded Lease Purchases June 30, 2022

Principal Retirement Schedule

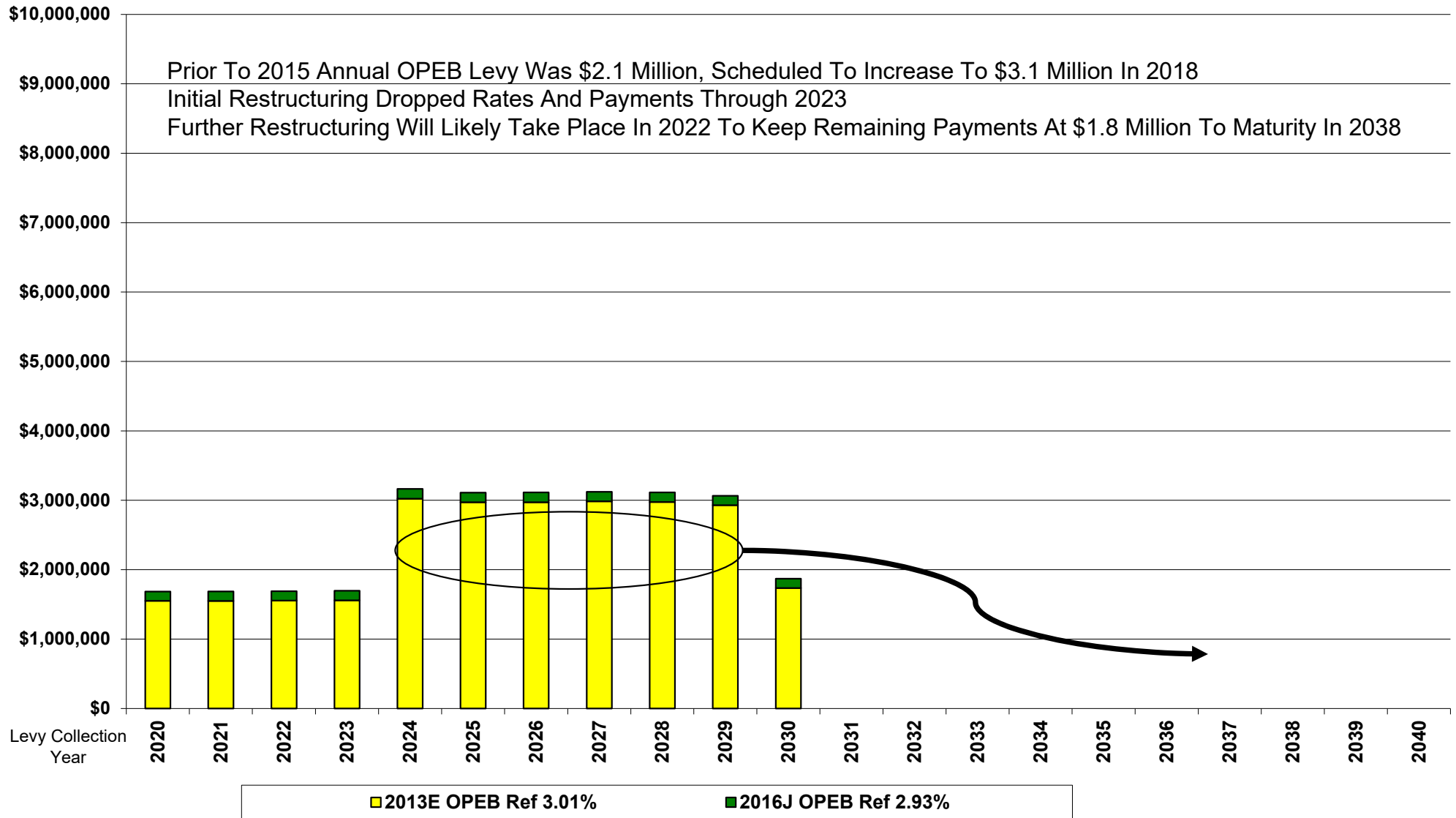


Outstanding Debt Service Levy OPEB Principal June 30, 2022

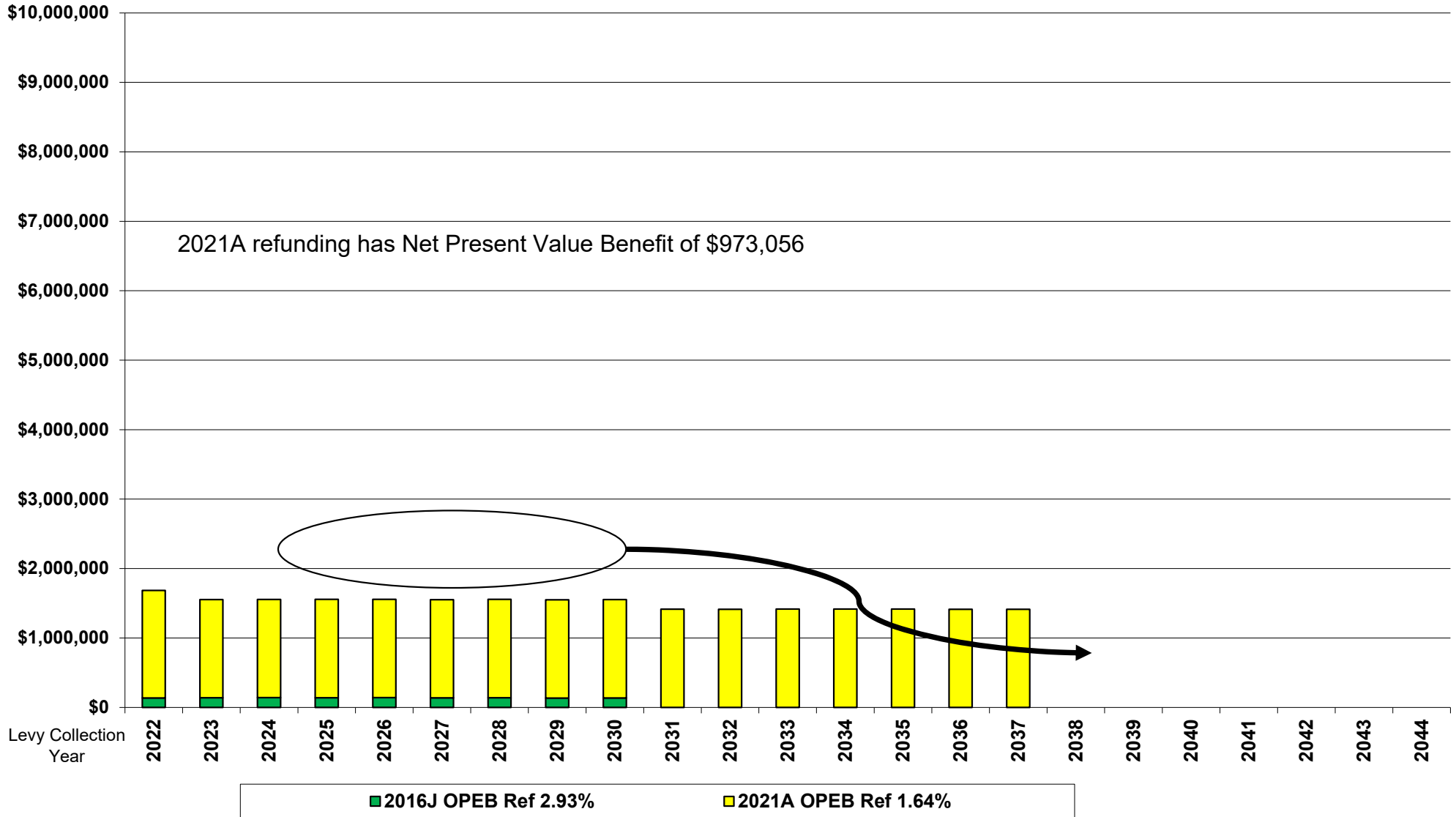
2008I OPEB	6.83%	Fully Defeased By 2013E Refunding	\$0
2009A OPEB	6.24%	Fully Defeased By 2013E Refunding	\$0
2010F OPEB Part Refunding 2009A	5.05%	Fully Defeased By 2016J Refunding (Saved \$605,005)	\$0
2013E OPEB Refunding	3.01%	Fully Defeased By 2021A Refunding (Saved \$2,251,496)	\$0
2016J OPEB Refunding	2.93%	2010F OPEB Partial Ref (Saved \$123,758)	\$ 1,020,000
2021A OPEB Refunding	1.64%	2013E OPEB Refunding (Saved \$973,056)	\$18,700,000
Total			\$19,720,000

Cumulative refunding net present value savings to date of \$3,953,315

Existing GO Debt Service Levy – OPEB - June 30, 2020

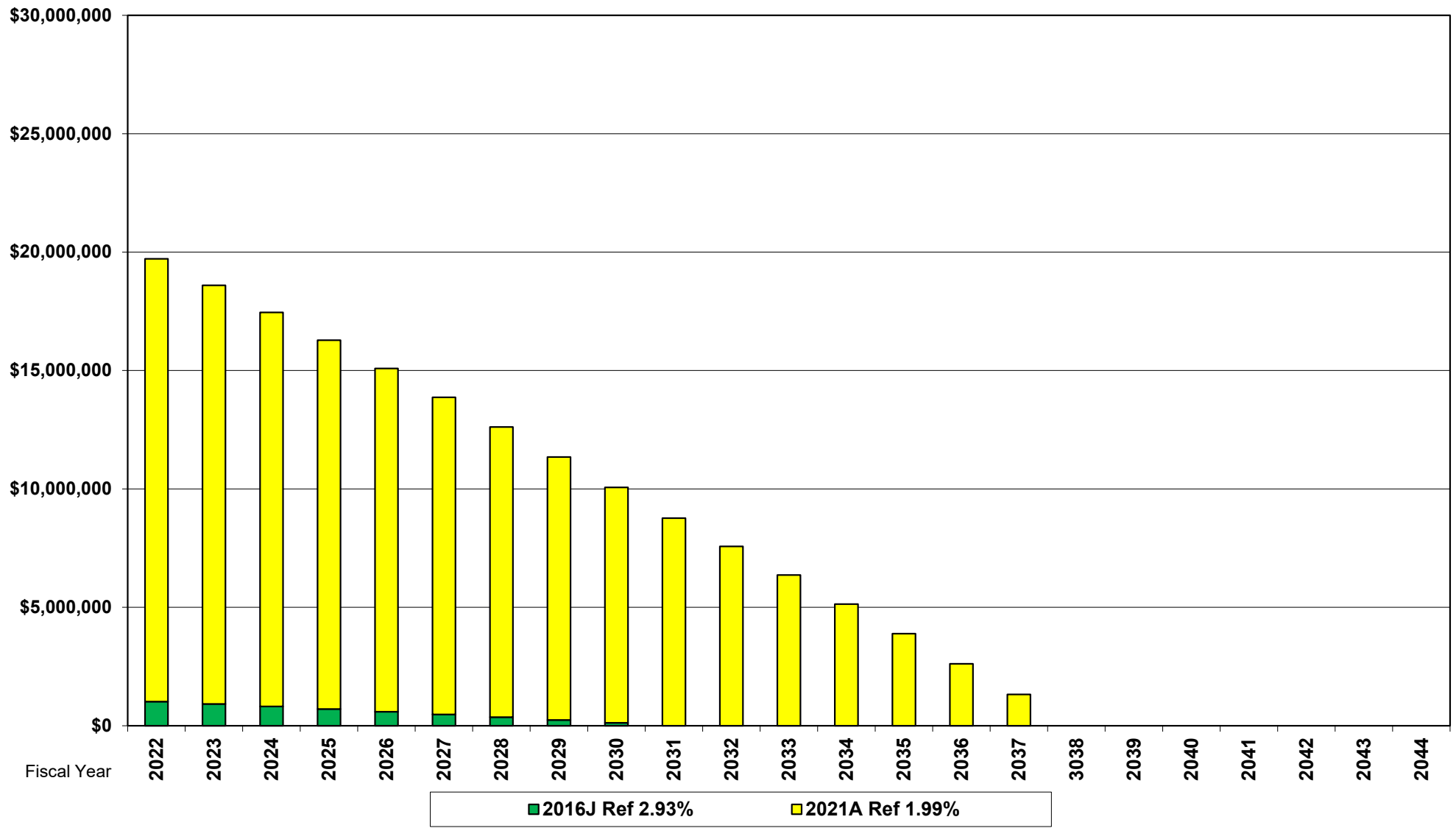


Existing GO Debt Service Levy – OPEB - June 30, 2022



Outstanding Principal General Obligation Debt – OPEB - June 30, 2022

Principal Retirement Schedule





FY23 Activity

- 2022B LTFM Bonds - \$8,425,000 – Sell August 2021 for FY24 summer 2023 LTFM work
- Eligible for refunding September-December 2022
 - 1 General Obligation LTFM Bond
 - 1 General Obligation OPEB Bond
 - 5 Certificates of Participation Bonds
 - Will be evaluated prior to sale to determine feasibility



Calendar 2023 through 2027 Activity

- **Calendar 2023**
 - 2 refunding COP bonds
 - 1 refunding LTFM bond
 - 1 LTFM bond for FY25 for summer 2024 work
- **Calendar 2024**
 - 3 refunding COP bonds
 - 3 refunding LTFM bonds
 - 1 LTFM bond for FY26 for summer 2025 work
- **Calendar 2025**
 - 3 refunding COP bonds
 - 4 refunding LTFM bonds
 - 1 LTFM bond for FY27 for summer 2026 work
- **Calendar 2026**
 - 2 refunding COP bonds
 - 2 refunding LTFM bonds
 - 1 LTFM bond for FY28 for summer 2027 work
- **Calendar 2027**
 - 4 refunding COP bonds
 - 5 refunding LTFM bonds
 - 1 LTFM bond for FY29 for summer 2028 work



Estimating The Future – Other Bonds

- Bonds will be continuously evaluated for savings and-or restructuring at call dates depending on the circumstances and capital needs at the time

- Long-Term Facilities Maintenance continues yearly

- New construction after MOMENTUM addition and VANTAGE MOMENTUM building are likely minimal compared to the past 15 years 2008-2022
 - VANTAGE MOMENTUM building adds 300 student capacity to grade 9-12 facilities
 - Use by 300 in the morning and 300 in the afternoon
 - Highway 7 Building will have capacity but will likely need significant modifications

Estimating The Future – Other Bonds

- Interest rate increases are limiting the amount of principal that can be borrowed through Lease Levy COPs and Operating Capital COPs

- Cost of any future additions after MOMENTUM addition are being driven up dramatically
 - Double digit construction inflation for several years
 - Tornado shelter building code for additions housing 50 double-digit construction inflation is driving up the

- Lease Levy Revenue and Operating Capital Revenue for COP borrowing is very near its limit
 - Operating Capital bond payment capacity is fully utilized through Fiscal 2026 – after refunding 2016G, 2016L and 2016N the District will gain bonding capacity of \$2-\$3 million
 - Lease Levy Revenue bond payment capacity is fully utilized through Fiscal 2025 – after refunding 2016H and 2016O the District will gain bonding capacity of approximately \$2 million

- For future major construction needs costing more than the aforementioned amounts, a building bond referendum will most likely be needed

- Any building bond referendum will be the first since 1996



Questions?

REVIEW

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

Study Session Agenda Item #5

Title: Review of Vision Document

Date: March 24, 2022

EXECUTIVE SUMMARY:

The Board will continue its review of the Vision document, concentrating on pages 17-21 in the attached document, which corresponds in the printed brochure to pages 27-end of the brochure.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

**** Update the photos throughout the brochure**

A LETTER TO OUR COMMUNITY

It is a great honor to represent you in our service as members of the Minnetonka School Board. Since its inception in 1952, our school district has been preparing students to be thoughtful, contributing members of society. During that time, our District has earned a reputation for excellent teaching, exceptional student achievement and outstanding fiscal management.

Ensuring that this legacy continues is the heart of our job as your elected representatives. Toward that end, it is our duty to define the direction in which we want to lead our district. The following is our vision for the Minnetonka School District, one that we believe enables us to be a world-class, child-centered public school system of which we can all be proud.

As we envision the District's future, we want to acknowledge the significant contributions of students, teachers, administrators, support staff, past school board members, **parents, families,** and other community members who built Minnetonka's history of success. We are grateful and proud to chart the coming years from such a solid position of inherited strength.

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Defining our Vision for a World-class School District

- Students

- Teachers

- Curriculum and Instruction

- Co-curricular Activities

Supporting our Vision

- Parents Families**

- District Leadership

- Support Staff

- Learning Environment of Our Schools

- Buildings and Grounds

- Communication

- Technology

Realizing our Vision

- Meaning of a Minnetonka Diploma

- Minnetonka Alumni

- Greater Community

- Creating a Culture of Child-centered Excellence

Defining our Vision for a World-class School District

America's public education system is built on the belief that a nation dedicated to self-government and the preservation of liberty will not endure without the intelligence and vigilance of the governed. Unique in the history of the world, America's public schools make and deliver on the bold promise to freely educate all children regardless of ~~wealth, religion, race, gender, ability, or citizenship.~~ race, religion, gender identity, sexual orientation, country of origin, and socioeconomic status. The Minnetonka School Board is committed to protecting and promoting this legacy.

We believe that a strong public education is the most direct means of creating an informed citizenry necessary to sustain democracy. Public education gives people the skills they need to live the life they imagine, to realize their dreams, and to fully develop as human beings. It is the cornerstone of healthy, engaged communities. It is essential to maintaining a thriving American economy capable of operating in a competitive global marketplace. It is the foundation upon which a free and open society rests. Strong public education gives wings to society's collective hopes for a promising future.

As members of the Minnetonka School Board, we believe in the power of a collective vision to mobilize people and effect positive change in their lives. We are committed to building upon the excellence of our past and creating a world-class school district. We will insist on aligning every element of our organization toward the goal of supporting all students' pursuits of their highest levels of academic and personal achievement.

We strongly believe in the connection between early childhood education and later school performance. Therefore, the Minnetonka School District champions an E-12 approach to educating children. We will connect with ~~parents and their children~~ families as early as possible, creating a wide variety of opportunities for ~~parents~~ them to cultivate the skills and knowledge needed to nurture their children's successful growth and development. When communities, families and schools are united in support of each and every child, all students will flourish.

We understand that being a world-class district takes effort, talent, ~~money,~~ resources, and determination. The children and citizens members of our community deserve no less than our best efforts. We must dedicate ourselves to redefining excellence in education in our own terms.

If our future is to be better than our past, we must have the courage to let go of what no longer serves us, embrace what is required for the future, and advocate for what is best for our children, our community, and our nation. Such a journey will require ~~being comfortable with~~ being comfortable with change, taking informed risks, and rigorously ~~tracking progress~~ progressing against clearly articulated goals. It will require the conviction to set our own standards in the face of state and federal mandates and unstable financial resources. The result will be national recognition for academic excellence and student achievement. In all areas, it will demand putting children first.

As a world-class organization dedicated to child-centered excellence, the Minnetonka School District will:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement
- Practice prudent and innovative management of public resources
- Advocate for strong academic and strong co-curricular programs
- Attract, develop, and support the highest quality teachers and other educational professionals
- Demand the highest standards of professional excellence in every level of the organization
- Create, pursue, and champion outstanding early childhood education opportunities so that all children enter kindergarten ready to learn and succeed
- Tailor learning experiences to the needs of individual learners
- Create positive, enjoyable learning environments where all students feel safe, welcome, supported and accepted
- Foster the development of good character and social responsibility
- Inspire students to understand and serve the greater good
- Celebrate students of all backgrounds, cultures, experiences and identities
- Instill an abiding appreciation for the rights, privileges, and values of America's system of government
- Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning
- Earn and maintain broad-based community support
- Design student experiences for meaning, engagement, and deeper learning
- Commit to preparing and educating all students with programs, instruction and tools that meet the needs of the future

*** Change the word "money" to "resources" in the bubble graphic of page 7 of the brochure

Mission

A statement of our highest aspirations

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 learning and teaching which:

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

Beliefs

A statement of our organization's fundamental convictions, its value, its character

We believe that:

- An educated populace is integral to a democratic society.
- Families have the primary responsibility to ensure the education of their children.
- All adults are responsible for the care and welfare of all children.
- All people deserve the opportunity to pursue their individual potential.
- A person's attitude is the most significant determinant of success.
- Personal fulfillment comes from pursuing one's passion.
- Each person has fundamental, intrinsic worth.
- The dignity of each person is sacred.
- All people need to love and be loved.
- All people have a right to live and work in a safe environment.
- The uniqueness of each individual enriches the community.
- All people have the right to express matters of conscience
- Effective communication is essential to building relationships and strengthening mutual commitment to purpose.
- Integrity is essential to a meaningful relationship.

Objectives

An expression of the desired measurable, observable, or demonstrable results for the organization. Our objectives focus on student success, performance, and/or achievement.

- All students will meet or exceed District academic standards.
- All students will thrive according to their individual potential.
- All students will achieve their stated aspirations.
- All students will possess an enlightened view of themselves, others, and the world.

Commitments

Strict parameters that establish the boundaries and limits within which the organization will accomplish its mission.

- We will not engage in any activity that detracts from our elementary and secondary instructional program.
- We will not compromise excellence.
- We will make all decisions based solely on the best interest of the student.
- We will expect the best of everyone.
- We will defend and preserve the principle of local autonomy.
- We will honor the dignity of each person.

Bubble graphic on page 10 (Students) to read:

Minnetonka students will be encouraged and supported to progress beyond the confines of traditional classroom work.

Students

Serving students well and inspiring them to reach their highest levels of personal and academic achievement is the essence of our quest to be a world-class public school district. Toward that end, all learning experiences, curriculum offerings, supplemental programs, enrichment opportunities, staffing models, facility designs and usage, and co-curricular activities will support student success and life-long learning.

We must recognize that there are different levels of ability, need, desire, and interest among the students we serve. Our commitment is to effectively utilize the resources of the District and align them for the maximum benefit of each child. At all times, we will act to ensure that our students remain engaged in school and learning. Students will be encouraged and supported to explore a variety of opportunities and to access challenging coursework throughout their years in the District.

Minnetonka students will be encouraged and supported to progress beyond the confines of traditional ~~grade levels and~~ classroom work. Once students demonstrate mastery of a subject area, they will be able to explore ~~accelerated~~ learning experiences that require greater depth and skill. Differentiated instruction and personalized pathways towards their pursuit of knowledge and skills will be essential components of a Minnetonka education. We also will acknowledge that students' abilities may differ from subject to subject and will provide opportunities accordingly.

We will identify and respond to unique learning needs as early as possible. We will provide personalized curriculum and staff to help all students reach their life goals regardless of their need or ability. Our staff will constantly strive to find new ways to meet our students' needs that are respectful and cost-effective. We will also strive to help students avoid self-limiting labels and focus on their unique talents and gifts. Our staff will work with parents and students to develop reasonable, yet challenging, plans for academic and personal achievement which truly serve the individual.

Teachers

The interactions between teachers and their students are central to the educational experience. We must pursue excellence in teaching if we are to deliver a school district that is truly world-class. Therefore, all Minnetonka teachers will have a thorough and complete command of the subjects they teach. They will employ a wide range of educational and scientific research in developing effective ways of teaching their students. Minnetonka teachers will be recognized for their commitment, enthusiasm, student focus, effectiveness, and professionalism. They will maintain personal and professional integrity and advocate for the best interests of students. Every Minnetonka teacher will work to ensure that each student has mastered to ~~his or her~~ their fullest potential the skills and knowledge taught. Our teachers' efforts will be supported by a well-planned and adequately funded professional development program.

In addition to mastery of subject area, Minnetonka teachers will know that simply covering curriculum does not equal excellence in teaching. Minnetonka teachers will recognize that they must address emotional and developmental issues during the learning experience in order for effective learning to take place. Because the learning environment is critical to student success, Minnetonka teachers will use their empathy, enthusiasm, patience, communication skills, and effective classroom management to create a positive, supportive, respectful, and disciplined atmosphere in which academic and personal achievement can flourish. Minnetonka teachers will present curriculum and facilitate learning in compelling and innovative ways that result in high levels of student engagement and academic achievement.

All Minnetonka teachers will exhibit a genuine love of children and a professional commitment to children's learning. They will recognize that they have enormous influence over the minds and character of the children in their charge and act accordingly. Minnetonka teachers will connect with kids and their families and know how to pull the best out of each student. They will engender respect from their students because they are respectful of their students. Minnetonka students will give their best because their teachers inspire and believe in them.

Curriculum and Instruction

The Minnetonka School District will insist on a curriculum designed to stretch students' minds and prepare them to thrive in both our American society and the world at large. Our curriculum will reflect critical dimensions of student success: academics, character development, physical and mental health, leadership, and service. It will not be limited by government prescribed standards for competency. Learning will be connected from grade level to grade level and from subject to subject and aligned with measures of progress. Curricular programs will be open and available to all who are interested and prepared for the work.

Instruction is a critical element in our success because it is the process that transforms curriculum into learning. All Minnetonka teachers will be provided with clear guidance for delivering instruction and assessing learning. Minnetonka's Instructional Framework will provide the necessary guidance for designing the student experience, emphasizing dimensions of 21st century learning that are vital to success in a rapidly changing world. The consistent application of the Instructional Framework and the commitment to common assessments and engaging units of study will ensure a high level of quality and opportunity for all learners, as well as evaluate the effectiveness of our curriculum and instruction in delivering results for our students. The instruction process will transcend skill development or mere knowledge transfer. Classroom instruction will emphasize excellence, love of learning, critical thinking, creativity, innovation, collaboration, cooperation, exploration, and respect for others. Teachers must understand how attitudes, prior knowledge, habits of mind, **backgrounds** and relevance all impact the learning process. We will insist on methods of instruction grounded in research, and we will support meaningful professional development focused on improving instructional methods so that all students become active, life-long learners.

From the earliest years, the Minnetonka School District will emphasize reading and writing as the foundation of all future learning. Curriculum and instruction will be aimed at developing in each student:

- a profound command of the English language
- a mastery of mathematics
- a mastery of scientific principles
- a thorough understanding of American history, our system of government, and the importance of participating in the democratic process
- global awareness through the study of world language, culture, history, geography, and current events
- appreciation of music, literature, visual and performing arts
- participation in robust physical activity and health education
- technological proficiency
- life skills

Co-curriculars

Since its inception, the Minnetonka School District has been proud to provide a truly comprehensive education. Recognizing academic instruction and achievement as the heart of our mission, the Minnetonka School District also insists on and supports those activities that reinforce the academic pursuits of the students we serve. Co-curricular activities are essential for delivering a world-class education. Opportunities not found in the traditional classroom enhance the students' experience today, as well as prepare them for life's challenges ahead. A variety of co-curricular activities, both competitive and non-competitive, play an important role in the academic, social, physical, and emotional development of students by nurturing:

- perseverance
- self discipline
- ethical behavior
- ability to work with others
- resilience
- an understanding of the importance of physical health and fitness
- goal-setting and follow-through skills
- positive self-image
- competitive experiences
- good sportsmanship
- leadership qualities

These attitudes, skills, and experiences enhance, rather than compete with, the academic mission of our schools. They are necessary for life-long success and will be supported and celebrated.

Vibrant co-curricular participation also sustains two essential cultural elements of child-centered excellence: increased community support and a feeling of belonging for each student. Wide-spread participation and outstanding performance in a variety of co-curricular activities brings the community closer to the schools and students, thereby increasing awareness of and support for our students. Offering a wide variety of co-curricular options that are open to a broad number of students and are responsive to student interests helps to create smaller communities within the high school community. These smaller communities help to create a feeling of belonging and relevance, both of which are essential for student performance and well-being.

SUPPORTING OUR VISION

Change parents to families in the bubble on page 19

Parents Families

The Minnetonka School District recognizes and values the important role of **parents families** in the educational success of their children. Research shows that there are many things caring adults can do to enhance children's learning. Clearly stating and setting realistic expectations, providing structure and support, talking about schoolwork, asking questions, being involved in their school, and modeling life-long learning skills have all been proven to enhance student success. Accordingly, the Minnetonka School District will encourage all **parents families** to be directly involved in their children's education from birth through graduation. In order to support **parents' families'** abilities and interest in influencing and encouraging student success, appropriate **parent** education opportunities will be offered in a spirit of community collaboration.

Our obligation to **parents families** will be to regularly communicate with them and seek their input regarding their children's education. We will provide timely and meaningful parent-teacher conferences, frequent reports to **parents families** on their children's progress, and reasonable access to all staff. **Parents Families** will be welcomed in our buildings, encouraged to volunteer and be active participants in their children's schools. We will provide communication, tools and support to form the cornerstone for a solid relationship between home, school and community. Through the support of the greater community and the active involvement of **parents, families,** the Minnetonka School District will be a successful partner in providing the best possible educational opportunities for all students in our community.

District Leadership

The Minnetonka School District has set a course to transcend traditional definitions of excellence and envisions a school system in which all elements are united to help students reach their highest levels of personal and academic achievement. Strong district-wide leadership and innovative and systemic thinking will be essential to realizing our mission and vision.

The School Board is the first level of district-wide leadership. The seven members of this elected body will dedicate themselves to ethical decision-making and service-oriented behavior. They will be tireless advocates for the District's students and champion the success of the Minnetonka School District. They will bring a crucial blend of pragmatism, idealism, and lay wisdom to the profession of education and will remember that their role is to govern, rather than manage. In their governance capacity, the School Board will develop the District's mission and vision, write policy, approve budgets, adopt curriculum, authorize plans and projects, and direct the Administration to create and achieve goals aimed exclusively at furthering the District's mission and vision. Using a lean expenditure budget, the Board focuses resources on students.

To achieve these ambitious goals, the School Board must have a strong and collaborative leadership relationship with the Superintendent of Schools. The Superintendent will ensure that all the diverse functions and talents of the organization are aligned into a productive, highly functioning whole and will rely on, inspire, and direct a team of talented and motivated leaders to assess conditions, understand interrelationships, find solutions, and implement changes with the appropriate urgency necessary to serve our students well.

This collaborative leadership model, open and responsive to the public, will pave the way for partnerships with individuals and organizations that are essential to realizing our vision for the future. The Superintendent, and other senior district-wide administrators, will be available to all stakeholder groups to explain and build support for the District's mission and vision. The information and support gained through this collaborative leadership will allow the School Board and Superintendent to allocate and leverage resources more effectively. Likewise, the synergy created by aligning all elements of the organization toward the same goal of student achievement will fuel greater student success and community support.

Strong leadership by all Minnetonka principals will be a critical link in actualizing District initiatives. These educational leaders are the key to implementing curriculum offerings, evaluating teachers and support staff, providing consistent student discipline, and building strong connections between their schools and the community. Minnetonka principals will have the responsibility and authority necessary for bringing the District's mission and vision to life. These talented leaders will set expectations for the conduct of all employees and volunteers in their buildings. Most importantly, Minnetonka principals will be the champions for aligning all resources and talents towards the attainment of outstanding personal and academic achievement for each and every Minnetonka student.

Support Staff

Creating a culture of child-centered excellence will depend on the efforts of all adults in the organization. While excellence in education is often focused exclusively on the interaction between teachers and students, a truly world-class school district will pursue excellence in all work areas.

In order for all students to reach their highest levels of academic and personal achievement, support staff members will recognize and appreciate that they are partners in the educational success of each student and are an integral part of our District. These highly qualified employees will be positive role models who are committed to creating a supportive learning environment for all students, as well as providing essential support for teachers. Their optimistic attitudes, encouraging words, and consistent and caring discipline will form an essential part of Minnetonka's focus on child-centered excellence.

Likewise, everyone who works for the District will be a positive ambassador for our schools. Support staff members provide unique contributions to our organization and are key communicators in our community. Their helpful attitudes and responsive behavior will convey what is best about who we are and what we do. Such excellence across all support areas will enable everyone to do their best work, thereby allowing us to fulfill our mission and vision.

Learning Environment of Our Schools

A positive and stimulating learning environment is critical to student success. The culture of the Minnetonka School District will demonstrate support and caring for all members of our community. All stakeholders will be personally responsible for creating and maintaining an atmosphere of learning in which students feel ~~respected, cared for, welcomed, supported,~~ **valued, accepted** and encouraged to explore. In this environment, learning is a joy and the world is full of possibility. Students will be active learners in the classroom, not just passive observers. The learning environment of our schools will aim to develop in each student such desirable qualities as self-discipline, motivation, curiosity, confidence, cooperation, and respectful behavior.

Minnetonka schools will welcome the whole community and will be known for outstanding **customer** service. Minnetonka schools will serve as cornerstones of neighborhood life and an important part of family life. Our schools will be the center point of our District's ten communities' commitment to public education.

Unprecedented volunteerism will be a hallmark of the learning environment of the Minnetonka School District. Our students will experience school as a place where many people—not just their teachers and parents—are involved in and interested in their success. Dedicated, knowledgeable, and skilled volunteers will enable us to leverage our resources more efficiently by furthering the efforts of teachers and staff. In turn, this extensive involvement in our schools by volunteers will bring the community closer to our students, thereby supporting student success. Growing up in an atmosphere where volunteerism is welcomed and celebrated will help to develop generations of graduates who will seek their own volunteer opportunities, strengthening and serving society in the years to come.

Buildings and Grounds

The success of a school is not just predicated on having a great program and outstanding staff, but it is essential to have an inviting and supportive atmosphere in each school in order to have others perceive the excellence that lies within. Excellence in buildings and grounds is essential to delivering the quality of education we seek. While what happens in the classroom and at co-curricular venues is appropriately considered to be the heart of the educational mission, we recognize that the condition of the classroom, auditorium, or playing field is crucial to student development. The condition of our buildings and grounds signals to all who enter them that the Minnetonka School District is a place where important learning and community activities occur.

Outstanding maintenance and energy efficiency demonstrate that the District is committed to environmental stewardship and indicate to the community that its investment is being maximized for both present and future generations. The resources of the District will be used so that all buildings and grounds are safe, clean, healthy, and attractive places that stimulate learning, encourage physical activity, and provide essential gathering places for our citizens.

High quality facilities positively impact the learning environment and the level of achievement of students. Beyond maintenance, the District will support and develop learning and work environments that balance functionality with aesthetics. We will focus on providing surroundings that are attractive, inspiring places that stimulate learning and productivity. School buildings will be flexible enough to accommodate fluctuations in enrollment and innovations in program delivery. Buildings and grounds must also support and respond to the best uses of technology and innovative products.

The condition and use of the buildings and grounds of the Minnetonka School District will be the outward manifestation of our commitment to excellence. Our buildings, fields, and facilities will be welcoming and inspiring gathering places for the whole community.

Communication

Effective communication will be essential for the continued success of the Minnetonka School District. Those efforts will be effective if everyone in the organization accepts responsibility for communicating accurate information and building positive relationships with students, parents and the citizens we serve. We recognize that every decision and every action in our organization has the potential to impact the trusting relationship we have with our stakeholders, thereby improving or damaging our ability to fulfill our mission to our students. An essential component of our continued success depends on everyone in the organization recognizing that they are “ambassadors of the District” as they meet and greet people in the course of their day.

Schools are a cornerstone of our community and serve four or five generations of stakeholders, each defined in part by their communication technology preferences. We will use multiple communication methods to go beyond fulfilling our basic responsibility for public information and use integrated marketing communications to effectively engage with individuals, families and communities.

Communication in the District will be two-way in nature. We will insist that communication be a planned and systemic operational function, grounded in ethical practices. Timely dissemination and collection of factual information will help improve the programs, services, and reputation of the District. Communication efforts will engage our community regarding important changes, challenges, events and accomplishments. In addition, communication efforts will interpret public opinions and beliefs so that the School Board and Administration can shape programs, policies, and procedures that will gain widespread support and deliver value.

Technology

Technology is essential in a world-class education because it brings immediacy to knowledge acquisition and allows students to move quickly from information gathering to developing solutions. It fosters creativity, refines critical thinking skills, allows for personalized learning and interactivity, and provides learning beyond the confines of the traditional classroom. Technological fluency is critical to the success of every student, teacher, and staff member in the Minnetonka School District. The District will ensure that all students have access to technology.

We insist that our students are prepared to be responsible citizens in their use of technology. Utilizing technology will enhance student achievement and prepare students to compete and thrive in a diverse and changing world. Toward this end, the District will use technology to:

- Enhance student instruction
- Improve communication and collaboration among students, teachers, staff, and parents families
- Support timely and informed decision-making
- Accelerate learning
- Facilitate parent family engagement

The Minnetonka School District will constantly seek cost effective and innovative ways to use existing and emerging technologies. We will provide staff with adequate resources and training. We acknowledge that technology does not replace the need for personal interaction as we prepare students for life-long learning in the 21st century.

REALIZING OUR VISION

Meaning of a Minnetonka Diploma

Earning a Minnetonka diploma will mean more than completing a required course of study or fulfilling a certain number of hours and course credits. Our graduates will be the beneficiaries of years of excellence in teaching, experiential learning, abundant opportunities to excel in a variety of co-curricular activities, thousands of dollars of community investment, and high levels of community pride and support.

Because of our vision and commitment to transcending traditional definitions of excellence, a Minnetonka diploma will be a symbol of academic excellence and personal achievement of the highest order. It will convey a graduate's readiness to compete in the world, to be a life-long learner, and to become a contributing, responsible member of society. Those who earn a Minnetonka diploma will be distinguished by their positive attitudes, superior skills, and extensive knowledge. They will be confident, inspired leaders of tomorrow who possess a clear sense of purpose in their future educational, personal, and vocational pursuits. A diploma from the Minnetonka School District will be highly valued by our students and their families because it will open doors and expand opportunities for graduates as they pursue their dreams.

Minnetonka Alumni

Minnetonka alumni are a visible measure of our success, and are critical to a world-class school district. Alumni represent measurable examples of what can be learned and accomplished with superior preparation in public education. Their success and accomplishments, coupled with their good character and sense of civic responsibility, are all crucial, visible measures of the impact of our vision and the return on our shared investment in America's future.

We will build and maintain connections with our alumni so that we can use their feedback to improve the services and programs of the Minnetonka School District. We will use those connections between the District and our alumni to encourage their continued contribution and involvement in the lives of our students, staff, and community. We will also recognize the significant contributions of retired employees in our alumni efforts and work to include these valuable people. We are proud of our alumni, both students and employees, and want to be able to celebrate their successes in life, as well as share with them the successes of their alma mater. Together, the stories of our alumni create our common history and increase the sense of community, feelings of pride, and shared ownership of the Minnetonka School District.

Greater Community

Together, the Minnetonka School District and the communities we serve have been preparing our students to be thoughtful, contributing members of society for more than half a century. We are proud of this legacy and grateful for the significant contributions of students, teachers, administrators, support staff, community members, parents, past School Board members, and other citizens who have built such a solid foundation. From this position of inherited strength, we recognize that the most crucial resources we steward are the ongoing financial, emotional, and human support that the greater community gives to the District's efforts to inspire all students to their highest levels of personal and academic achievement. Our interdependence and shared responsibility for sending well-educated, caring, and healthy students into the world is critical to the future success of our society.

We are committed to continuing this strong tradition of mutual support among our schools and our communities. We will seek community input, and we will communicate both the successes and challenges the District faces as we work to provide the best for all students. We will challenge the community to commit to all of our children as we educate them to be contributing, self-reliant members of society. Together, as citizens, we must move beyond the temptation to place the duty for supporting public education primarily on those who use it. Public education is a fundamental component of our way of life and can only be as strong as the support it is given by the people who own it. The success of Minnetonka students and their future contributions to our communities, state, nation, and world will be a point of pride for every taxpayer in the Minnetonka School District. We will commit to being an integral part of the community and our success and prudent management of resources will reflect a shared sense of values, pride, and ownership with those we serve.

Creating a Culture of Child-Centered Excellence

As an institution which serves the educational and developmental needs of children, the Minnetonka School District believes that serving all children well is the highest measure of our success. Everyone involved in the organization must be united in helping students reach their highest levels of personal and academic achievement. We have but one chance to do the right thing as each individual child moves through our schools. We must work with the appropriate sense of urgency to ensure that all children are able to pursue their brightest dreams for their future.

Therefore, we will support risk-taking, respectful discourse, and challenges to the status quo as we provide world-class, child-centered excellence. We will support and expect everyone to advocate for what is best for our children, our schools, and our communities. We will support and create a culture that is positive, open, and supportive on all levels. We will foster genuine, caring relationships among Administration, staff, students and their families. We will insist upon integrity in all of our relationships and communications. Exceptional character, integrity, competence, and the resulting trust those traits secure will be the hallmarks of the Minnetonka School District.

With time, enthusiasm, commitment, and discipline, the Minnetonka School District will leverage its Formula for Success to provide world-class, child-centered excellence as evidenced by:

- The performance of our students, across multiple areas, ranking among the highest performing schools in the world.
- The District doing measurably more with available resources than other districts of comparable size and quality.
- Significantly more parents choosing to send their children to our schools over other private or public schools in the metro region.
- High-performing teachers and staff throughout the country indicating the Minnetonka School District as their first choice as a place to work.
- The District excelling in customer service and community responsiveness, with all points of interaction being positive.
- The District being recognized as a leader of excellence in American public education by becoming the recipient of a wide variety of awards and recognitions.
- Our alumni reporting a high degree of satisfaction with the preparation for life that they received through their years in the Minnetonka School District.
- The District receiving unprecedented support from the communities we serve.

Our culture of child-centered excellence will be sustained by setting high expectations for students, teachers, and staff. Collaborative leadership and alignment of all elements in the organization will enable us to effect meaningful, sustainable change in the lives of our students. A systemic approach to management requires meaningful assessment tools and accountability systems in order to gauge student achievement and engagement, identify areas of opportunity or improvement, and make sound decisions. The School Board must be able to demonstrate that we are delivering on our promise of a world-class education. Students

deserve this disciplined approach to assessment. The community demands it. The future success of our District relies upon it.